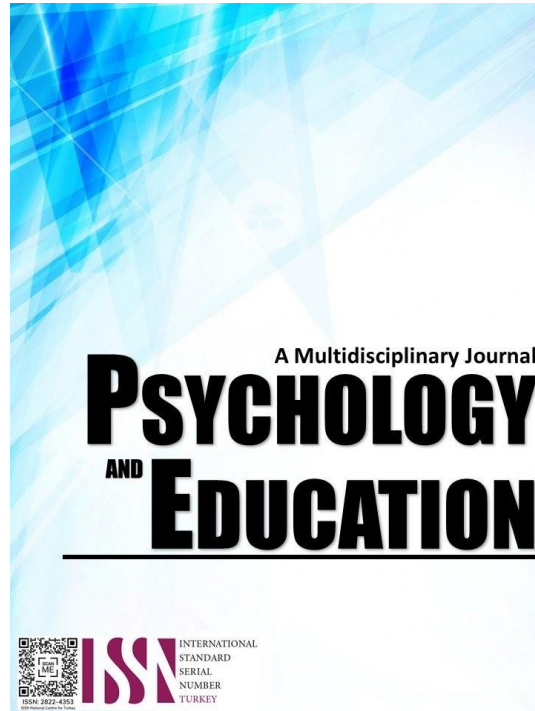


REALIZING ORGANIZATIONAL POTENTIAL: CUSTOMIZED TRAINING PROGRAMS FOR IMPROVED WORKPLACE BEHAVIOR



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Realizing Organizational Potential: Customized Training Programs for Improved Workplace Behavior

Jiomarie B. Jesus,* Ma. Carieza Bayno, Myla B. Gellica
For affiliations and correspondence, see the last page.

Abstract

This research examines how it is to have tailored training programs to improve behavior at work. It focuses on aspects including interpersonal skills, communication, adaptability, and work ethics. Acknowledging the paucity of empirical research on particular training requirements for these characteristics, the study uses a descriptive-correlational methodology to examine information from ninety production employees at Fine Interiors Trading and Manufacturing Incorporated. To guarantee participation from a range of employment roles, participants were chosen using purposive sampling. Utilizing an extensive survey to evaluate training requirements and demographic data. An assessment of the relationship between training requirements and demographic factors was done using statistical methods such as Chi-Square tests and descriptive statistics. The findings indicate that different people have different levels of training demands, and there are strong relationships between the training needs and age, civil status, length of service, educational attainment, assignment area, and employment status. The results highlight the need to tailor training initiatives to particular worker requirements, fostering ongoing enhancement and career advancement. This research adds to the body of knowledge in academia and has real-world implications for businesses looking to get the most out of their training initiatives.

Keywords: *behavioral training, organizational development, interpersonal dynamics, training needs analysis, workplace communication*

Introduction

Behavior in the workplace has attracted a lot of attention since it affects how successful an organization is. Effective communication, good interpersonal skills, adaptability, and a strong work ethic are just a few of the qualities that greatly impact worker productivity, job satisfaction, and overall organizational harmony. Empirical research on the particular training requirements linked to these attributes is still scarce, despite their accepted significance.

Additionally, recent reports from the sector highlight how important interpersonal skills are. According to a Deloitte survey from 2022, 83% of firms think it's important to promote interpersonal competencies, but only 42% offer sufficient training. In a similar vein, a McKinsey analysis from 2023 highlighted how important flexibility is in the face of swift changes in the workplace, but fewer than 30% of businesses provide thorough flexibility training.

Even while individual behavioral trait aspects have been studied in the past, a thorough grasp of how these features interact and affect training demands as a whole is still unknown. Thus, Johnson et al. (2021) looked at communication abilities in team settings, but they didn't look at how communication relates to other characteristics like flexibility or work ethics. To fill these gaps, a thorough examination of the training needs related to behavioral features is carried out in this work. Utilizing statistical methods such as Chi-Square tests and descriptive statistics will evaluate the correlation between the training requirements of participants and their professional and demographic variables. This approach seeks to present a comprehensive picture of how different elements lead to the requirement for specialized training programs.

In emphasizing the connections between various behavioral features, our study provides a fresh viewpoint in light of the shortcomings of earlier studies. While some employee attributes, like teamwork and communication, may come naturally to them, others, like adaptability and management partnerships, call for specialized training. With the use of these insights, training programs may be specifically tailored to the needs of individual employees, increasing the effectiveness of the business as a whole. This study fills the knowledge gap about the acknowledged significance of behavioral features and the existing shortcomings in training curricula. This research makes a significant contribution to the academic literature and has practical implications for businesses looking to maximize their training activities and promote continuous learning and development. Specifically, it considers demographic drivers and offers a thorough analysis of training demands.

