

Empirically Grounded Strategic Framework for Institutionalizing Organizational Development in the Selected Local Government Units of Camarines Sur

Ivy D. Jeremias
University of Sto. Tomas-Legazpi
ivydjeremias@gmail.com

Date Submitted:
March 21, 2026

Date Accepted:
April 30, 2026

Date Published:
May 14, 2026

DOI:
10.5281/zenodo.20183144

ABSTRACT

This study developed an empirically grounded strategic framework for institutionalizing Organizational Development (OD) within ten local government units (LGUs) in Camarines Sur. Employing a descriptive-correlational research design, the study utilized a mixed-methods approach involving 100 survey respondents and 10 key informants to assess the impact of training and development (T&D) programs. The findings revealed that while T&D initiatives have a "High Impact" on knowledge enhancement (Mean = 4.33) and skills development (Mean = 4.08), a significant "training translation gap" exists where learning does not automatically translate into sustained workplace performance. Regression analysis identified

organizational alignment ($\beta = 0.643$) as the strongest predictor of job performance, highlighting that training effectiveness is fundamentally system-dependent. Qualitative evidence further indicated that while leadership support is strong, deficiencies in mentoring, coaching, and formal recognition systems constrain long-term impact. The study concluded that LGU institutional capacity, rather than training content alone, drives differences in outcomes. Consequently, a strategic framework was proposed, built upon four pillars: participatory governance, competency-based development, data-driven decision-making, and strategic alignment. This framework re-conceptualizes training as an integrated subsystem within a broader OD architecture to foster continuous adaptation and improved public service delivery. By institutionalizing these systemic linkages, LGUs can transition from fragmented, compliance-oriented training toward becoming sustainable learning organizations.

Keywords: *Organizational Development, Local Government Units, Training and Development, Strategic Alignment, Competency-Based Capacity, Camarines Sur, Institutionalization, Training Transfer Gap*

INTRODUCTION

Local Government Units (LGUs) operate within an increasingly complex and dynamic governance environment, functioning as adaptive systems shaped by the interaction of human resources, institutional policies, fiscal constraints, political conditions, and evolving community needs. As frontline institutions of public service delivery, LGUs are expected not only to implement programs but to continuously enhance their organizational capacity to respond effectively, efficiently, and accountably. This underscores a critical

reality: governance effectiveness is not solely program-driven but is fundamentally dependent on the organization's ability to learn, adapt, and sustain performance over time.

Within this context, training and development (T&D) emerge as a primary mechanism for building human capital and enhancing employee competencies. Widely recognized in the literature (e.g., Raymond Noe, 2020), training initiatives are designed to improve knowledge, skills, and job performance. In this study, training and development are treated as the independent variable—a deliberate organizational intervention intended to influence individual and, ultimately, organizational outcomes.

However, while training can produce immediate gains in employee competence, its effectiveness as a standalone intervention is inherently limited. In many LGUs, training initiatives remain fragmented, short-term, and compliance-oriented, often conducted to satisfy regulatory requirements rather than to drive strategic change. As a result, improvements at the individual level do not consistently translate into sustained organizational performance. This disconnect highlights a critical issue: training, when not embedded within a broader system, fails to generate long-term organizational impact.

This limitation necessitates a shift in perspective—from viewing training as an isolated activity to understanding it as an entry point into Organizational Development (OD). OD serves as the study's central theoretical anchor, framing organizations as dynamic systems that require deliberate, long-term, and integrated interventions. Unlike discrete training programs, OD focuses on aligning people, processes, structures, and organizational culture to achieve sustained effectiveness. From this systems perspective, training is not an end in itself but a strategic input that must be reinforced, institutionalized, and integrated into organizational processes to produce enduring outcomes.

Despite the presence of national frameworks in the Philippines that promote continuous capacity development and performance-based governance, many LGUs struggle to operationalize these principles at the organizational level. The challenge lies not in the absence of training programs, but in the lack of institutional mechanisms that translate training gains into sustained organizational development. Consequently, LGUs often experience episodic improvements without achieving systemic transformation.

This gap is particularly evident in Camarines Sur, specifically among the geographically contiguous and functionally interconnected municipalities of Milaor, Calabanga, San Fernando, Gainza, Pamplona, Camaligan, Magarao, Canaman, Minalabac, and Bombon. These LGUs operate within a shared governance landscape, collectively addressing critical functions such as disaster risk reduction, public health, infrastructure development, and local economic growth. While various capacity-building initiatives—such as Geographic Information System (GIS) training, disaster preparedness programs, and health sector training—have been implemented, their long-term impact remains uncertain. The key issue is whether these training efforts contribute to sustained organizational improvement or remain as isolated, non-integrated interventions.

Given these conditions, the central problem of this study is the absence of a coherent and institutionalized Organizational Development framework that systematically links training and development to sustained improvements in organizational performance. Addressing this problem requires moving beyond evaluating training outcomes at the individual level and instead examining how training can be leveraged as a catalyst for system-wide organizational change.

Accordingly, this study adopted an Organizational Development perspective to analyze how training and development initiatives influence both individual competencies and broader organizational capacity in selected LGUs in Camarines Sur. Specifically, it aimed to: (1) assess the impact of training programs on employees' knowledge, skills, competencies, and job performance; (2) identify organizational and contextual factors that enable or constrain the translation of training into performance outcomes; and (3) develop an empirically grounded strategic framework for institutionalizing training within a comprehensive Organizational Development system.

Ultimately, the study positioned institutionalized Organizational Development as the overarching goal, with training and development serving as the critical entry point and driving variable. By establishing

this conceptual alignment, the research hoped to contribute to a more integrated understanding of how LGUs can transition from fragmented capacity-building efforts to sustained, system-level organizational effectiveness.

Objectives of the Study

The study generally aimed to develop an empirically grounded strategic framework for institutionalizing organizational development within selected local government units in Camarines Sur.

Specifically, it sought to:

1. Assess the perceived impact of training and development programs on LGU personnel in terms of:
 - a. enhancement of knowledge;
 - b. development of skills and competencies;
 - c. improvement in job performance; and
 - d. alignment with organizational goals and mandates;
2. Determine the factors perceived to have an impact on the organizational development of training and development programs within the selected local government units of Camarines Sur; and
3. Develop an empirically grounded strategic framework for institutionalizing organizational development.

METHODS

This study employed a descriptive-correlational research design to examine the perceived impact of training and development programs on local government personnel in selected local government units (LGUs) in Camarines Sur and to determine the organizational and contextual factors that influence the effectiveness of these programs. Descriptive research is appropriate for systematically describing the existing conditions, characteristics, and perceptions related to training and organizational development within the participating LGUs. It enabled the research to present an accurate profile of the current state of training outcomes, employee competencies, job performance, and organizational alignment as perceived by respondents.

Correlational research is incorporated to determine the nature and strength of relationships between training and development outcomes and the organizational or contextual factors that may influence their effectiveness. Specifically, this design allowed the study to examine whether variations in institutional support, leadership and managerial practices, resource availability, organizational culture, and monitoring and evaluation systems are significantly associated with differences in the effectiveness of training and development initiatives within the selected LGUs.

The use of a descriptive-correlational design is appropriate because the study sought not only to describe the present status of training and development practices but also to analyze the relationships among variables without manipulating the study environment. According to Creswell and Creswell (2018), descriptive-correlational research is suitable for studies aiming to describe variables as they naturally occur and to investigate associations among them in real-world settings. This design is particularly relevant in organizational and public administration research where experimental manipulation is often impractical or inappropriate.

Through this design, the study generates empirical evidence regarding the relationship between training and development programs and organizational development outcomes, which will serve as the basis for formulating a strategic framework for institutionalizing organizational development in selected LGUs of Camarines Sur.

The design was directly aligned with the study objectives: survey data were used to measure the perceived impact of training for Objective 1; both survey and interview data were used to analyze

organizational and contextual factors for Objective 2; and the integration of these findings supported the development of the Organizational Development framework for Objective 3. This approach allowed the study not only to describe training effectiveness but also to explain how and why it occurs within LGUs.

Research Locale and Respondents

The study was conducted in ten contiguous municipalities in the Province of Camarines Sur, Philippines, namely: Milaor, Calabanga, San Fernando, Gainza, Pamplona, Camaligan, Magarao, Canaman, Minalabac, and Bombon. These municipalities form an interconnected local governance cluster within the broader Metro Naga development corridor and share geographic proximity, socio-economic linkages, and administrative interactions in areas such as disaster risk management, health service delivery, infrastructure development, and local economic governance. The selection of these municipalities provides an appropriate context for examining training and organizational development practices within interrelated local government environments.

The respondents in the study were personnel from selected local government units (LGUs) in the identified municipalities who had direct experience participating in training and development programs implemented between 2022 and 2025. For the quantitative component, respondents included rank-and-file employees, technical staff, and administrative personnel involved in various departmental and operational functions within their respective LGUs. These participants were selected to provide firsthand assessments of the perceived impact and effectiveness of training and development interventions on their knowledge, skills, competencies, job performance, and alignment with organizational goals.

For the qualitative component, key informants were drawn from personnel occupying strategic administrative and human resource roles within the participating LGUs. These included Human Resource Management Officers, Department Heads, and Training Coordinators who possessed direct knowledge of training design, implementation, monitoring, and organizational development initiatives within their institutions. Their perspectives were included to provide contextual and managerial insights into the institutional and organizational factors that influence the effectiveness of training and development programs.

Population and Sampling

The target population of the study comprised local government personnel from the selected municipalities in Camarines Sur who had participated in formal training and development programs for the past five years. This population included employees from various offices and departments whose functions relate to public administration, technical operations, and frontline service delivery.

A total of 100 respondents participated in the quantitative phase of the study. These respondents were selected using purposive sampling, a non-probability sampling technique appropriate for identifying participants who possess specific characteristics relevant to the research objectives. Purposive sampling was employed to ensure that only personnel with direct experience in training and development programs were included in the assessment of training outcomes and organizational development factors. Personnel profiles who received training in organizational development were requested from the Human Resources office of the selected local government to identify the target respondents. Then, after identifying the personnel qualified to be respondents in the study, informed consent and a survey questionnaire were distributed to them.

In addition, 10 key informants were selected for the qualitative phase using purposive expert sampling. These individuals were chosen for their involvement in human resource development, training administration, and organizational leadership within their respective LGUs, thereby enabling the study to gather informed perspectives on institutional and contextual factors that affect training effectiveness and

organizational development. In addition, these key informants are the human resource managers and office supervisors who agreed to join the focus group discussion conducted in the study. Presented in Table 1 is the number of respondents per municipality.

Table 1. *Number of respondents per selected local government unit (LGU)*

LGU		Survey Respondents	Key Informant
A	Milaor	12	1
B	Calabanga	9	1
C	San Fernando	10	1
D	Gainza	10	1
E	Pamplona	10	1
F	Camaligan	9	1
G	Magarao	9	1
H	Canaman	9	1
I	Minalabac	10	1
J	Bombon	12	1
Total		100	10

The inclusion criteria for participation required that respondents:

1. Be currently employed in one of the participating LGUs;
2. Have attended at more than one or at least 3 official training or development program between 2022 and 2025; and
3. Agreed to participate voluntarily in the study.

Excluded from the study were employees who had not participated in any training program during the specified period, personnel no longer employed in the participating LGUs at the time of data collection, and individuals unwilling to provide informed consent.

Research Instruments

Two primary research instruments were utilized in this study: (1) a structured survey questionnaire for the quantitative phase and (2) a semi-structured interview guide for the qualitative phase. These instruments were designed to generate complementary quantitative and qualitative data necessary for comprehensively examining the impact of training and development programs and the organizational factors influencing their effectiveness within selected local government units (LGUs) in Camarines Sur.

The principal quantitative instrument employed in the study was the Training Impact Assessment Questionnaire, a researcher-developed survey utilizing a five-point Likert scale to measure respondents' perceptions regarding the effectiveness of training and development programs and the organizational factors influencing their outcomes. The response scale ranged from 1 (No Impact) to 5 (Very High Impact). The questionnaire was theoretically anchored on Kirkpatrick's Four-Level Training Evaluation Model (Kirkpatrick & Kirkpatrick, 2016), specifically focusing on dimensions relevant to the study's objectives: enhancement of knowledge, development of skills and competencies, improvement in job performance, and alignment with organizational goals and mandates. To assess organizational and contextual determinants affecting training effectiveness, the instrument also incorporated constructs derived from the Burke–Litwin Model of Organizational Performance and Change (Burke & Litwin, 1992), including leadership support, organizational culture, policy structures, resource availability, and post-training reinforcement mechanisms.

