



SHAPING QUALITY CULTURE THROUGH EMPLOYEE TRAINING AND ORGANIZATIONAL COMMITMENT TO EXCELLENCE

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ABSTRACT

This descriptive-comparative-correlational study aimed to determine the extent of employee training and the level of organizational commitment to excellence of the employees of the Department of Agriculture, Regional Field Office 6 (DA RFO 6). It further aimed to determine whether there were significant differences or relationships between these variables. One hundred forty-seven respondents answered a research-made questionnaire. The study employed a stratified random sampling design, and the collected data were analyzed using descriptive and inferential statistical analysis. Findings revealed that employee training in DA RFO 6 is implemented to a considerable extent, and a favorable level of organizational commitment to excellence in terms of sense of well-being, job satisfaction, and organizational productivity was demonstrated. The results showed that a significant relationship existed between the two variables. An action plan was proposed to strengthen training initiatives and foster a stronger culture of quality within the organization.

Keywords: *Organizational Commitment to Excellence, Quality Culture, Action Plan*

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INTRODUCTION

In contemporary public administration, quality serves as a central metric for evaluating institutional performance. Government agencies are increasingly assessed not only in terms of the efficiency of their outputs but also in relation to their capacity to foster a culture of excellence that ensures accountability and responsiveness. Human Resource Development (HRD), particularly through employee training, is widely recognized as a cornerstone of this transformation, as it equips employees with the necessary competencies to navigate complex organizational demands. As Human Capital Theory suggests, investments in training enhance productivity and institutional adaptability (Chen et al., 2025), making HRD indispensable in bureaucracies tasked with addressing pressing social and economic challenges.

Despite the growing emphasis on HRD initiatives, the presumed link between training and organizational commitment remains an underexplored area in government institutions. Recent studies suggest that training programs do not automatically translate into stronger employee loyalty or quality-oriented practices. For instance, Chen et al. (2025), in examining China's industry-education integration initiatives, observe that training programs often fail to align with the broader goal of fostering organizational commitment, leaving employees' subjective experiences largely unexamined.

Moreover, evidence from broader institutional contexts underscores the importance of organizational commitment in sustaining quality systems. A 2025 explanatory sequential study by Mendoza and Castillo demonstrates that organizational commitment significantly influences faculty and staff understanding of Quality Management Systems in private schools,

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highlighting the interconnected relationship among HRD, commitment, and institutional excellence. Similarly, an experimental study by Rahman (2025) reveals that general training, although not always job-specific, increases discretionary effort among employees, suggesting that well-designed training fosters voluntary engagement beyond minimum performance expectations.

Collectively, these studies indicate that while training is a critical HRD intervention, its impact on organizational commitment is shaped by broader institutional and cultural factors. This highlights a significant research gap in the context of the DA Regional Field Office 6, where employees operate under competing pressures of limited resources, bureaucratic constraints, and the mandate to serve farming communities. Whether training initiatives in this setting genuinely cultivate commitment to excellence or merely function as procedural requirements remains unclear.

This research attempts to resolve this void by assessing the part of HRD in shaping a quality culture within the DA Regional Field Office 6. Specifically, it explores the correlation between staff training and organizational commitment to excellence, while also considering demographic variables such as age, sex, length of service, position, and educational attainment. Through a correlational research design, the study aims to determine whether training interventions are linked with higher levels of organizational commitment and whether significant differences exist across employee profiles.

The outcomes of this research are anticipated to add to the current literature on HRD in public institutions by presenting empirical proof that may inform policy making and program

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development. Ultimately, the study positions training not merely as a procedural requirement of bureaucracy but as a substantive driver of quality culture and institutional transformation.

MATERIALS AND METHODS

Research Methodology

This part presents the research design, respondents of the study, data gathering instruments, validity and reliability of the instruments, data gathering procedures, and statistical tools utilized.