The rationale of this study is to give organizations real data regarding the workforce's unique training needs. Organizations can create customized training programs that improve critical workplace behaviors and boost productivity, worker satisfaction, and organizational success by addressing these needs. This research adds to the body of knowledge in academia and in real-world applications by providing insightful analysis of HRD tactics.

Research Questions

Specifically, this study aimed to answer the following questions:

1. What are the specific training needs of production workers in terms of communication, interpersonal skills, adaptability, and

work ethics?

2. Is there a relationship between the profile of the respondents and training needs of the respondents as to behavioral aspect?

Literature Review

Communication

A key component of success in a variety of settings, such as business, education, and interpersonal relationships, is effective communication. In corporate settings, Smith and Jones (2023) stress the critical importance that succinct and precise communication plays. Their study emphasizes how good communication promotes a cohesive work atmosphere, reduces misunderstandings, and improves team collaboration. Moreover, the emergence of digital communication platforms has transformed interpersonal connections, leading researchers such as Chen et al. (2022) to investigate the effects of virtual communication on employee engagement and organizational dynamics. To succeed in this complex environment, people need to develop their verbal and nonverbal communication abilities.

Interpersonal Skills

A wide range of competencies essential for fruitful social interactions and relationship development are included in interpersonal skills. According to Brown and Garcia (2024), developing meaningful connections in both personal and professional contexts require empathy and active listening. Wang et al. (2023) also explore cultural competency, stressing the value of appreciating and comprehending differences in viewpoints. Scholars emphasize the importance of interpersonal skills in conflict resolution, consensus-building, and group problem-solving, as organizations place a greater emphasis on collaboration and teamwork.

Adaptability

As our world changes so quickly, adaptability becomes an essential skill. According to Lee and Smith (2024), accepting change proactively is important for exhibiting adaptability and resilience in unsettling situations. The COVID-19 pandemic has highlighted the importance of adaptation even more, as evidenced by Johnson et al.'s (2022) analysis of its effects on distant work arrangements. Organizational support systems are essential for enabling smooth transitions. To survive as an individual or as a business, one must be able to adapt to changing market demands and technological improvements.

Work Ethics

Work ethics serve as a framework for behavior in the workplace and are based on the values of honesty, responsibility, and professionalism. Rodriguez and Patel (2023) examine the moral dilemmas raised by new technology and exhort people to maintain moral principles in the face of digital change. Furthermore, Smith et al. (2024) show a direct correlation between the effectiveness of a company and good work ethics. Sustainable success, accountability, and a culture of trust are all cultivated by ethical leadership.

The way that interpersonal skills, communication, adaptability, and work ethics are intertwined greatly influences both individual and organizational results. Cultivating these qualities is still essential as the world around us changes. Subsequent studies ought to investigate inventive approaches to talent enhancement, guaranteeing that people make constructive contributions to their dynamic areas.

Methodology

Research Design

The study uses a descriptive-correlational methodology to investigate the training requirements of Fine Interiors Trading and Manufacturing, Incorporated's manufacturing workforce. This look into any connections that might exist between perceived training demands and demographic variables. Chi-square tests of independence, frequency and percentage analysis for respondent profiles, and weighted mean computation for training needs assessment are all part of data analysis.

Participants

Ninety production (90) workers from Fine Interiors Trading and Manufacturing Incorporated participated in this investigation. Trading and Manufacturing, Incorporated as research participants for this study. Based on their responsibilities in mass manufacturing, special production, retouching, glass, upholstery, aluminum, partition, warehouse, packing, quality control, and dispatching, these participants were selected. Purposive sampling was used to make sure the sample was representative and diverse. To carefully choose people who are most likely to provide pertinent and informative data about the training needs under investigation, this sampling technique was adopted. Purposive sampling is justified by the requirement to account for a range of demographic profile that may affect training demands, such as (age, civil status, length of service, educational attainment, assignment area, and employment status).

Instruments

This study's primary tool is a questionnaire that the researcher created specifically to gather data on the training requirements of Fine Interiors Trading and Manufacturing, Incorporated's production employees. The questionnaire, which is separated into three main components, first collects demographic information about respondents' age, gender, civil status, length of service, educational



attainment, assignment area, and employment status. The questionnaire then evaluates behavioral training needs, which include interpersonal skills, communication, adaptability, and work ethics, as well as technical training needs, which center on analytical and presenting abilities. Using a predefined scale that goes from "Highly Needed" to "Not Needed," and with a legend for easy interpretation, respondents' rate how much training they believe they need. This thorough yet succinct questionnaire guarantees effective data collection while covering all relevant components of the training needs of industrial personnel.