The structured questionnaire consisted of the following major dimensions:

1. Knowledge Enhancement – measuring the perceived effect of training on understanding of job responsibilities, role-related knowledge, conceptual learning, and confidence in job performance;
2. Skills Development and Competencies – assessing technical, professional, collaborative, and problem-solving skill enhancement;
3. Job Performance Improvement – evaluating perceived changes in work efficiency, service quality, productivity, and contribution to organizational goals;
4. Organizational and Contextual Factors – measuring institutional and managerial influences on the application and sustainability of training outcomes.

The questionnaire structure and item content were aligned with the study’s research objectives and based on the finalized survey instrument developed for this research.

To establish content validity, the questionnaire underwent expert review by specialists in public administration, human resource development, and research methodology. The questionnaire was content validated by 3 professors in the Doctor of Public Administration, 2 human resource managers, and a statistician; their evaluation focused on the relevance, representativeness, clarity, and theoretical alignment of each item with the study constructs. Revisions were made based on expert recommendations prior to pilot administration.

A pilot test involving ten (10) respondents, representing one qualified participant from each of the ten municipalities included in the study locale, was conducted prior to full-scale data collection. These pilot participants met all inclusion criteria established for the main study—specifically, they were current local government personnel who had participated in official training and development programs during the identified study period—but were intentionally excluded from the final sample to avoid response contamination and preserve the integrity of the main dataset.

The pilot test was undertaken to assess the clarity, relevance, comprehensibility, and internal consistency of the questionnaire items. Responses from the pilot participants were subjected to Cronbach’s Alpha reliability analysis, both for the overall instrument and for each construct dimension.

Cronbach’s Alpha coefficients were interpreted using accepted thresholds, wherein values of 0.70 or higher indicate acceptable reliability, 0.80 or higher indicate good reliability, and 0.90 or higher indicate excellent internal consistency (Taber, 2018).

In addition, item-total correlations and Cronbach’s Alpha if Item Deleted statistics were examined for each questionnaire item to determine whether any item weakened the internal consistency of its respective construct. Items that showed weak correlation with the total scale or reduced reliability were reviewed and revised for clarity, ambiguity, redundancy, or construct alignment prior to final administration.

The pilot reliability results yielded the following Cronbach’s Alpha coefficients:

Construct / Scale	No. of Items	Cronbach’s Alpha	Interpretation
Knowledge Enhancement	4	0.87	Good
Skills Development and Competencies	4	0.88	Good
Job Performance Improvement	4	0.86	Good
Organizational and Contextual Factors	12	0.90	Excellent
Overall Instrument	18	0.89	High Reliability

During reliability testing, item-total correlations and Cronbach’s Alpha if Item Deleted statistics were examined for each questionnaire item. Items that demonstrated low item-total correlations or reduced internal consistency within their corresponding scales were reviewed for ambiguity, redundancy, or construct misalignment. Based on this analysis, minor revisions in wording and phrasing were made to

improve clarity and reliability prior to final administration. These results indicate that the instrument possessed strong internal consistency and was appropriate for measuring the constructs under investigation. For the qualitative phase, a semi-structured interview guide was developed to elicit in-depth insights from key informants on organizational development practices, leadership support, institutional mechanisms, and contextual factors that affect the implementation and effectiveness of training and development programs. The interview guide consisted of open-ended questions aligned with the study's second and third objectives, allowing participants to elaborate on their experiences and perceptions concerning organizational support systems, barriers to effective training transfer, institutional practices, and strategies for institutionalizing organizational development within their respective LGUs. The semi-structured format enabled the researcher to maintain consistency across interviews while allowing flexibility for probing and follow-up questions to capture context-specific and nuanced insights.

The interview guide also underwent expert review to ensure its relevance, coherence, and alignment with the study's conceptual and theoretical framework.

Data Gathering Procedures

The data-gathering process followed a systematic, sequential procedure designed to ensure methodological rigor, ethical compliance, and alignment with the study's explanatory mixed-methods approach.

Prior to data collection, the researcher secured formal approval from the Graduate School Office of the University of Sto. Tomas to conduct the study. In addition, the researcher also obtained written permission from the concerned local government unit (LGU) officials and the administrative offices of the participating municipalities in Camarines Sur. Coordination was undertaken with designated LGU representatives to facilitate participant identification, scheduling, and logistical arrangements for survey and interview administration. See Appendices D-M for the approved letters obtained from the selected LGUs.

Following approval, the quantitative phase of data collection commenced with the administration of the structured survey questionnaire to qualified respondents from the selected LGUs. The researcher distributed the questionnaire either through face-to-face administration. Before administration, respondents were informed of the study's purpose, their rights as participants, the voluntary nature of participation, and the confidentiality of their responses. Informed consent was obtained prior to participation. Completed questionnaires were retrieved, reviewed, and checked for completeness, consistency, and eligibility prior to encoding and statistical analysis.

After the preliminary analysis of the quantitative data, the qualitative phase was conducted through semi-structured key-informant interviews with selected representatives from the 10 participating LGUs who voluntarily agreed to participate. The key informants consisted of Human Resource Heads, Administrative Heads, and Training Coordinators, selected for their direct involvement in planning, implementing, supervising, or evaluating training and organizational development initiatives within their respective local government units. Their participation provided managerial and institutional perspectives necessary to explain, validate, and contextualize the quantitative findings, particularly regarding patterns, relationships, and observed gaps in training effectiveness and organizational support systems.

Interviews were conducted either face-to-face or through secure virtual communication platforms, depending on participant availability and accessibility. With the participants' informed consent, all interviews were audio-recorded to ensure accuracy of data capture and subsequently transcribed verbatim for analysis. Field notes were likewise maintained during each interview to document contextual observations, emergent themes, and relevant non-verbal cues.

Following the completion of both quantitative and qualitative phases, data integration was undertaken to synthesize findings from both strands of evidence. Quantitative results were used to identify patterns, trends, and relationships regarding training outcomes and organizational/contextual factors, while

qualitative findings were employed to explain and elaborate on these patterns by providing contextual and experiential insights from key informants. The integrated findings served as the empirical basis for formulating the proposed strategic framework for institutionalizing organizational development in selected local government units of Camarines Sur.

This sequential and integrative process ensured that the strategic framework developed in the study was both empirically grounded and contextually responsive to the organizational realities of the participating LGUs.

Data Analysis

Data analysis employed both quantitative and qualitative analytical techniques to comprehensively address the study objectives and strengthen the validity, depth, and empirical grounding of the findings.

For Objective 1, which sought to assess the impact of training and development programs on LGU personnel in terms of knowledge enhancement, skills and competencies development, job performance improvement, and alignment with organizational goals and mandates, weighted mean and standard deviation were utilized to determine the central tendency and variability of respondents' perceptions across the measured dimensions. These descriptive statistics provided an overall assessment of the perceived effectiveness and impact of training interventions within the participating LGUs. To further examine the relationships among the training outcome variables, Pearson Product-Moment Correlation Analysis was employed. This inferential statistical technique was used to determine the direction and strength of association between key dimensions of training impact, including knowledge enhancement, skills development, job performance, and organizational alignment. The use of correlation analysis enabled the study to determine whether improvements in one training outcome dimension were significantly associated with improvements in other dimensions.

For Objective 2, which focused on analyzing the organizational and contextual factors influencing training effectiveness, weighted mean and standard deviation were likewise used to describe respondents' assessments of institutional support, leadership and managerial practices, organizational culture, policy structures, resource availability, and monitoring and evaluation systems. To determine the predictive influence of these organizational and contextual variables on training outcomes and employee performance, Multiple Linear Regression Analysis was conducted. This statistical method identified which factors significantly predicted variations in training effectiveness and organizational development outcomes among the selected LGUs.

Qualitative data obtained from the semi-structured interviews were analyzed using thematic analysis following the procedures of data familiarization, coding, categorization, theme generation, and thematic interpretation. This analysis enabled the researcher to identify recurring patterns, contextual explanations, and institutional insights into organizational practices and environmental factors that affect the effectiveness of training and development.

For Objective 3, quantitative and qualitative findings were integrated through triangulation and data convergence analysis to synthesize statistical patterns with contextual qualitative insights. This integrative analytical process served as the basis for developing an empirically grounded strategic framework to institutionalize organizational development in selected local government units of Camarines Sur. The following scale and verbal interpretation guided the analysis of Likert-scale responses in the quantitative phase:

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Very High Impact
4	3.50 – 4.49	High Impact
3	2.50 – 3.49	Moderate Impact
2	1.50 – 2.49	Low Impact
1	1.00 – 1.49	No Impact

Ethical Considerations

Ethical standards were strictly observed throughout the study. Participants were provided informed consent prior to participation. Confidentiality and anonymity were ensured, and all data were securely stored. The research instruments were reviewed and approved by the Graduate School, and formal permission to conduct the study was obtained from the concerned authorities.

RESULTS AND DISCUSSIONS

Perceived Impact of the Training and Development Programs of the Selected Local Government Units (LGUs) of Camarines Sur

This section addresses the first research objective: to evaluate the impact of training and development programs on employees' knowledge enhancement within selected local government units (LGUs) in Camarines Sur. To achieve analytical rigor, the findings are structured across three interrelated levels: (1) overall performance across LGUs, (2) inter-municipal variation and emerging patterns, and (3) triangulation through qualitative evidence.

1.1. Impact of Training and Development Programs on Knowledge Enhancement

Table 2 demonstrates that the Training and Development (T&D) programs implemented across the selected Local Government Units (LGUs) in Camarines Sur yield an overall mean of 4.33, corresponding to a “High Impact” on knowledge enhancement. This aggregate result indicates that, at a systemic level, T&D interventions are functioning effectively as mechanisms for strengthening employees’ cognitive competencies and job-relevant knowledge bases. Among the specific indicators, the highest mean is observed in the enhancement of understanding of technical topics (4.43), followed closely by clarity of training materials (4.31) and the applicability of acquired knowledge to daily tasks (4.32). The comparatively lowest mean, though still within the “High Impact” range, is associated with improvement in problem-solving abilities (4.27). This pattern suggests that while instructional design and content delivery are generally robust, there is a slightly weaker translation of acquired knowledge into higher-order cognitive application, particularly in complex, work-related problem-solving contexts.

A closer examination of inter-LGU variation reveals important insights into the differential maturity of organizational development systems. LGUs A, H, I, and J attained “Very High Impact” ratings, indicating consistently strong performance across all indicators. These LGUs likely exhibit more cohesive and integrated learning systems, wherein training is not only well-designed but also effectively embedded within organizational processes and reinforced through supportive leadership, conducive learning climates, and structured post-training application mechanisms.

Table 2. *Perceived Impact of the Training and Development programs of the selected LGUs in Camarines Sur on Knowledge Enhancement*

LGU	INDICATORS				OVER-ALL MEAN	DESCRIPTION
	Training program increased my understanding of technical topics relevant to my job.	Training materials were clear and helpful in learning new concepts.	Can apply the knowledge gained from training to my daily tasks	The trainings improved my ability to solve work-related problems.		
A (N=12)	4.75	4.5	4.33	4.58	4.54	Very High Impact
B (N=9)	4.44	4.44	4.44	4.56	4.47	High Impact

C (N=10)	4.08	4.17	4.42	4.25	4.23	High Impact
D (N=10)	3.70	3.8	3.8	3.9	3.80	High Impact
E (N=10)	4.33	4.33	3.67	3.00	3.83	High Impact
F (N=10)	4.44	4.00	4.44	4.44	4.33	High Impact
G (N=10)	4.33	4.33	4.56	4.44	4.42	High Impact
H (N=9)	4.64	4.45	4.55	4.45	4.52	Very High Impact
I (N=10)	4.89	4.78	4.33	4.56	4.64	Very High Impact
J (N=12)	4.67	4.33	4.67	4.5	4.54	Very High Impact
OVER-ALL	4.43	4.31	4.32	4.27	4.33	High Impact

Legend:

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Very High Impact
4	3.50 – 4.49	High Impact
3	2.50 – 3.49	Moderate Impact
2	1.50 – 2.49	Low Impact
1	1.00 – 1.49	No Impact

In contrast, LGUs classified under “High Impact,” particularly D and E, display relatively lower scores in key areas such as knowledge application and problem-solving. For instance, LGU E’s notably lower rating in problem-solving (3.00) signals a potential misalignment between training content and the actual demands of the workplace, or alternatively, insufficient organizational support structures that facilitate the transfer of learning. Such disparities underscore the importance of viewing T&D not as a uniform intervention but as a system whose effectiveness is contingent upon local organizational conditions and enabling mechanisms.