Research Design

This study used a quantitative research design, focusing on the systematic investigation of the relationships between employee training and organizational commitment to excellence among the personnel of the DA Regional Field Office 6. The design is descriptive–correlational in nature, as it sought to describe the levels of employee training and organizational commitment to excellence in terms of sense of well-being, job satisfaction, and organizational productivity, while also examining whether significant differences exist across demographic variables such as age, sex, length of service, position, and educational attainment. Quantitative descriptive–correlational research is suitable for studies designed to measure and describe variables and to analyze relationships among variables as they naturally occur without intervention.

Such designs are especially valuable in educational and organizational research for informing policy and practice by identifying patterns and associations that require attention (Punzalan et al., 2025, citing Novosel, 2022).

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The descriptive component determined the respondents' profiles, as well as their levels of employee training and organizational commitment to excellence in terms of well-being, job satisfaction, and organizational productivity. The comparative component tested whether these variables showed significant differences when respondents were categorized according to demographic characteristics. The correlational component assessed the correlation between employee training and organizational commitment to excellence in terms of well-being, job satisfaction, and organizational productivity. The findings were used as a basis for developing a plan of action aimed at strengthening the culture of quality in the DA, Regional Field Office No. 6.

The study made use of a researcher-made survey questionnaire for data collection, which was subjected to validity and reliability testing to guarantee the validity and reliability of the instrument. The study utilized suitable statistical tools: frequency and percentage distribution to analyze the profile of respondents; median to measure the levels of employee training and organizational commitment to excellence; Chi-square test for homogeneity to identify significant differences across groups; and Chi-square test for independence to look into the relationship between the core variables.

By employing this quantitative descriptive–correlational design, the study ensured objectivity, replicability, and the generation of evidence-based insights that can inform organizational and human resource policies within the Department of Agriculture.

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Respondents of the Study

The participants included employees of the Department of Agriculture, Regional Field Office No. 6 (DA-RFO 6), regardless of rank, position, or employment status. These consisted of both administrative and technical personnel, as well as field-based staff who directly contributed to the agency's programs and services. The respondents were drawn from different offices within the agency to ensure representation of diverse functions and responsibilities.

In accordance with the study's objectives, the respondents were classified based on their demographic profile variables, namely age, sex, length of service, position, and educational attainment. These classifications were essential for analyzing variations in the levels of employee training and organizational commitment to excellence in terms of well-being, job satisfaction, and organizational productivity across different employee groups.

The sample population was solved using Slovin's formula, with a margin of error set at 0.05, to ensure that the number of participants was statistically adequate and representative of the overall population of DA employees. Respondents were drawn using stratified random sampling, with strata defined by employee position and unit assignment, thereby ensuring proportional representation across divisions.

This selection of respondents was regarded as appropriate since the study aimed to capture the perspectives of government employees who directly experienced the working conditions, organizational structures, and policies that influenced their well-being, job satisfaction, and productivity.

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Table 1 shows the respondents' distribution.

Table 1. Distribution of the Respondents

Respondents	N	n	%
Executive Office	3	2	1.30
Administrative and Finance	42	27	18.26
Agribusiness and Marketing Assistance	13	8	5.65
Planning, Monitoring and Evaluation			
Research			
Regulatory	13	8	5.48
Agricultural Engineering			
Integrated Laboratories			
Field Operations	63	40	27.39
	15	10	6.52
	19	12	8.26
	29	18	12.61
	33	21	14.35
Total	230	146	100

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Sampling Design

A stratified random sampling design was adopted in this study to make sure that respondents from different demographic groups were proportionately represented. Since the independent variables considered in this study were age, sex, length of service, position, and educational attainment, stratification was based on these demographic factors. This procedure allowed the researcher to capture variations across employee characteristics while minimizing sampling bias.

The target population is composed of 230 staffs from the DA, Regional Field Office 6. From this population, the required sample size was computed using Slovin's formula, with a 95% confidence level and a margin of error of 0.05. The formula is expressed as: $n = \frac{N}{1 + Ne^2}$

where:

n = sample size

N = total population size

e = margin of error

After computing the required number of respondents, samples were drawn in proportion from each stratum to reflect their share of the total population. Random selection was applied within each stratum to avoid bias among respondents. This design ensured that the sample reflected the variation of the population, and the results were generalizable to the larger group.