Procedure

The methodology for this research entails multiple methodical measures to guarantee the gathering and evaluation of precise and dependable data. First, authorization to carry out the study is requested from Fine Interiors Trading and Manufacturing, Incorporated's management. The questionnaire is then manually delivered by the researcher to the chosen production workers at the appointed times, with an emphasis on following instructions and safety procedures. After completion, the questionnaires are gathered and safely kept to preserve privacy. A pilot test is carried out with a small sample of employees to evaluate the reliability of the questionnaire before the final data gathering, to improve credibility, the of use data triangulation, internal consistency calculations using Cronbach's Alpha, and reliability testing via pilot research. After the data is collected, statistical techniques such as chi-square tests of independence, frequency and percentage analysis, and weighted mean computation are used to analyze the data. Ethical issues are given top priority throughout the investigation, guaranteeing informed consent, participant dignity, privacy, and secrecy. Furthermore, participants are made aware of their freedom to discontinue participation in the study at any time.

Ethical Considerations

The cornerstone of this research project is ethics, which supports the ethical conduct of the study, the treatment of participants with dignity, and the preservation of their rights. First and foremost, participants are provided with complete information about the goals, methods, possible dangers, and advantages of the study, enabling them to voluntarily and sensibly choose whether to participate. Second, strict protocols are put in place to protect the confidentiality and privacy of participant information, guaranteeing the security of participants' identities and personal information. Participants' autonomy and dignity are respected at every stage of the research process, and they are given the choice to leave the study at any time without facing any consequences. All contacts are transparent, and any potential conflicts of interest or biases are declared upfront. Lastly, measures are implemented to reduce participant pain or potential injury, guaranteeing a safe and ethical study protocol. These moral considerations are essential to upholding the research's credibility and integrity while putting the participants' rights and welfare first.

Results and Discussion

The study analyzes respondents' training needs in behavioral characteristics by using descriptive statistics, specifically means (Edu4sure Team, 2020). To help with the customization of efficient training programs, the Chi-Square test evaluates the significant association between the respondents' professional and demographic characteristics and their training needs (Dib & Sturme, 2012).

Table 1. Training needs of the respondents as to behavioral aspect (N = 90)

	Indicators	Mean	Description
The respondent needs training in...			
A.	Communication		
1.	articulating ideas or thoughts	1.89	Less needed
2.	interpreting appropriate symbols or signages	2.53	Moderately needed
3.	conveying a message with sincerity	2.07	Less needed
4.	listening carefully	1.97	Less needed
5.	using proper words	1.98	Less needed
	Aggregate Mean	2.09	Less needed
B.	Interpersonal		
1.	working in teams.	2.01	Less needed
2.	maintaining a harmonious relationship with colleagues.	2.48	Less needed
3.	understanding the feelings of others.	2.23	Less needed
4.	nurturing partnership with the management	2.54	Moderately needed
5.	Training needs to interact and motivate others	2.15	Less needed
	Aggregate Mean	2.28	Less needed
C.	Adaptability		
1.	extending work extra hours when needed.	1.94	Less needed
2.	adjusting to the changing types of machinery and equipment used	1.84	Less needed
3.	covering the responsibilities of a colleague who is on vacation leave or leave of absence	2.17	Less needed
4.	thinking and coming up with solutions to the problems	2.37	Less needed5
5.	absorbing and adapting to situations as they happen	2.62	Moderately needed
	Aggregate Mean	2.19	Less needed
D.	Work Ethics		
1.	getting focused on work assignments	1.90	Less needed
2.	getting self-motivated	2.08	Less needed



3. finishing the task ahead of the deadline	2.02	Less needed
4. subscribing to work standards or policies	2.26	Less needed
5. working efficiently	1.97	Less needed
Aggregate Mean	2.05	Less needed
Overall Aggregate Mean	2.15	Less needed

Range: 1.00-1.74 Not needed; 1.75-2.49 Less needed; 2.50-3.24 Moderately needed; 3.25-4.00 Highly needed

The examination of the training requirements of the respondents reveals differing levels of necessity for various behavioral components. In terms of communication, while there's a moderate requirement (Mean: 2.53) for deciphering symbols, suggesting a need to raise safety awareness, articulating ideas is viewed as needing less training (Mean: 1.89), reflecting confidence in expressing viewpoints. Overall, communication abilities seem well developed, with an aggregate mean of 2.09. Similarly, in interpersonal dynamics, cultivating partnerships with management stands out as a significant need (Mean: 2.54), demonstrating a desire for better connections, while teamwork shows a lesser need (Mean: 2.01), reflecting experience with collaborative settings. The total mean of 2.28 indicates general interpersonal skill competency. Adaptability demonstrates a moderate demand (Mean: 2.62) for absorbing and adapting to shifting events, underscoring the challenge of staying ahead of changing dynamics. However, changing to machinery types shows decreased necessity (Mean: 1.84), demonstrating confidence in technical skills. The collective mean of 2.19 suggests a generally adept adaptation level. Concerning work ethics, while subscribing to standards shows reduced need (Mean: 2.26), focusing on work assignments reveals even lesser need (Mean: 1.90), emphasizing attention to job completion. The overall mean of 2.05 indicates a strong basis for moral behavior. Despite differing demands across domains, the overall aggregate mean of 2.15 shows a decreased need for behavioral training, showing a generally favorable attitude towards work-related conduct. However, realizing the importance of behavioral skills, firms increasingly engage in such training to build improved workplace conditions. Behavioral Skills Training (BST) is a useful tool that efficiently instills new skills using a variety of ways. Understanding and managing human behavior becomes critical for organizational success as research highlights the critical influence that behavior plays in performance (Edu4sure Team, 2020; Dib & Sturmey, 2012).