From an organizational development (OD) perspective, these findings are more meaningfully interpreted when T&D is conceptualized as an integral subsystem within a broader organizational system. In this framework, training programs represent critical inputs, alongside resources, instructional design, and facilitation quality. These inputs are transformed through processes such as delivery methods, learner engagement, and feedback mechanisms, ultimately producing outputs in the form of enhanced knowledge and skills. However, the true measure of effectiveness in OD lies in outcomes—namely, the extent to which these outputs translate into improved job performance, adaptive problem-solving, and overall organizational effectiveness. The data suggest that while the input–process–output chain is functioning well, evidenced by high ratings in knowledge acquisition and instructional clarity, the linkage between outputs and outcomes is less consistently realized across LGUs. This partial misalignment reflects a common challenge in OD practice: the assumption that learning automatically leads to performance improvement, when in reality, this transition requires deliberate reinforcement through organizational systems such as coaching, performance management, and continuous feedback.

Moreover, the variability observed across LGUs points to a degree of system fragmentation, wherein the components of organizational development are not uniformly aligned. Differences in leadership support, availability of mentoring structures, organizational culture, and opportunities for experiential learning likely contribute to the uneven translation of training into practice. LGUs with higher impact ratings may have more established feedback loops and stronger integration of T&D with strategic and operational processes, thereby enabling a more seamless conversion of knowledge into action. Conversely, LGUs with lower relative scores may lack such integrative mechanisms, resulting in a disconnect between what employees learn and what they can apply in their work environments.

The high quantitative rating for knowledge enhancement (Mean = 4.33, High Impact) is reinforced by participants' direct accounts of improved understanding, technical competence, and confidence:

"Trainings have resulted in improved efficiency in document processing, better compliance with CSC rules and administrative procedures, and stronger confidence in decision-making." (Key Informant 1)

"Employees trained in records management and HR systems now submit accurate reports on time... indicating that the trainings have meaningfully enhanced both knowledge and practical skills." (Key Informant 2)

"Enhance job knowledge on roles and responsibilities and increase confidence in job performance." (Key Informant 3)

"Improve knowledge and technical competence (gain/update skills) and handle more complex tasks, faster more accurate and high-quality outputs." (Key Informant 4)

These clearly support the statistical finding that training programs are highly effective in enhancing employees' technical understanding, procedural knowledge, and cognitive readiness. They also confirm that knowledge gains are not merely theoretical but are observable in improved work outputs and task execution.

The high overall ratings in knowledge enhancement serve as a positive leading indicator of organizational capacity building. However, OD theory emphasizes that sustainable development occurs through a progression from learning to behavioral change and ultimately to organizational results. The slightly lower ratings in problem-solving suggest that this progression is not yet fully optimized, particularly in LGUs where systemic support for learning transfer is limited. Consequently, while employees may possess the requisite knowledge, the organizational context may not sufficiently enable or incentivize its application, thereby constraining the realization of desired performance outcomes.

Taken together, the findings affirm that T&D programs in the selected LGUs are effective in cultivating knowledge and enhancing employee competencies, positioning them as vital components of organizational development systems. Nonetheless, the results also highlight the need for a more holistic and integrated approach to OD, one that extends beyond training to institutionalize mechanisms that support learning transfer, continuous improvement, and alignment with organizational goals. Strengthening these systemic linkages will be critical in ensuring that the gains in knowledge enhancement are not only sustained but also translated into tangible improvements in organizational performance and public service delivery. Qualitative responses provide complementary evidence that reinforces these quantitative patterns. Participants reported improvements in administrative efficiency, compliance with Civil Service Commission (CSC) rules, and confidence in decision-making, illustrating that knowledge gains extend into observable workplace behaviors.

The implications of these findings for organizational development are multifaceted. First, the variation across LGUs highlights the need for province-wide standardization of training systems, including consistent design, delivery, and evaluation mechanisms. Second, knowledge acquisition should be reinforced by institutional mechanisms such as mentoring, coaching, and performance management to ensure sustainability and institutional memory. Third, there is a need to focus on higher-order cognitive skill development, moving beyond technical instruction to foster analytical thinking, problem-solving, and adaptive capabilities. Fourth, training programs must be closely linked with LGU strategic objectives to enhance alignment between employee learning and organizational priorities. Finally, incorporating statistical evaluation and evidence-based assessment into program management will strengthen data-driven decision-making and allow for ongoing improvement of training initiatives.

In summary, Table 1 demonstrates that training and development programs in the selected LGUs are generally effective in enhancing employee knowledge, producing learning-level outcomes consistent with established training evaluation models. Nonetheless, the significant variability across municipalities indicates that training effectiveness is not uniformly institutionalized. These findings underscore the need

to transition from fragmented or inconsistent training practices toward a systematic, competency-based, and data-driven approach to organizational development, ensuring that knowledge gains translate into sustainable improvements in local governance and public service delivery.

1.2. Impact of Training and Development Programs on Skills Development and Competencies

The results presented in Table 3 indicate that the Training and Development (T&D) programs of the selected Local Government Units (LGUs) in Camarines Sur have an overall mean of 4.08, interpreted as “High Impact” in terms of skills development and competencies. This finding suggests that, beyond knowledge enhancement, the programs are generally effective in strengthening employees’ practical capabilities and job-related proficiencies. Among the indicators, the highest-rated dimension is the improvement of practical skills required for the job (4.20), followed by increased confidence in task performance (4.15). Meanwhile, slightly lower means are observed in the inclusion of hands-on exercises (3.98) and the extent to which competency gaps are addressed (3.99). Although all indicators fall within the “High Impact” range, the pattern reveals that while training contributes positively to skill acquisition and confidence, there is relatively less emphasis on experiential learning and targeted competency gap closure.

Table 3. *Perceived Impact of the training and development programs of the selected LGUs in Camarines Sur, along with Skills Development and Competencies*

LGU	INDICATORS				OVER-ALL MEAN	DESCRIPTION
	Training improved my practical skills required for my job.	Trainings included hands-on exercises that enhanced my competence.	Competency gaps in my job were addressed by the trainings.	I am more confident performing my tasks after attending trainings.		
A (N=12)	4.42	4.08	4.08	4.42	4.25	High Impact
B (N=9)	4.11	3.89	3.78	4.22	4.00	High Impact
C (N=10)	4.17	4.08	4.25	4.33	4.21	High Impact
D (N=10)	3.80	3.40	3.70	3.70	3.65	High Impact
E (N=10)	3.67	3.67	3.67	3.00	3.50	High Impact
F (N=10)	4.44	3.78	3.89	4.33	4.11	High Impact
G (N=10)	4.33	4.00	3.78	4.44	4.14	High Impact
H (N=9)	4.64	4.36	4.55	4.45	4.50	Very High Impact
I (N=10)	4.22	4.22	4.00	4.44	4.22	High Impact
J (N=12)	4.17	4.33	4.17	4.17	4.21	High Impact
OVER-ALL	4.2	3.98	3.99	4.15	4.08	High Impact

Legend:

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Very High Impact
4	3.50 – 4.49	High Impact
3	2.50 – 3.49	Moderate Impact
2	1.50 – 2.49	Low Impact
1	1.00 – 1.49	No Impact

At the level of individual LGUs, the findings reveal both consistency and variation in perceived impact. LGU H stands out with a “Very High Impact” rating (4.50), demonstrating strong performance across all indicators, particularly in addressing competency gaps and enhancing confidence. This suggests a more mature and well-integrated approach to skills development, likely characterized by deliberate incorporation of hands-on learning, competency-based training design, and reinforcement mechanisms that support skill application. In contrast, while all other LGUs fall within the “High Impact” category, certain units, such as LGUs D and E, exhibit comparatively lower means. LGU E, for instance, records a 3.00 in confidence after training, indicating that despite exposure to training, employees may not feel sufficiently supported to perform tasks independently. Similarly, LGU D shows lower ratings in hands-on exercises (3.40), suggesting limited opportunities for experiential learning. These variations point to uneven implementation and integration of T&D practices across LGUs, which is a critical consideration in organizational development.

These findings underscore the distinction between knowledge acquisition and capability development. While training programs appear effective in delivering conceptual and procedural knowledge (as evidenced in Table 2), the development of practical skills requires a more complex system of inputs, processes, and reinforcing structures. Skills development is inherently experiential and context-dependent; thus, it relies heavily on training designs that incorporate simulations, practice-based activities, and real-world problem-solving scenarios. The relatively lower scores in hands-on exercises and competency gap resolution suggest that the “process” component of the OD system—particularly the mechanisms that facilitate active learning and contextual application—may not be fully optimized across all LGUs. This indicates a partial misalignment between training design and the requirements of competency-based development.

Furthermore, when T&D is examined as an OD outcome, the results reflect a moderate progression from learning to behavioral change. The high confidence rating (4.15) is a positive indicator, as self-efficacy is a critical precursor to performance improvement. However, confidence alone does not guarantee competence; it must be supported by repeated practice, feedback, and opportunities to apply in the work environment. The slightly lower ratings in addressing competency gaps suggest that training programs may not be sufficiently tailored to individual or role-specific deficiencies, thereby limiting their effectiveness in producing targeted performance improvements. This highlights a key OD principle: for training to yield meaningful outcomes, it must be aligned not only with organizational goals but also with employees' specific competency requirements.

The observed inter-LGU variability further reinforces the notion that organizational development is contingent upon systemic alignment. LGUs with higher ratings likely benefit from stronger integration of T&D with other organizational subsystems, such as performance management, supervision, and coaching. These LGUs may also foster a learning culture that encourages experimentation, feedback, and continuous improvement, thereby enabling employees to translate training into practice more effectively. Conversely, LGUs with lower relative scores may lack such integrative mechanisms, resulting in a gap between training participation and actual skill utilization. This fragmentation suggests that T&D programs, while present, may not be fully embedded within the broader organizational system.

In summary, the findings in Table 3 affirm that T&D programs in the selected LGUs contribute significantly to skills development and competency enhancement, serving as a critical component of organizational development. However, the results also indicate that the system is more effective in building foundational skills and confidence than in ensuring deep competency mastery and consistent application. To strengthen organizational development as both a system and an outcome, there is a need to enhance experiential learning components, adopt competency-based training frameworks, and establish stronger post-training support mechanisms such as coaching, mentoring, and performance feedback. By doing so, LGUs can move beyond general skill improvement toward developing a more adaptive, competent, and performance-oriented workforce capable of delivering sustained organizational results.

These findings align with Baldwin and Ford's transfer-of-training model, which emphasizes the interplay among training design, trainee characteristics, and work-environment support. LGUs with higher scores demonstrated structured post-training coaching, managerial reinforcement, and alignment of content with operational roles, whereas lower-scoring LGUs lacked systematic integration of skills application. Similarly, the results correspond to Kirkpatrick's Level 2 (Learning) and Level 3 (Behavior), indicating that while cognitive skill acquisition occurs, consistent application in the workplace depends on enabling organizational conditions.

Interviews provide additional depth, illustrating how training translates into practical skills:

"After attending leadership and communication training, I became more confident in handling team coordination and resolving workplace issues" – KI 5

"Technical trainings helped, but without follow-up coaching, it is difficult to fully apply what we learned" - KI 7

These narratives demonstrate that while training initiates competency development, sustained application relies on supervisory guidance, mentoring, feedback, and experiential learning opportunities. The findings point to several actionable organizational development strategies to enhance skill acquisition and competency formation across LGUs. First, integrating experiential learning, simulations, and on-the-job practice is essential to bridge the observed gap between knowledge acquisition and practical skill application, ensuring that training translates into tangible workplace competencies. Second, institutionalizing competency development through standardized frameworks, structured mentoring, and coaching programs can reinforce learning and provide clear pathways for employees to apply and refine their skills. Strengthening post-training support mechanisms, including supervisory guidance and performance feedback, is also critical for sustaining competency gains and encouraging the continuous application of new skills. Additionally, standardizing training quality and establishing benchmarking across LGUs can reduce inter-municipal disparities, promoting equitable development opportunities and consistent skill outcomes. Finally, embedding data-driven evaluation techniques, such as ANOVA and correlation analysis, into training management enables systematic monitoring, evidence-based decision-making, and informed resource allocation, thereby supporting the continuous improvement of capacity-building initiatives. Collectively, these strategies emphasize that effective skills development relies on integrating experiential design, organizational support, and strategic alignment within a structured, competency-based, and data-informed organizational development framework.

In conclusion, training and development programs in the selected LGUs are generally effective in improving practical skills and competencies, though outcomes vary across municipalities and respondent groups. Both quantitative and qualitative evidence indicate that skill development is contingent not only on the quality of training but also on the presence of structured competency alignment, experiential learning opportunities, post-training support, and strategic integration with organizational objectives. These findings reinforce the importance of a systematic, competency-based, and data-driven organizational development approach to ensure consistent, sustained, and strategically relevant enhancement of employee capabilities across all LGUs.