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Validity of the Instrument

This study used a researcher-made survey questionnaire comprised of three parts: (1) the respondents' demographic profile; (2) respondents' perceptions of employee training in the organization; and (3) respondents' perceptions of organizational commitment to excellence in terms of sense of well-being, job satisfaction, and organizational productivity.

To guarantee content validity, the questionnaire was presented to a thorough review by experts in human resource management, organizational behavior, and public administration. Each item was reviewed by experts for clarity, relevance, and appropriateness in relation to the study's objectives and variables. Their comments and suggestions were included to refine the instrument and eliminate ambiguities.

Validity refers to the degree to which an instrument measures the construct(s) it purports to measure (Van Zyl et al., 2022, citing Bakeman & Quera, 2011).

Reliability of the Instrument

The instrument's reliability was determined through a pilot test conducted among 31 employees of the Department of Agriculture, Western Visayas, who were disregarded from the final sample of the study but exhibited comparable characteristics. The pilot test was conducted to evaluate the clarity, consistency, and stability of the questionnaire items.

Before the conduct of the pilot test, approval was obtained from the Regional Executive Director of DA RFO 6. The responses from the pilot test were conducted and subjected to statistical analysis using Cronbach's alpha coefficient and yielded a reliability coefficient of 0.973. A Cronbach's alpha value of 0.70 or higher is considered acceptable (Duran, 2024,

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citing Fraenkel & Wallen, 2010), indicating that the items reliably measured the constructs of employee training and organizational commitment to excellence.

Data Gathering Procedure

Prior to data collection, an official letter requesting approval was sent to the Regional Executive Director of the DA, RFO 6. Upon approval, a focal person from the Human Resource Management Section was identified to assist in the conduct of the study. The focal person coordinated with each office to facilitate the dissemination of the research instruments through an online platform.

The questionnaire was administered by the researcher through an electronic survey platform to maximize participation and availability. Prior to completing the questionnaire, respondents were oriented on the objectives and guaranteed confidentiality and anonymity in answering. Participation in the research was not mandatory, and informed consent was secured beforehand.

During the administration of the survey, the researcher monitored the process to clarify instructions and ensure the completeness of responses. After the data collection period, the accomplished questionnaires were retrieved, checked, and tallied. The gathered data were then encoded and systematically organized in preparation for statistical analysis.

Data Analyses

The responses obtained from the questionnaires were first collected, tallied, and encoded in a database to establish accuracy and proper organization. The raw data were

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cleaned by checking for incomplete or inconsistent entries. Once verified, the dataset was subjected to both descriptive and inferential analyses in line with the objectives of the study.

The descriptive analysis summarized the respondents' demographic profile and their perceptions of employee training and organizational commitment to excellence. The results were displayed in tables and frequency distributions to give a clear overview of the data. Measures of central tendency and variability were also applied to capture trends and patterns in the responses.

The inferential analysis, on the other hand, focused on testing whether significant differences and relationships existed between the independent and dependent variables. This stage of analysis allowed the researcher to move beyond mere description and generated insights on how demographic factors influenced the dependent variables.

All findings were examined in connection to the research problems, objectives, and theoretical framework of the study. Careful attention was given to linking the statistical results with the broader implications for employee development and organizational excellence.

To interpret the respondents' median scores on the extent of training and the level of organizational commitment to excellence, the researcher utilized Guilford's Frequency Distribution Table to develop a conversion scale for interpreting the median. To compute this, the lowest score of 1 was subtracted from the highest score of 5 to determine the range, which is 4. The range was then divided by 5, corresponding to the number of categories in the Likert scale. The resulting quotient of 0.80 served as the class interval used to construct the scale for interpretation of the median scores.

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Median Range	Description	Interpretation
4.21-5.00	Strongly Agree	Very High Extent/Level
3.41-4.20	Agree	High Extent/Level
2.61-3.40	Undecided	Average Extent/Level
1.81-2.60	Disagree	Low Extent/Level
1.00-1.80	Strongly Disagree	Very Low Extent/Level

Statistical Tools Used

The records obtained from the survey questionnaires were systematically tabulated, organized, and analyzed using appropriate descriptive and inferential statistical tools. Adhering to the methodological framework established by Pallant (2020), the following statistical techniques were used to address the statement of the problem.

Frequency Counts and Percentages. These were employed to outline the demographic profile of the respondents about age, sex, length of service, position, and educational attainment.

Median. This was computed to identify the level of employee training and the extent of organizational commitment to excellence, with the median used to indicate the central tendency of the responses.

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Chi-square test for homogeneity. This was utilized to identify whether there were significant differences in the levels of employee training and organizational commitment to excellence across different employee groups when organized based on demographic profiles such as age, sex, position, and length of service. Specifically, the test assessed whether these groups differed significantly in their perceptions of employee training and organizational commitment to excellence—the key dependent variables of the study.

Chi-square test for independence. This was employed to examine the relationship between the main variables—employee training and organizational commitment to excellence.

All statistical analyses were conducted using SPSS software, with the level of significance set at $p < 0.05$. The results were interpreted with reference to the study's research objectives and hypotheses.

RESULTS AND DISCUSSIONS

This study sought to identify the extent of employee training and the level of organizational commitment to excellence among employees of the DA, Regional Field Office VI (DA RFO VI). Specifically, the study examined the respondents' profile in terms of age, sex, length of service, position, and educational attainment. It also assessed the extent of employee training and the level of organizational commitment to excellence in terms of sense of well-being, job satisfaction, and organizational productivity. Furthermore, the study determined if significant differences existed in the extent of employee training and the level of organizational commitment to excellence when respondents were classified according to selected profile variables. Finally, the study examined the relationship between employee

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training and organizational commitment to excellence and proposed an action plan to strengthen the culture of quality within the organization.

The study employed a descriptive-comparative-correlational research design. The respondents consisted of 147 employees of DA RFO VI who were selected to provide data regarding employee training and organizational commitment. Data were collected using a structured questionnaire as the main instrument. Statistical tools such as frequency and percentage, chi-square test for homogeneity, and chi-square test for independence were used in the interpretation of the data. Findings of the study revealed that employee training in DA RFO VI is implemented to a considerable extent. Employees also demonstrated a favorable level of organizational commitment to excellence in terms of sense of well-being, job satisfaction, and organizational productivity. The study revealed a strong and significant relationship between employee training and organizational commitment to excellence. Based on these findings, an action plan was proposed to strengthen training initiatives and foster a stronger culture of quality within the organization.

Conclusion

From the findings of the study, the following conclusions are derived:

Concerning the profile, the respondents were composed of employees belonging to different age groups, with the most falling under the middle-age category. Most respondents were female, had varying lengths of service, occupied technical and administrative positions, and possessed higher educational qualifications such as bachelor's and master's degrees.

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The extent of employee training in DA RFO VI was generally rated as “High Extent,” indicating that training programs are implemented to a considerable extent within the organization. This suggests that employees recognize the presence of training initiatives that support professional development and skill enhancement.

The degree of employees’ organizational commitment to excellence was generally positive. Respondents reported favorable levels of commitment in terms of sense of well-being, job satisfaction, and organizational productivity, indicating that employees generally feel satisfied, productive, and supported within the organization.

There were no significant differences in the extent of employee training when respondents were classified according to age, sex, and position, suggesting that training opportunities are generally perceived similarly across these demographic groups.

In terms of organizational commitment to excellence, sense of well-being showed a significant difference according to educational attainment, while no significant differences were noted based on age, sex, length of service, and position. For job satisfaction and organizational productivity, no significant differences were observed across the demographic variables examined.

Employee training is significantly and strongly related to organizational commitment to excellence, indicating that training plays a vital role in enhancing employees’ well-being, job satisfaction, and productivity. Employees who perceive higher levels of training opportunities generally exhibit higher levels of commitment to organizational goals.

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Based on the findings of the study, strengthening employee training programs and promoting supportive workplace practices are essential strategies in shaping a culture of quality within DA RFO VI.



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