1.3. Impact of Training and Development Programs on Employee Job Performance

Table 4 presents the perceived impact of training and development programs on employee job performance across ten selected Local Government Units (LGUs) in Camarines Sur. Table 4 reveal that the Training and Development (T&D) programs across the selected Local Government Units (LGUs) in Camarines Sur yield an overall mean of 4.12, interpreted as "High Impact" in terms of job performance.

This indicates that training initiatives are not only contributing to knowledge and skills acquisition, as evidenced in the preceding tables, but are also translating, albeit to a slightly moderated extent, into improvements in actual work performance. Among the indicators, the highest mean is recorded for the ability to meet performance standards more effectively (4.31), followed closely by improved work

productivity (4.26). The reduction of errors or rework also demonstrates a solid impact (4.00). However, the lowest-rated indicator concerns supervisory feedback on the application of learned competencies (3.88), suggesting a relative weakness in the feedback-and-reinforcement dimension of the performance system.

Table 4. *Perceived Impact of the training and development programs of the selected LGUs in Camarines Sur, along with Job Performance*

LGU	INDICATORS				OVER-ALL MEAN	Description
	Work productivity improved after attending training.	Training helped me meet performance standards more effectively.	Supervisors provide feedback when I apply what I learned in training.	Trainings have reduced errors or rework in my job.		
A (N=12)	4.42	4.33	4.00	4.33	4.27	High Impact
B (N=9)	4.22	4.33	3.89	4.11	4.14	High Impact
C (N=10)	4.33	4.58	4.08	4.00	4.25	High Impact
D (N=10)	3.70	3.70	3.60	3.50	3.63	High Impact
E (N=10)	4.00	4.00	4.00	4.00	4.00	High Impact
F (N=10)	4.33	4.33	3.78	4.11	4.14	High Impact
G (N=10)	4.11	4.33	3.89	4.22	4.14	High Impact
H (N=9)	4.64	4.64	4.36	4.09	4.43	High Impact
I (N=10)	4.56	4.56	3.89	4.00	4.25	High Impact
J (N=12)	4.33	4.33	3.33	3.67	3.92	High Impact
OVER-ALL	4.26	4.31	3.88	4.00	4.12	High Impact

Legend:

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Very High Impact
4	3.50 – 4.49	High Impact
3	2.50 – 3.49	Moderate
2	1.50 – 2.49	Low Impact
1	1.00 – 1.49	No Impact

At the level of individual LGUs, the results show a consistent classification of “High Impact” across all units, though with varying degrees of effectiveness. LGU H emerges as the highest-performing unit (4.43), demonstrating strong outcomes across all job performance indicators, particularly in productivity and adherence to performance standards. This suggests a relatively well-integrated organizational system where training is effectively aligned with operational expectations and supported by enabling structures. Conversely, LGUs such as D (3.63) and J (3.92) register comparatively lower means, particularly in areas related to supervisory feedback and error reduction. For instance, LGU J’s score of 3.33 in supervisory feedback highlights a notable deficiency in post-training reinforcement mechanisms. These discrepancies indicate that while training is broadly beneficial, its effectiveness in driving performance outcomes is contingent upon the presence of supportive organizational conditions, particularly in supervision and feedback.

From an organizational development (OD) systems perspective, these findings are particularly instructive in illustrating the progression—and limitations—of training outcomes across different levels of impact. While Tables 2 and 3 demonstrate strong effects on knowledge and skills, Table 4 reflects the extent to which these gains are translated into behavioral and performance outcomes. In OD theory, this progression aligns with the transition from learning (cognitive and skill acquisition) to behavior (application in the workplace) and ultimately to results (organizational performance). The overall mean of 4.12 suggests

that this transition is occurring, but not with the same strength or consistency observed at the earlier stages. This attenuation is typical in organizational systems where the linkage between training and performance is mediated by multiple intervening variables, including leadership support, organizational culture, and performance management practices.

A critical insight from the data is the relatively lower rating for supervisory feedback, which points to a systemic gap in the reinforcement subsystem of organizational development. Feedback mechanisms are essential for sustaining behavioral change, as they provide employees with guidance, validation, and opportunities for continuous improvement. The absence or lack of such mechanisms can result in the erosion of training gains over time, as employees may lack the necessary support to refine and institutionalize new behaviors. This finding suggests that while LGUs are investing in training delivery, there may be insufficient emphasis on post-training integration processes, such as coaching, mentoring, and performance monitoring.

Consistent with the quantitative finding of a training translation gap, the FGDs reveal that the application of learning into sustained performance is contingent upon organizational conditions. Participant A explicitly noted:

“In cases where training was not provided or was limited, gaps in performance are more evident... highlighting that relevant, well-designed training directly contributes to better service delivery.” – Key Informant 3

While this confirms the positive relationship between training and performance, it also implies that performance improvements are uneven and dependent on access and relevance—echoing the variability observed across LGUs.

Furthermore, the findings highlight the importance of aligning T&D programs with performance management systems. The relatively strong ratings in productivity and performance standards indicate that training content is generally relevant to job requirements. However, the variability across LGUs suggests that this alignment is not uniformly achieved. High-performing LGUs likely exhibit stronger vertical alignment, wherein training objectives are closely linked to organizational goals and performance metrics, as well as horizontal alignment across HR systems, including supervision, appraisal, and rewards. In contrast, LGUs with lower scores may experience fragmentation, where training operates in isolation from other organizational processes, thereby limiting its impact on performance outcomes.

When viewed as an outcome of organizational development, the results of Table 4 suggest that T&D programs are contributing positively to individual and organizational performance, but that the system has not yet reached optimal effectiveness. The progression from knowledge to skills to performance reveals a gradual decline in mean scores, indicating a “transfer gap” within the organizational system. This gap reflects the challenges of translating learning into sustained performance improvements, particularly in complex public-sector environments where structural and contextual constraints may impede change.

In summary, the findings affirm that T&D programs in the selected LGUs serve as a critical driver of job performance, reinforcing their role as central components of organizational development. However, to fully realize their potential, there is a need to strengthen the systemic linkages between training and performance outcomes. This includes enhancing supervisory feedback mechanisms, integrating training with performance management systems, and fostering a supportive organizational climate that encourages the application and continuous refinement of learned competencies. By addressing these systemic gaps, LGUs can move toward a more mature organizational development framework, wherein training not only improves individual capabilities but also drives sustained improvements in organizational effectiveness and public service delivery.

The qualitative findings strongly support the high quantitative ratings in knowledge enhancement and skills development. As one participant articulated:

“Trainings have resulted in improved efficiency in document processing, better compliance with CSC rules... and stronger confidence in decision-making... employees... now submit accurate reports on time... and demonstrate more professional client handling and reduced complaints.” -Key Informant 1

This directly corroborates the high mean scores in knowledge (4.33) and skills (4.08), confirming that T&D programs are effective in building foundational competencies. Similarly, another participant emphasized:

“Enhance job knowledge on roles and responsibilities and increase confidence in job performance.”- Key Informant 4

These qualitative insights affirm that training programs are successfully delivering learning outcomes, particularly in improving procedural knowledge, technical competence, and employee confidence.

The findings are consistent with Kirkpatrick’s Level 3 (Behavior) evaluation, which measures the transfer of learning into workplace performance, and with Baldwin and Ford’s transfer-of-training model, which emphasizes the interaction of training design, trainee characteristics, and work environment support. Higher-rated municipalities appear to implement training that is strategically aligned, participatory, and reinforced through organizational systems, whereas lower-rated LGUs exhibit weaker integration of these factors. The analysis also suggests that targeted OD-related programs—such as participatory governance workshops, leadership development seminars, and data-driven project planning trainings—contribute to systemic improvements in employee performance by embedding learned skills within organizational processes.

1.4. Impact of Training and Development Programs on Organizational Alignment

Table 5 presents the perceived impact of training and development programs on organizational alignment, defined as the extent to which training objectives, content, and communication support the strategic goals of Local Government Units (LGUs) in Camarines Sur. Table 5 indicate that the Training and Development (T&D) programs of the selected Local Government Units (LGUs) in Camarines Sur achieve an overall mean of 4.04, interpreted as “High Impact” in terms of alignment with organizational objectives.

This suggests that, at a general level, training initiatives are perceived as strategically relevant and aligned with the broader goals of the LGUs. Among the indicators, the highest ratings are observed in employees’ understanding of how training supports organizational objectives (4.18) and the linkage of training objectives to LGU goals (4.16). The reflection on the required competencies in the training content also yields a strong mean (4.00). However, the lowest rating pertains to the communication of how training supports the strategic plan (3.82), indicating a relative gap in the explicit articulation and dissemination of strategic alignment.

Table 5. *Perceived Impact of the training and development programs of the selected LGUs in Camarines Sur, along with Alignment with Organizational Objectives*

LGUs	INDICATORS				OVER-ALL MEAN	DESCRIPTION
	Training objectives are linked to the LGUs/Municipality/city government s goals.	Understand how my training supports organization objectives	Training content reflects the competencies required by our organization.	The LGU/municipality/city/government/office communicates how trainings support its strategic plan.		
A (N=12)	4.17	4.42	4.33	3.92	4.21	High Impact
B (N=9)	4.67	4.33	4.11	4.00	4.28	High Impact

C (N=10)	4.42	4.33	4.17	4.5	4.35	High Impact
D (N=10)	3.90	3.90	3.70	3.6	3.78	High Impact
E (N=10)	4.00	4.00	2.67	2.67	3.33	High Impact
F (N=10)	4.00	4.11	4.11	3.67	3.97	High Impact
G (N=10)	4.22	4.33	4.33	3.78	4.17	High Impact
H (N=9)	4.36	4.45	4.45	4.09	4.34	High Impact
I (N=10)	4.00	3.89	4.00	4.00	3.97	High Impact
J (N=12)	3.83	4	4.17	4.00	4.00	High Impact
OVER-ALL MEAN	4.16	4.18	4	3.82	4.04	High Impact

Legend:

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Very High Impact
4	3.50 – 4.49	High Impact
3	2.50 – 3.49	Moderate Impact
2	1.50 – 2.49	Low Impact
1	1.00 – 1.49	No Impact

At the LGU level, all units fall within the “High Impact” category, though notable variations persist. LGUs B (4.28), C (4.35), and H (4.34) demonstrate relatively stronger alignment, suggesting more deliberate integration of T&D within their strategic management frameworks. These LGUs likely benefit from clearer planning processes, in which training objectives are systematically derived from organizational goals and competency requirements, and communication channels effectively convey these linkages to employees. In contrast, LGU D (3.78) and, in particular, LGU E (3.33) exhibit comparatively lower means. LGU E’s notably low scores in the reflection of competencies (2.67) and communication of strategic alignment (2.67) point to a significant disconnect between training design and organizational priorities. This suggests that, in some cases, training programs may be implemented in a more ad hoc or compliance-driven manner, rather than as components of a coherent strategic framework.

The quantitative findings on alignment (Mean = 4.04, High Impact) are similarly supported by qualitative evidence indicating that training programs are generally relevant to organizational needs and contribute to service delivery and governance objectives:

“The main strengths of the LGU’s current training programs lie in their relevance, practical focus, and alignment with organizational needs.” (Key Informant 5)

“Trainings are generally responsive to actual competency gaps and operational requirements, allowing employees to immediately apply what they learn in their day-to-day work.” (Participant A)

“Defines the goals of the organization... provide affordable healthcare to address the underserved community.” (Key Informant 2)

“OD Vision and alignment with strategic, competencies and capability training.” (Key Informant 3)

“Training programs are aligned with Civil Service Commission rules and other legal frameworks, which strengthens compliance and accountability.” (Key Informant 1)

These statements affirm that training programs are perceived to be strategically relevant and aligned with organizational mandates, including compliance with national policies and improvement of service delivery outcomes.

Alignment with organizational objectives represents a critical integrative function that links the learning subsystem with the strategic and performance subsystems in the organizational development. In a well-functioning OD system, T&D programs are not standalone activities but are embedded within the organization’s strategic architecture, ensuring that learning interventions directly support desired organizational outcomes. The overall “High Impact” rating indicates that such alignment is present to a

considerable extent across the LGUs. However, the relatively low score in strategic communication reveals a gap in the system's "throughput" processes—specifically, in how strategic intent is translated, communicated, and internalized at the employee level.

This gap has important implications for organizational effectiveness. While employees may recognize that training is generally relevant, the absence of clear, consistent communication about its strategic purpose can limit their ability to fully contextualize and prioritize the application of learned competencies. In OD terms, this reflects a "line-of-sight" in which employees do not have a fully developed understanding of how their individual learning and performance contribute to broader organizational goals. Strengthening this line of sight is essential for fostering strategic alignment, enhancing motivation, and ensuring that training investments yield maximum returns for organizational performance.

Moreover, when considered alongside the findings from Tables 2, 3, and 4, a pattern emerges that is characteristic of many developing organizational systems. While knowledge enhancement (Table 2) and skills development (Table 3) exhibit relatively strong outcomes, and job performance (Table 4) shows a slightly attenuated but still positive impact, alignment with organizational objectives (Table 5) reveals a further layer of complexity. Specifically, it highlights the extent to which these gains are strategically directed and integrated. The slightly lower overall mean in Table 5 (4.04) compared to earlier tables suggests that while training is effective at the individual level, its strategic integration at the organizational level is less fully realized.

The variability across LGUs further underscores the importance of systemic coherence in organizational development. High-performing LGUs likely demonstrate stronger vertical alignment, where strategic goals inform training design, and horizontal alignment, where T&D is integrated with other human resource and management systems such as performance appraisal, workforce planning, and organizational communication. In contrast, LGUs with lower scores may experience fragmentation, where training initiatives are not consistently aligned with competency frameworks or strategic priorities, thereby limiting their overall impact.

In terms of organizational development as an outcome, the findings suggest that T&D programs are contributing to the development of a strategically aware workforce, but that this awareness is not yet fully institutionalized. For OD to be effective, alignment must extend beyond perception to actual integration, wherein training programs are systematically planned, implemented, and evaluated in direct relation to organizational goals and performance indicators. This requires not only technical alignment in content and competencies but also cultural and communicative alignment, in which the strategic value of training is clearly articulated and reinforced at all levels of the organization.

In conclusion, Table 5 affirms that T&D programs in the selected LGUs are generally aligned with organizational objectives and contribute positively to strategic coherence. However, the findings also highlight the need to strengthen communication mechanisms, ensure consistent integration of competency requirements into training design, and enhance the overall alignment of T&D with strategic planning processes. By addressing these areas, LGUs can advance toward a more mature organizational development system, where training functions not merely as a supportive activity but as a central driver of strategic capability and sustained organizational performance.

From a theoretical perspective, these results align with Donald L. Kirkpatrick's Level 4 (Results), which emphasizes organizational outcomes, and with Baldwin and Ford's model of training transfer, which highlights the role of organizational systems in enabling the application of learning. They further demonstrate that strategic alignment mediates the relationship between training inputs and job performance, particularly in public-sector organizations. The implications are clear: LGUs must move beyond compliance-oriented training toward strategically integrated, competency-based, participatory, and data-driven capacity-building systems. Institutionalizing frameworks that align training with organizational goals, strengthening internal communication, and embedding training outcomes into performance management systems are essential to ensure sustainable improvements in governance and public service

delivery. Overall, Table 4 confirms that while training programs are moderately aligned with institutional objectives, their impact on organizational performance and strategic outcomes depends on system-level integration, communication, and evidence-based management.

1.5. Impact of Training and Development Programs on Knowledge, Skills, Performance, and Organizational Alignment

Table 6 presents a consolidated view of the perceived impact of Training and Development (T&D) programs across the selected Local Government Units (LGUs) in Camarines Sur, integrating four critical dimensions: knowledge enhancement, skills development and competencies, job performance, and alignment with organizational objectives. The overall mean of 4.14, interpreted as “High Impact,” indicates that T&D initiatives are broadly effective across multiple levels of organizational functioning. This composite result is analytically significant because it reflects not only the effectiveness of individual training components but also the extent to which these components collectively contribute to organizational development as both a system and an outcome.

A closer examination of the aggregated indicators reveals a discernible pattern. Knowledge enhancement registers the highest mean (4.33), followed by job performance (4.12), skills development (4.08), and alignment with organizational objectives (4.04). This gradient suggests a sequential attenuation of impact as training outcomes move from foundational cognitive gains toward more complex and systemic organizational effects.

Table 6. Summary of the Perceived Impact of the training and development programs of the selected LGUs in Camarines Sur

LGUs	INDICATORS				Over-all Mean	Description
	Knowledge Enhancement	Skills Development and Competencies	Job Performance	Alignment with Organizational Objectives		
A (N=12)	4.54	4.25	4.27	4.21	4.32	High Impact
B (N=9)	4.47	4.00	4.14	4.28	4.22	High Impact
C (N=10)	4.23	4.21	4.25	4.35	4.26	High Impact
D (N=10)	3.80	3.65	3.63	3.78	3.72	High Impact
E (N=10)	3.83	3.50	4.00	3.33	3.67	High Impact
F (N=10)	4.33	4.11	4.14	3.97	4.14	High Impact
G (N=10)	4.42	4.14	4.14	4.17	4.22	High Impact
H (N=9)	4.52	4.5	4.43	4.34	4.45	High Impact
I (N=10)	4.64	4.22	4.25	3.97	4.27	High Impact
J (N=12)	4.54	4.21	3.92	4.00	4.17	High Impact
MEAN	4.33	4.08	4.12	4.04	4.14	High Impact

Legend:

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Very High Impact
4	3.50 – 4.49	High Impact
3	2.50 – 3.49	Moderate Impact
2	1.50 – 2.49	Low Impact
1	1.00 – 1.49	No Impact

In organizational development (OD) terms, this reflects the classic progression from learning (knowledge acquisition) to capability (skill development) to behavior (job performance) and ultimately to strategic integration (alignment with organizational goals). The slight decline in mean scores across these dimensions indicates that, while T&D programs are highly effective at imparting knowledge, their influence

becomes more variable as outcomes increasingly depend on broader organizational systems and contextual factors.

At the LGU level, all units are consistently rated under “High Impact,” though variations in overall means provide insight into differing levels of organizational development maturity. LGU H (4.45), LGU I (4.27), LGU C (4.26), and LGU A (4.32) emerge as relatively higher-performing units, demonstrating balanced and consistently strong outcomes across all four dimensions. These LGUs likely exhibit more advanced OD systems characterized by strong alignment between training, performance management, and strategic planning, as well as supportive organizational climates that facilitate the transfer and application of learning. In contrast, LGUs D (3.72) and E (3.67) register comparatively lower overall means. These findings suggest that while training programs are present and beneficial, their systemic integration and reinforcing mechanisms may be less, limiting their overall effectiveness.

From an organizational development systems perspective, Table 6 underscores the importance of viewing T&D as an interconnected subsystem within a larger organizational architecture. The relatively high score for knowledge enhancement indicates that the system's input and instructional components—such as training design, content, and delivery—are functioning effectively. However, the gradual decline in scores across skills, performance, and alignment points to challenges in the system's transformation and output stages. Specifically, it suggests that the processes that enable the conversion of knowledge into sustained behavioral change and strategic contribution—such as experiential learning, supervisory support, feedback mechanisms, and organizational communication—are not uniformly optimized across all LGUs.

Furthermore, the findings highlight the critical role of systemic alignment in achieving organizational development outcomes. Alignment with organizational objectives, while still rated “High Impact,” has the lowest mean across the four dimensions (4.04), indicating that the strategic integration of T&D remains an area for further strengthening. This has important implications, as OD theory posits that the ultimate value of training lies not merely in enhancing individual competencies but in advancing organizational goals and performance. The observed gap suggests that while employees recognize the relevance of training, there may be insufficient clarity or consistency in how these programs are explicitly linked to strategic priorities and communicated across the organization.

When interpreted as an outcome of organizational development, the results in Table 6 suggest that the LGUs are operating within a functional yet evolving OD system. The strong performance in knowledge and skills indicates that the foundation for organizational capability is well established. However, the slightly lower scores in job performance and strategic alignment indicate that the system has not yet fully matured into one in which learning is seamlessly translated into sustained performance improvements and organizational effectiveness. This “transfer and alignment gap” is a critical area of focus, as it represents the point at which many OD interventions encounter diminishing returns.

In synthesis, Table 6 provides compelling evidence that T&D programs in the selected LGUs are effective and impactful across multiple dimensions of organizational functioning. However, it also reveals that organizational development is not solely a function of training provision but of systemic integration. To advance toward a more mature OD system, LGUs must strengthen the linkages between learning, performance, and strategy. This entails enhancing post-training support mechanisms, institutionalizing feedback and coaching practices, aligning training with competency frameworks and strategic plans, and fostering a culture that actively supports the application of learning. By addressing these systemic considerations, LGUs can move beyond high-impact training toward achieving sustained organizational transformation and improved public service delivery.

The findings have several implications for LGU organizational development. First, training initiatives should be institutionalized within structured HRD systems linked to job roles, competencies, and municipal objectives. Second, mechanisms for participatory governance should be strengthened to enhance employee involvement and awareness of strategic objectives. Third, systematic competency mapping, mentoring, and post-training support are essential to translate knowledge into skills and improved

performance. Fourth, continuous monitoring and use of performance metrics can reinforce data-driven decision-making and inform program improvement. Finally, inter-LGU coordination through a provincial-level framework for training standardization can mitigate disparities and support consistent organizational development outcomes.

A more rigorous analysis was conducted to examine differences in training outcomes across Local Government Units (LGUs) and employee groups, structured in alignment with the study’s research objectives and disaggregated by municipality and respondent characteristics. The descriptive results indicate a clear gradient: knowledge enhancement registers the highest impact, followed by job performance, skills development, and finally organizational alignment. This pattern aligns with classical OD and human capital development models, where learning acquisition precedes behavioral and organizational outcomes. However, when these findings are triangulated with the one-way ANOVA results presented in Table 7, a more nuanced interpretation emerges. Specifically, the absence of statistically significant differences across LGUs in knowledge ($p = 0.224$), job performance ($p = 0.453$), and alignment ($p = 0.335$) suggests that these dimensions are relatively standardized across municipalities. This uniformity implies that T&D programs are largely compliance-driven, reflecting centralized policies, standardized modules, and regulatory requirements that ensure consistency in delivery. While this contributes to equitable knowledge dissemination, it also indicates limited contextualization, thereby constraining the responsiveness of training programs to specific institutional needs.

Table 7. *One-Way ANOVA Results Across LGUs*

Variable	F-value	p-value	Interpretation
Knowledge	1.35	0.224	Not Significant
Skills	1839.00	0.000	Significant
Performance	0.99	0.453	Not Significant
Alignment	1.15	0.335	Not Significant

In contrast, the highly significant variation observed in skills development ($F = 1839.00$, $p < 0.001$) introduces a critical systems-level insight. Despite uniformity in knowledge acquisition, LGUs differ substantially in their ability to translate training into competencies. This divergence suggests that skills development is not primarily a function of training content but of organizational conditions—such as leadership support, availability of experiential learning opportunities, coaching mechanisms, and resource allocation. This finding directly explains the variability observed in Table 3 and the comparatively lower, less consistent scores on skills-related indicators across LGUs. In OD terms, this reflects a breakdown in the system’s “conversion process,” in which knowledge inputs are not consistently transformed into applied capabilities due to weak or uneven institutional support structures. Further reinforcing this interpretation, the regression analysis presented in Table 8 reveals that organizational alignment ($\beta = 0.643$, $p < 0.001$) is the strongest predictor of job performance, surpassing even knowledge ($\beta = 0.229$, $p = 0.024$), while skills are not statistically significant predictors ($\beta = 0.005$, $p = 0.208$). This finding fundamentally reorients the interpretation of Tables 3 and 4. While skills development is important, it does not, on its own, drive performance outcomes unless it is embedded in a system of strategic alignment. In other words, the effectiveness of training is mediated by the extent to which it is integrated into organizational goals, performance management systems, and supervisory practices.

Table 8. *Regression Analysis Predicting Job Performance*

Predictor	Coefficient (β)	p-value	Interpretation
Constant	0.455	0.066	Not Significant
Knowledge	0.229	0.024	Significant
Skills	0.005	0.208	Not Significant
Alignment	0.643	0.000	Highly Significant

This explains why Table 5, despite having the lowest mean among the four dimensions, plays a disproportionately critical role in determining performance outcomes. It also highlights a key OD principle: alignment functions as the integrative mechanism that converts learning into performance, underscoring the systemic rather than individual nature of organizational effectiveness. More critically, the qualitative data provide direct evidence supporting the inferential finding that organizational alignment is the strongest predictor of performance. Participant A emphasized the role of leadership and integration:

“Institutionalization is supported when leaders prioritize training, allocate resources, and require employees to apply what they learned... Conversely... when training is treated as a one-time activity... [it] limits its long-term impact.” – Key Informant 3

This statement aligns with the regression result showing alignment ($\beta = 0.643$) as the most significant determinant of job performance. It reinforces the interpretation that training effectiveness is not achieved through learning alone but through its integration into organizational systems and leadership practices.

The two-way ANOVA results presented in Table 9 further strengthen this system-oriented interpretation by demonstrating that differences in skills development are driven by LGU-level factors ($F = 2036.67$, $p < 0.001$), while rank and interaction effects are not significant.

Table 9. Two-Way ANOVA Results for Skills Development

Source	SS	df	F	p-value	Interpretation
LGU	13298.27	9	2036.67	<0.001	Significant
Rank Group	0.06	1	0.08	0.781	Not Significant
LGU × Rank	5.94	9	0.91	0.521	Not Significant
Residual	55.86	77	-	-	-

This indicates that training systems are applied uniformly across employee levels but lack role-specific differentiation, suggesting deficiencies in competency-based training design. This finding aligns with the descriptive observation that hands-on exercises and competency gap resolution received relatively lower ratings. It suggests that T&D programs are not sufficiently tailored to the specific functional requirements of different roles, thereby limiting their effectiveness in producing targeted competency development. When synthesized, the descriptive and inferential findings reveal a coherent pattern that can be conceptualized as a “training translation gap.” At the input level, LGUs are effective in delivering standardized training that enhances knowledge. However, at the process level, there is uneven capacity to convert this knowledge into competencies due to variability in organizational support systems. At the output level, job performance improvements are observed but are more strongly influenced by alignment mechanisms than by skills alone. Finally, at the outcome level, the strategic integration of training remains underdeveloped, limiting the full realization of organizational development objectives.

This integrated analysis provides strong empirical support for a multidimensional OD framework. First, the significant variation in skills development underscores the importance of Data-Driven Decision Making, wherein LGUs must systematically assess training outcomes and benchmark performance to identify gaps and best practices. Second, the weak translation of knowledge into competencies highlights the need for Competency-Based Capacity Development, including the adoption of structured competency frameworks, experiential learning approaches, and mentoring systems. Third, the dominant role of alignment in predicting performance validates the Strategic Alignment pillar, emphasizing that training must be explicitly linked to organizational goals and embedded within performance management systems. Finally, the gaps in feedback and application mechanisms underscore the importance of Participatory Governance, particularly for strengthening supervisory engagement, feedback loops, and employee involvement in training processes.

These demonstrates that T&D programs in the selected LGUs are effective but operate within a partially integrated organizational system. While knowledge acquisition is strong and uniformly distributed,

the development of competencies and the achievement of performance outcomes are contingent upon organizational conditions, particularly strategic alignment and institutional support. These findings underscore the need to transition from a compliance-driven training model to a systemic, competency-based, and strategically aligned OD framework. Such a transition is essential for closing the training translation gap and ensuring that investments in human resource development yield sustained improvements in organizational effectiveness and public service delivery.

Factors that are perceived to have an Impact on the Training and Development Programs

This section addresses the second objective of the study, which is to identify the perceived factors affecting training and development programs across selected local government units (LGUs) in Camarines Sur. The analysis integrates indicator-level results, comparative patterns across municipalities, and qualitative insights from interviews to explain how institutional conditions shape training effectiveness. Emphasis is placed on identifying systemic enablers and constraints that inform organizational development (OD).

Table 10 provides a critical systems-level perspective by identifying the organizational and operational factors that influence the effectiveness of Training and Development (T&D) programs across the selected LGUs in Camarines Sur. With an overall mean of 3.86, interpreted as “High Impact,” the findings indicate that key enabling conditions for training effectiveness are generally present. However, a more granular analysis reveals that these factors are unevenly developed, thereby directly explaining the previously observed “training translation gap” between knowledge acquisition, competency development, and performance outcomes.

At the structural level, the findings show that core training design elements—such as relevance of training content (4.02) and competence of trainers (4.18)—receive consistently high ratings. This reinforces earlier results in Tables 2 and 3, where knowledge enhancement was strong across LGUs. It suggests that the input components of the T&D system are well-established, with LGUs capable of delivering technically sound and contextually relevant training programs. Similarly, leadership-related factors, including department head support (4.05) and supervisory encouragement for application (4.10), also demonstrate high impact, indicating a generally favorable environment for training participation and initial learning transfer.

However, the analysis reveals a marked decline in factors associated with post-training integration and reinforcement, which are essential components of organizational development as a system.

Factors	LOCAL GOVERNMENT UNITS										MEAN	DESCRIPTION	
	A (N = 12)	B (N=9)	C (N=10)	D (N= 10)	E (N=10)	F (N=10)	G (N=10)	H (N=9)	I (N=10)	J (N=12)			
ASPECTS OF THE TRAININGS THAT HAVE IMPACT ON THE ORGANIZATIONAL DEVELOPMENT	Training needs are identified through systematic assessment.	3.75	4.00	4.17	3.30	3.33	3.56	3.89	3.55	4.11	3.83	3.75	High Impact
	Training content is relevant to local job contexts.	4.25	4.33	4.17	3.50	2.67	4.11	4.33	4.27	4.11	4.50	4.02	High Impact
	Trainers or facilitators are competent and effective.	4.50	4.11	4.25	3.70	4.33	4.00	4.11	4.18	4.44	4.17	4.18	High Impact
	There are follow-up activities such as coaching or mentoring.	3.58	3.22	4.25	3.30	3.00	3.22	3.56	3.36	3.78	3.00	3.43	High Impact
	Department heads support staff participation in trainings.	4.17	4.11	4.42	3.30	3.67	4.00	3.89	4.27	4.56	4.17	4.05	High Impact
	Supervisors encourage employees to apply what they learned.	4.08	4.33	4.42	3.60	3.00	3.89	4.33	4.27	4.44	4.67	4.10	High Impact
	Adequate budget and resources are provided for training.	3.83	4.00	4.17	3.10	4.00	3.67	3.56	4.27	4.22	3.83	3.87	High Impact
	Training schedules allow participation without affecting operations.	4.00	4.00	4.58	3.20	3.67	3.44	3.89	3.82	3.89	4.33	3.88	High Impact

Training results are monitored and evaluated systematically.	3.83	3.56	4.25	3.50	3.33	3.33	3.67	3.45	3.89	3.83	3.66	High Impact
Evaluation results are used for future training planning.	4.00	4.11	4.42	3.60	3.33	3.67	4.11	3.91	4.11	3.33	3.86	High Impact
The organization recognizes employees who apply new skills.	3.67	3.56	4.33	3.40	2.33	3.44	3.78	3.64	4.00	3.50	3.56	High Impact
There is a culture of continuous learning in my office.	3.83	3.89	4.67	3.50	3.00	4.33	3.89	4.18	4.33	3.83	3.95	High Impact
AVERAGE	3.96	3.94	4.34	3.42	3.31	3.72	3.92	3.93	4.16	3.92	3.86	High Impact

Legend:

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Very High Impact
4	3.50 – 4.49	High Impact
3	2.50 – 3.49	Moderate Impact
2	1.50 – 2.49	Low Impact
1	1.00 – 1.49	No Impact

Notably, follow-up activities such as coaching and mentoring (3.43), monitoring and evaluation of training results (3.66), and recognition of employees applying new skills (3.56) register comparatively lower means. These findings are highly consistent with the earlier observation that while knowledge and skills are developed, their translation into sustained performance is less robust. From an OD perspective, these lower-rated factors represent weaknesses in the system's “throughput” and “feedback” mechanisms—specifically, the processes that ensure learning is reinforced, institutionalized, and continuously improved.

The relatively moderate ratings for systematic training needs assessment (3.75) and evaluation-based planning (3.86) further suggest that LGUs may not be fully utilizing data-driven approaches in designing and refining their T&D programs. This aligns with the inferential findings in, which highlight the importance of Data-Driven Decision Making as a pillar of effective organizational development. Without rigorous needs assessment and feedback utilization, training programs risk being generic rather than competency-based, thereby limiting their ability to address specific organizational and role-based requirements.

Another critical insight pertains to organizational culture and learning climate, as reflected in the indicator on continuous learning (3.95). While rated as “High Impact,” the variability across LGUs—particularly lower scores in units such as E (3.00) and D (3.50)—indicates that a strong learning culture is not uniformly institutionalized. This variation helps explain the significant differences in skills development observed in earlier analyses, where LGU-level factors, rather than individual characteristics, were found to drive outcomes. In OD terms, this underscores the role of organizational context as the primary determinant of training effectiveness, reinforcing the conclusion that training outcomes are system-dependent rather than purely intervention-driven.

Budgetary and logistical factors, such as availability of resources (3.87) and training schedules (3.88), also show moderate variation. While generally adequate, inconsistencies in these areas may constrain participation and limit opportunities for experiential learning, particularly in lower-performing LGUs. This further contributes to disparities in competency development, as hands-on practice and continuous engagement are resource-intensive components of effective training systems.

At the LGU level, the data reveal clear stratification in the strength of enabling conditions. LGUs C (4.34) and I (4.16) demonstrate relatively stronger systemic support, aligning with their higher performance in earlier tables. In contrast, LGUs D (3.42) and E (3.31) exhibit weaker enabling environments, particularly in areas such as training relevance, recognition, and follow-up mechanisms. This pattern provides empirical support for the conclusion drawn in that differences in training outcomes are driven by institutional factors rather than the training programs themselves. It also reinforces the importance of benchmarking and cross-LGU learning as part of a data-driven OD strategy.

When integrated with the broader findings of the study, Table 10 serves as the diagnostic layer of the organizational development system. While Tables 2 through 6 describe the outcomes of training and

Tables 7 through 9 explain the statistical relationships among variables, Table 10 identifies the mechanisms and conditions that enable or constrain these outcomes. The evidence clearly indicates that the LGUs have established a solid foundation in terms of training inputs and leadership support but face challenges in institutionalizing the processes that sustain and amplify training impact.

In conclusion, the findings of Table 10 underscore that the effectiveness of T&D programs is not solely a function of training quality but of systemic integration. The presence of strong instructional design and leadership support is necessary but insufficient; what differentiates higher-performing LGUs is the strength of their reinforcement mechanisms, feedback systems, and learning culture. To advance organizational development as both a system and an outcome, LGUs must prioritize the institutionalization of coaching and mentoring, strengthen monitoring and evaluation frameworks, adopt data-driven training design, and cultivate a culture that recognizes and rewards the application of learning. Addressing these systemic factors is essential for closing the training translation gap and achieving sustained improvements in organizational performance and governance.

The FGDs also provide strong validation for the systemic gaps identified in Table 10, particularly in mentoring, evaluation, and needs assessment. For instance:

“Monitoring and evaluation gaps make it difficult to determine whether learning is retained and consistently applied over time.” (Key Informant 3)

“Lack of funds, lack of personnel.” (Key Informant 2)

“No budget, insufficient budget, lack of leadership support...” (Key Informant 4)

These verbatims directly support the lower mean scores in mentoring (3.43), monitoring and evaluation (3.66), and resource availability (3.87). They confirm that the weaknesses identified quantitatively are experienced in practice as constraints to sustained training impact.

Similarly, the issue of misalignment between training and job roles, which explains the variation in skills development, is explicitly highlighted:

“...there are instances when an employee is sent to a specialized training... even if the trainee does not perform [that function]. This limits the relevance and application of the training.” (Key Informant 1)

This qualitative evidence directly supports the statistically significant variation in skills development across LGUs and underscores the need for competency-based training systems.

In terms of organizational systems, the FGDs confirm that while policy structures exist, they are not fully institutionalized:

“The current OD/HRD framework needs updating... not yet fully competency-based and lack[s] an integrated monitoring and evaluation system.” (Key Informant 1)

This aligns with the study’s conclusion that LGUs operate within a partially developed OD system, where training is present but not fully integrated into governance, performance, and planning structures.

The findings align with the Baldwin and Ford Transfer of Training Model, which emphasizes that training effectiveness depends on training design, trainee characteristics, and work environment. While LGUs demonstrate strengths in training design (relevance and trainer competence), workplace support systems remain insufficient, limiting learning transfer. Similarly, the Kirkpatrick Model suggests that most LGUs operate at the level of reaction and learning, with limited emphasis on behavioral change and organizational results, as reflected in weak evaluation systems.

Analysis of the influencing factors further reinforces this interpretation. Leadership encouragement and trainer competence emerged as among the strongest enablers of training effectiveness, consistent with prior research identifying managerial support as a critical determinant of training transfer and workplace application (Burke, 2017; Chiaburu et al., 2010). Conversely, post-training coaching, evaluation utilization, and recognition mechanisms received comparatively lower ratings, mirroring findings in both local and international literature that weak reinforcement and accountability structures undermine the long-term effectiveness of employee development interventions (Department of the Interior and Local Government [DILG], 2022). Taken together, these results suggest that the central challenge facing LGUs is not merely

delivering training programs but institutionalizing the organizational systems necessary to convert learning investments into sustained improvements in employee capability, organizational performance, and public service delivery.

Proposed Empirically Grounded Strategic Framework for Institutionalizing Organizational Development (OD) for Selected LGUs in Camarines Sur

The proposed Empirically Grounded Strategic Framework for Institutionalizing Organizational Development (OD) for the selected Local Government Units (LGUs) in Camarines Sur (Figure 2) represents a comprehensive, system-oriented response to the study's integrated findings. It is not merely a prescriptive model but an evidence-based framework derived from the convergence of descriptive results (training outcomes), inferential analyses (ANOVA and regression), and diagnostic factors that influence training effectiveness. As such, it operationalizes organizational development as both a system of interrelated processes and a desired organizational outcome, consistent with contemporary OD theory and the principles of decentralized governance under Republic Act No. 7160.

At its core, the framework addresses a central empirical issue identified in the study: the “training translation gap.” While training programs consistently yield high impact in knowledge enhancement and maintain positive effects on skills, performance, and alignment, their effectiveness diminishes as outcomes move from learning to sustained organizational performance. This attenuation is explained by systemic gaps—particularly in mentoring, evaluation, and strategic integration—which constrain the conversion of learning into competencies and organizational results. The framework therefore reconceptualizes training not as an isolated intervention but as a subsystem embedded within a broader organizational development architecture.

The framework is structured around four empirically grounded and mutually reinforcing pillars: Participatory Governance and Stakeholder Engagement, Competency-Based Capacity Development, Data-Driven Decision Making, and Strategic Alignment with Organizational and National Development Goals. Each pillar corresponds directly to specific patterns and deficiencies observed in the data, thereby ensuring both theoretical coherence and practical relevance.

The first pillar, Participatory Governance and Stakeholder Engagement, recognizes that leadership support—while rated highly in the findings—is insufficient on its own to ensure sustained organizational development. The data reveal gaps in mentoring, recognition, and feedback systems, indicating that participation in training processes is not fully institutionalized. This pillar therefore emphasizes inclusive and collaborative mechanisms such as stakeholder consultations, employee involvement in training design, and structured feedback systems. By fostering shared accountability and engagement, it strengthens the social and relational dimensions of OD, which are critical for sustaining behavioral change and promoting a culture of continuous improvement.

The second pillar, Competency-Based Capacity Development, directly addresses the significant variation in skills development across LGUs. While training content is generally relevant and trainers are competent, inconsistencies in needs assessment and post-training support reveal that training is not systematically aligned with competency requirements. This pillar advocates for the institutionalization of competency frameworks, gap analyses, and targeted training interventions, complemented by coaching and mentoring systems. In doing so, it enhances the organization's ability to translate knowledge into applied competencies, thereby strengthening the “conversion process” within the OD system.

The third pillar, Data-Driven Decision Making, responds to the moderate implementation of monitoring and evaluation practices identified in the findings. Although LGUs collect training data, its utilization for strategic planning and organizational learning remains limited. This pillar emphasizes the development of robust evaluation systems, the integration of performance metrics, and the systematic use of data in decision-making processes. By reinforcing feedback loops, it enables LGUs to move beyond

output-based assessments toward outcome- and impact-oriented evaluation, thereby enhancing the adaptability and effectiveness of training programs.

The fourth pillar, Strategic Alignment with Organizational and National Development Goals, is arguably the most critical component of the framework, as supported by the regression analysis indicating that alignment is the strongest predictor of job performance. While training programs are generally perceived as relevant, inconsistencies in needs assessment and communication suggest that alignment is not fully institutionalized. This pillar ensures that training initiatives are explicitly linked to organizational mandates, competency requirements, and broader national priorities such as the Philippine Development Plan 2023–2028. It integrates T&D into strategic planning and performance management systems, thereby transforming training into a driver of organizational outcomes rather than a standalone activity.

These four pillars are operationalized through an integrated OD cycle consisting of participatory planning, competency-based program design, implementation and capacity building, monitoring and evaluation, and organizational learning and policy integration. This cyclical process reflects the iterative nature of organizational development, as articulated in classical OD theory (e.g., Lewin's change model), where continuous diagnosis, intervention, and institutionalization are essential for sustained transformation. Each stage of the cycle generates data and insights that inform subsequent actions, thereby embedding continuous improvement within the organizational system.

Importantly, the framework also accounts for the observed variability across LGUs. Higher-performing LGUs demonstrate stronger integration of these pillars, resulting in more effective translation of training into competencies and performance outcomes. In contrast, lower-performing LGUs exhibit fragmented systems, where training exists but is not fully supported by governance, data, and alignment mechanisms. This reinforces the study's central conclusion that organizational development maturity is determined not by the presence of training programs, but by the degree of systemic integration and institutionalization.

From a theoretical standpoint, the framework contributes to the advancement of organizational development by empirically linking human resource development practices with governance systems and organizational outcomes. It extends traditional training evaluation models by demonstrating that effectiveness is contingent upon broader institutional conditions. From a practical perspective, it provides LGUs with a structured pathway for transforming their training systems into integrated OD mechanisms that enhance capacity, improve performance, and support responsive and sustainable public service delivery.

In conclusion, the proposed Empirically Grounded Strategic Framework offers a robust, evidence-based model for institutionalizing organizational development in LGUs. By aligning training with participatory governance, competency development, data-driven management, and strategic priorities, the framework addresses the systemic gaps identified in the study and provides a sustainable approach to enhancing organizational effectiveness. It ultimately positions LGUs as learning organizations, capable of continuous adaptation, innovation, and alignment with both local needs and national development goals.

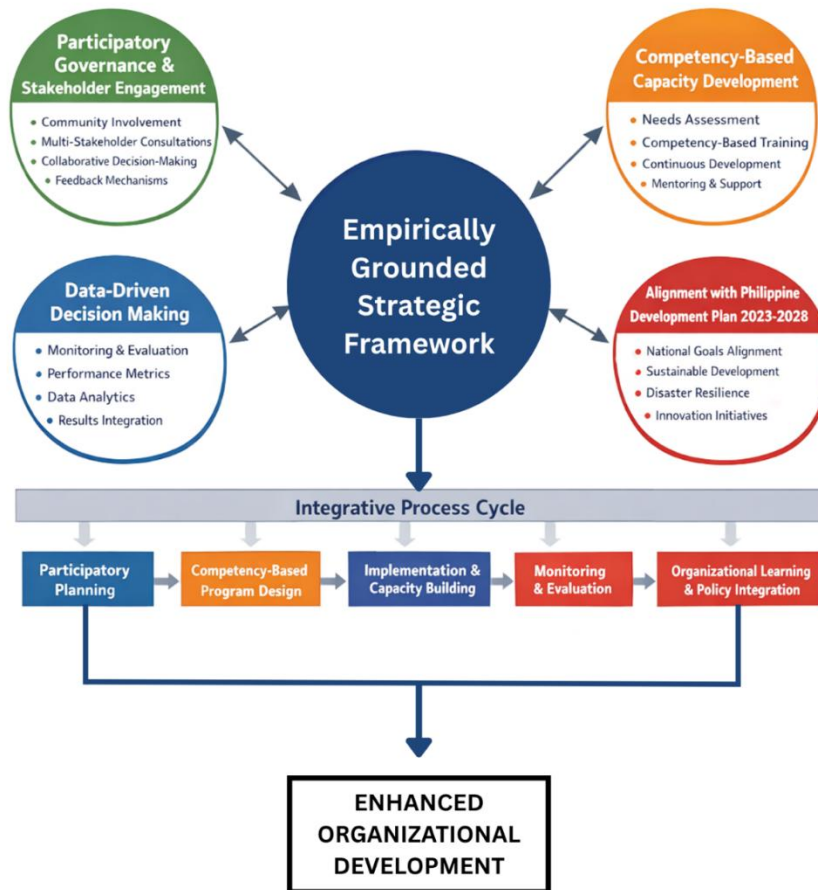


Figure 2. *Empirically Grounded Strategic Framework for Institutionalizing Organization Development in Selected LGUs of Camarines Sur*

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Training and Development (T&D) programs in the selected LGUs are consistently effective at enhancing employee knowledge and moderately effective at improving skills, job performance, and organizational alignment. However, both statistical results and FGD evidence confirm that learning does not automatically translate into sustained workplace application and organizational outcomes. While employees report improved knowledge, confidence, and procedural competence, gaps persist in their consistent application in actual work settings. This reflected a training translation gap, where T&D remains largely instructional rather than transformational, lacking sufficient mechanisms for reinforcement, integration, and institutionalization within organizational systems.

2. The study established that the impact of T&D programs is significantly shaped by institutional and contextual factors. Quantitative findings—particularly the strong predictive effect of organizational alignment on job performance—and qualitative insights emphasize that leadership support, strategic alignment, governance structures, and reinforcement mechanisms are the critical drivers of training

outcomes. While training relevance and leadership encouragement are generally strong, deficiencies in mentoring, coaching, monitoring and evaluation, recognition systems, and participatory processes constrain the sustainability of training impact. Thus, the effectiveness of training in LGUs is fundamentally system-dependent, requiring integrated organizational support to convert learning into performance.

3. The findings confirm that while elements of competency-based development, participatory governance, and evaluation systems exist, they are fragmented, inconsistently applied, and not fully integrated into strategic and operational frameworks. Significant variation in skills development across LGUs further demonstrated that institutional capacity—not training content—drives differences in outcomes. Consequently, current T&D practices remain largely compliance-driven and episodic, rather than embedded within a coherent Organizational Development (OD) system. This underscored the necessity of adopting an empirically grounded strategic framework to institutionalize OD, standardize practices, and align capacity-building efforts with governance priorities and long-term organizational performance.

Recommendations

Based on the conclusions, the following recommendations are proposed:

- LGUs should redesign T&D programs to move beyond knowledge-focused instruction toward competency-based, experiential, and results-oriented learning interventions. This includes integrating structured workplace application strategies such as post-training action plans, job assignments aligned with acquired competencies, and experiential learning approaches (e.g., simulations, case-based tasks, and project-based assignments). Training design should be anchored on clearly defined competency frameworks and actual job requirements, ensuring that learning outcomes directly contribute to improved performance and service delivery.

- LGUs should strengthen the reinforcement and integration subsystems of organizational development by establishing formal mentoring and coaching programs, supervisor-led post-training follow-through, and recognition systems that reward the application of learning. Monitoring and evaluation systems should be enhanced to track not only participation and satisfaction but also behavioral change and performance outcomes, with results systematically used for planning and decision-making. Leadership must play a proactive role in ensuring that training is not treated as a one-time activity but as a continuous and embedded organizational process linked to performance management and accountability systems.

LGUs should formally adopt the proposed framework as a governance and management tool to institutionalize organizational development. This includes embedding its four core pillars—Participatory Governance, Competency-Based Capacity Development, Data-Driven Decision Making, and Strategic Alignment—into HR systems, planning processes, and performance management structures. Implementation should be supported by formal policy issuance, dedicated and protected budget allocation, capacity-building for HR and leadership, and regular monitoring and review mechanisms. By operationalizing this framework, LGUs can standardize training practices, reduce inter-municipal disparities, and ensure that capacity development efforts are systematically aligned with organizational goals and national development priorities.

References

- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60(1), 451–474. <https://doi.org/10.1146/annurev.psych.60.110707.163505>
- Alkhatib, A. J. (2025). The impact of transformational leadership on training and organizational innovation. *International Journal of Management*.
- Armstrong, M., & Taylor, S. (2021). *Armstrong's handbook of human resource management practice* (15th ed.). Kogan Page.
- Atilano-Tang, L. A. (2023). Lessons from National Irrigation Authority in Zamboanga: Collaborative governance and organizational performance. SSRN. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4535645
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63–105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>
- Bautista, A. L. (2017). Training and development practices and employee performance in selected government agencies in the Philippines. *Philippine Journal of Public Administration*, 61(2), 101–120.
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). University of Chicago Press.
- Bertalanffy, L. von. (1968). *General system theory: Foundations, development, applications*. George Braziller.
- Bicol Mail. (2025, March 10). EDMERO conducts 4-day GIS training for LGUs in Camarines Sur. <https://www.bicolmail.net/single-post/edmero-conducts-4-day-gis-training>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brinkerhoff, R. O. (2006). *Telling training's story: Evaluation made simple, credible, and effective*. Berrett-Koehler Publishers.
- Burke, W. W. (2017). *Organization change: Theory and practice* (5th ed.). Sage Publications.
- Burke, W. W., & Litwin, G. H. (1992). A causal model of organizational performance and change. *Journal of Management*, 18(3), 523–545. <https://doi.org/10.1177/014920639201800306>
- Calipay, C. (2023, February 6). *Camarines Sur disaster responders level up skills*. Philippines News Agency. <https://www.pna.gov.ph/articles/1194493>
- Cao, W., Gao, F., & Zhao, Y. (2023). A meta-analysis of the effects of blended learning on performance, attitude, achievement, and engagement across different countries. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2023.1212056>
- Ch, S. N. (2025). *The effect of public sector training on employee productivity and service quality: The mediating role of job satisfaction*. [Preprint]. ResearchGate. <https://doi.org/10.13140/RG.2.2.33645.91361>
- Cheung, V. K. L. (2023). Expanding the scope of the Kirkpatrick model from training evaluation to impact evaluation: A proposed framework. *BMC Medical Education*, 23(1).
- Civil Service Commission (CSC). (2017a). *Policy on continuous professional development for government personnel*. CSC Official Publications.
- Civil Service Commission (CSC). (2017b). *Program to institutionalize meritocracy and excellence in human resource management (PRIME-HRM)*. CSC Philippines.
- Civil Service Commission (CSC). (2022). *Competency-based human resource systems guidebook*. CSC.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications.
- Da-ang, J., Queja, D. M. V., Sendin, T. M. J., Tottoc, A. A. P., Villanueva, C. M. O., & Mania, J. R. (2024). Assessing the perceived benefits of training and development on employee performance in municipal financial management offices: A case study of Solano's Local Government Unit. *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org/journals/ijriss/articles/assessing-the-perceived-benefits-of-training-and-development-on-employee-performance-in-municipal-financial-management-offices-a-case-study-of-solanos-local-government-unit/>
- De Jong, B., et al. (2023). Investigating transfer motivation profiles: Antecedents and consequences for training transfer. *Education Sciences*, 13(12), Article 1232. <https://doi.org/10.3390/educsci13121232>
- De Vergara, M. F. (2025, March 10). EDMERO conducts four-day basic GIS training for CamSur LGUs. CamSur News and Updates. <https://www.camarinessur.gov.ph/news/200>

- Department of the Interior and Local Government (DILG). (2022a). *Assessment of training programs in local government units*. DILG Research Reports.
- Department of the Interior and Local Government (DILG). (2022b). *State of local governance capacity report*. DILG Philippines.
- Department of the Interior and Local Government (DILG). (2023). *Capacity development agenda for local governments 2023–2028*. DILG.
- DeVellis, R. F. (2017). *Scale development: Theory and applications* (4th ed.). Sage.
- Ehimen, T., & Ekpe, I. (2020). The impact of training and development on organizational performance. *RSIS International Journal of Research and Innovation*.
- Estrella, R. A. (2024). Capacity-building initiatives for tourism stakeholders in Camarines Sur: An evaluation study. *Bicol State College of Applied Sciences and Technology Research Journal*, 5(1), 45–57.
- Faisal-E-Alam, M. (2025). Exploring the hierarchical framework of the Kirkpatrick model in public-sector training evaluation. *Evaluation and Program Planning*. <https://doi.org/10.1016/j.evalprogplan.2025.1025XX>
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs—Principles and practices. *Health Services Research*, 48(6), 2134–2156. <https://doi.org/10.1111/1475-6773.12117>
- French, W. L., & Bell, C. H. (1999). *Organization development: Behavioral science interventions for organization improvement* (6th ed.). Prentice Hall.
- Gautam, A. (2025). University faculty perceptions of training transfer and professional development. *Frontiers in Education*. <https://doi.org/10.3389/educ.2025.1553377>
- Geerts, J. M., et al. (2024). Maximizing the impact and ROI of leadership development. *Journal of Management Development*.
- Ghaffari Heshajin, S., Sedghi, S., Panahi, S., & Takian, A. (2024). A framework for health information governance: A scoping review. *Health Research Policy and Systems*, 22, Article 109. <https://doi.org/10.1186/s12961-024-01193-9>
- Gutierrez, C. B., de Guzman, A. B., & Torres, J. R. (2010). Human resource development practices and organizational performance in local government units. *Philippine Journal of Human Resource Management*, 3(1), 25–39.
- Haghighi, H., & Takian, A. (2024). Institutionalization for good governance to reach sustainable health development: A framework analysis. *Globalization and Health*, 20, Article 5. <https://doi.org/10.1186/s12992-023-01009-5>
- Haghighi, H., Takian, A., & Raoofi, A. (2023). Institutionalization of health system to combat the COVID-19 pandemic in Iran. *International Journal of Public Health*, 68, Article 1606197. <https://doi.org/10.3389/ijph.2023.1606197>
- Han, J., Pei, J., & Tong, H. (2025). Unveiling public innovation management: What data mining reveals by analyzing Brazilian experiences. *Brazilian Administration Review*, 22(2), 77–101. <https://doi.org/10.1590/1807-7692bar2025240077>
- Haunstrup, J. S. (2024). Leadership training and just-in-time nudges: Supporting transfer in everyday work. *Leadership & Organization Development Journal*.
- Hjelmar, U. (2021). The institutionalization of public sector innovation. *Public Management Review*, 23(1), 53–69. <https://doi.org/10.1080/14719037.2019.1665702>
- Holton, E. F., Bates, R. A., & Ruona, W. E. A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333–360. [https://doi.org/10.1002/1532-1096\(200024\)11:4<333::AID-HRDQ2>3.0.CO;2-P](https://doi.org/10.1002/1532-1096(200024)11:4<333::AID-HRDQ2>3.0.CO;2-P)
- Hoppmann, N. A., et al. (2025). Evaluation according to Kirkpatrick levels 1–3: A medical education program. *BMC Medical Education*.
- Hosseini, F. S., Hajimiri, S. H., Kebriaeezadeh, A., et al. (2024). The vital role of good governance in a public health crisis: The case of managing access to medicines in Iran during the COVID-19 pandemic. *Discover Health Systems*, 3, Article 99. <https://doi.org/10.1007/s44250-024-00165-8>
- IJLTEMAS. (2023). The impact of training and development on organizational performance. *International Journal of Latest Technology in Engineering, Management & Applied Science*, 12(8). <https://www.ijltemas.in/articles/the-impact-of-training-and-development-on-organizational-performance>

- Jamelbozorgi, A., et al. (2022). The effect of training and development, supervisor support and compensation on employee retention: Evidence from nursing staff. *BIRCU Journal*. <https://www.bircu-journal.com/index.php/birci/article/view/4982>
- Khan, M. (2023). *Training and development: Concepts, methods, and applications*. INFLIBNET Digital Library.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). *Evaluating training programs: The four levels* (4th ed.). Berrett-Koehler.
- Labayo, M. C. (n.d.). *Assessing the impact of professional development programs in local governance: Evidence from selected municipalities in the Bicol Region*. University of Nueva Caceres Research Bulletin.
- Lan, J. (2023). The role of self-efficacy and self-deception in training transfer: Evidence from service settings. *Journal of Occupational and Organizational Psychology*.
- Lewin, K. (1947). Frontiers in group dynamics: Concept, method, and reality in social science; social equilibria and social change. *Human Relations*, 1(1), 5–41. <https://doi.org/10.1177/001872674700100103>
- Library & Information Management. (2023). *Organizational development and training: A behavioral science approach*. LIMBD.
- Liu, H., & Sarker, S. (2022). Institutionalization and adoption of organizational practices. *Administrative Sciences*, 12(2), Article 60.
- Makinde, W. A. (2024). Evaluation of technical and vocational education and training programs: Evidence for competency assessment. *Journal of Professional Education Studies*, 12(2). <https://journal.iistr.org/index.php/JPES/article/view/522>
- Mampuru, M. P., Mokoena, B. A., & Isabirye, A. K. (2024). Training and development impact on job satisfaction, loyalty and retention among academics. *SA Journal of Human Resource Management*, 22. <https://doi.org/10.4102/sajhrm.v22i0.XXXX>
- McDonnell, A. (2020). Human capital theory and public sector HRM: A critical review. *International Journal of Human Resource Management*, 31(20), 2649–2670. <https://doi.org/10.1080/09585192.2018.1441163>
- Mehner, L. (2025). How to maximize the impact of workplace training: Evidence from field studies. *International Journal of Training and Development*. <https://doi.org/10.1080/1359432X.2024.2319082>
- Nazir, E. N. M. (2025). Examining the role of training design, supervisor support and motivation to transfer in Malaysian public sector organizations. *Journal of Institutional Innovation*.
- Nielsen, K., Randall, R., & Taris, T. (2023). A mixed-methods study of the training transfer process: Design, supervision, and workplace applicability. *Human Resource Development Quarterly*. <https://doi.org/10.1080/02678373.2022.2086646>
- Noe, R. A. (2017). *Employee training and development* (7th ed.). McGraw-Hill Education.
- Noor'ain Mohamad Yunus, N., Sharuddin, N., & Mohd Abas, M. K. (2023). The impact of perceived organisational support, supervisor support and self-efficacy on transfer of training among public service officers. *Journal of Public Administration Studies*.
- O'Neill, A. (2025). Transfer of workplace e-learning: A systematic literature review. *Computers & Education*.
- Okongwu, J. (2023). Designing strategic frameworks for sustainable organizational change. *International Journal of Research and Scientific Studies*, 6(2), 68–81.
- OneCoreDev IT. (2024). *HR training and development programs in the Philippines: 10 strategies for success*. <https://onecoredevit.com/news-and-insights/human-resources/hr-training-and-development-programs-in-the-ph-10-strategies>
- Onyeche, R. (2018). *Impact of training and development on effective performance of workers in the public sector*. UniProjects.
- Organisation for Economic Co-operation and Development (OECD). (2019). *Public service leadership and capability: Strengthening the foundations of policy making*. OECD Publishing. <https://doi.org/10.1787/3d8698d2-en>
- Palazzi, F. (2025). The institutionalisation of a new management control system: A case-based analysis of diffusion from pilot to routine adoption. *Journal of Management & Governance*. <https://doi.org/10.1007/s10997-025-09753-z>
- Pradeep, S. (2022). The impact of training and development on employee performance and service delivery. *Problems and Perspectives in Management*, 20(4). [https://doi.org/10.21511/ppm.20\(4\).2022.XX](https://doi.org/10.21511/ppm.20(4).2022.XX)
- Provincial Government of Camarines Sur. (2024). *The Provincial Health Office conducts immunization and vaccine management training*. <https://camsur.com/news/168>

- Provincial Government of Camarines Sur. (2025). *Gov. Luigi Animation Training Program: Enhancing creative industry skills in Camarines Sur*. Official Provincial Government Report.
- Ramos, J. P., dela Cruz, M. A., & Villanueva, R. S. (2023). Capacity-building initiatives and governance performance in Metro Naga local government units. *Philippine Journal of Public Administration*, 67(1), 45–68.
- Rodriguez, R., & Walters, J. (2017). *Transfer of training and performance outcomes*. University of the Philippines–Visayas.
- RPN Radio. (2025, April 8). *Iriga 5-day training for instructors (TFI) at the Provincial Government Complex, Pili, Camarines Sur*. <https://rpnradio.com/iriga-5-days-training-for-instructors-tfi-at-the-provincial-government-complex-pili-camarines-sur>
- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Sage.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2015). The science of training and development in organizations. *Psychological Science in the Public Interest*, 13(2), 74–101. <https://doi.org/10.1177/1529100612436661>
- Sardi, A., & Sorano, E. (2021). Dynamic performance management: An approach for managing the common goods. *arXiv*. <https://arxiv.org/abs/2102.04090>
- Shi, F. (2025). Meta-analysis reveals the effectiveness evaluation of blended learning across disciplines. *Frontiers in Education Sciences*.
- Song, S. (2025). Blended learning in vocational education: Meta-analytic insights. *International Journal of Vocational Education*.
- Supervisor Support Meta-Analysis. (2022). *Supervisor support and training transfer: A meta-analysis*. ResearchGate. <https://www.researchgate.net/publication/361446629>
- Taheri, T., Amerzadeh, M., Alizadeh, A., et al. (2025). The impact of good governance on organizational health, with the mediating role of organizational accountability: Considering the influence of demographic and organizational variables. *BMC Health Services Research*, 25, Article 892. <https://doi.org/10.1186/s12913-025-12921-4>
- Training and Development Authority of the Philippines. (2023). *National competency-based training framework for local government units*. Department of the Interior and Local Government.
- Transfer of Training Review. (2022). Transfer of training: The revised review and analysis. *Scientific Research Publishing*. <https://www.scirp.org/journal/paperinformation?paperid=121302>
- Wang, R., et al. (2024). Systematic literature review on the effects of blended learning in nursing and health education. *Nurse Education Today*. <https://doi.org/10.1016/j.nedt.2024.104XXXX>
- Wątróbski, J., Bączkiewicz, A., & Rudawska, I. (2023). A strong sustainability paradigm-based Analytical Hierarchy Process (SSP-AHP) method to evaluate sustainable healthcare systems. *arXiv*. <https://arxiv.org/abs/2306.00718>
- Yu, Q., & colleagues. (2025). Unraveling the impact of blended learning vs. online learning on competency and workplace transfer. *Journal of Educational Technology & Society*.