Table 2. Result of the test of significant relationship between the respondents' profile and their training needs

Paired Variables	Computed Chi-Square	df	Critical Value	Significance	Result
B. Training Needs in Terms of Behavioral & Respondents Profile					
Age	24.236	12	21.026	Significant	Ho rejected
Gender	3.903	3	7.815	Not significant	Ho accepted
Civil Status	21.618	9	16.919	Significant	Ho rejected
Length of Service	29.723	3	7.815	Significant	Ho rejected
Educational Attainment	22.143	12	21.026	Significant	Ho rejected
Assignment Area	57.804	21	32.671	Significant	Ho rejected
Employment Status	19.148	6	12.592	Significant	Ho rejected

Table 2 analysis shows that all but gender of the respondents' behavioral training needs are significantly correlated with the majority of demographic and occupational factors. According to Smith et al. (2022), older employees have distinct training demands than younger employees, and they frequently choose training that is paced differently and uses various technologies. The conclusion that gender has little bearing on training demands is supported by research by Johnson and Anderson (2021), which showed that while there may be variations in training preferences, gender has no discernible impact on the perceived need for behavioral training.

According to Liu et al.'s research from 2023, people with varying civil statuses—married versus single, for example—show various degrees of stress and problems balancing their personal and professional lives. This has an impact on their training needs, especially when it comes to behavioral components. According to research by Kumar and Patel (2020), the training needs of employees change over time. While longer-tenured employees require advanced skill development and leadership training, new hires only need a basic orientation. According to a study by Nguyen and Le (2021), training demands are highly influenced by educational background, with greater educational attainment typically requiring more specialized training programs than lower educational attainment.

According to research by Garcia et al. (2022), various job responsibilities call for various skill sets and behavioral competencies, which affects the particular training requirements based on assignment areas. According to a study by Chen and Zhao (2023), part-time workers typically need more flexible and focused training programs than full-time workers, with the two types of workers having different training demands. These results highlight how crucial it is to modify training curricula to meet the unique requirements of various workforce groups. By taking into account the distinct characteristics of their workforce, organizations can tailor training interventions that are more effective in improving individual and organizational performance.

Conclusions

The study's conclusions provide important new understandings of the complex training requirements for behavioral elements in organizational settings. Using means in particular for descriptive statistics allowed for a thorough analysis of several factors about interpersonal dynamics, communication, flexibility, and work ethics. This investigation resulted in a more sophisticated knowledge of workforce competencies and opportunities for development.

In terms of communication, the study identified a moderate requirement for symbol interpretation (Mean: 2.53) in contrast to a comparatively lower demand for idea expression (Mean: 1.89), suggesting that respondents were somewhat confident in their ability to voice their opinions. Comparably, in terms of interpersonal relationships, the study highlighted the importance of fostering partnerships with management (Mean: 2.54), highlighting a shared desire for closer ties, but also pointing out a somewhat muted need for teamwork (Mean: 2.01), which is likely due to previous experiences in cooperative environments. These results highlight the necessity of attending to these various needs to enhance overall interpersonal competence in the workforce.

Additionally, the survey revealed a moderate need for adaptability, especially in integrating and adjusting to changing conditions (Mean: 2.62). It did, however, also suggest a decreased need to adjust to variations in the types of machinery (Mean: 1.84), indicating a level of trust in technical proficiency. This emphasizes how critical it is to design training programs to address the unique adaptability issues that workers face to strengthen resilience in changing organizational environments.

In terms of work ethics, the emphasis on task-focused completion indicated an even lower necessity (Mean: 1.90), highlighting a dedication to job fulfillment, while there is a lessened demand for conforming to standards (Mean: 2.26). These observations highlight the importance of developing a strong work ethic in staff members as well as the strategic fit between training initiatives and organizational needs.

Additionally, a significant association between the respondents' training requirements and their occupational and demographic characteristics was revealed by the Chi-Square test. Strong correlations were found between training needs and variables such as age, tenure, educational attainment, job assignment, marital status, and employment status. This emphasizes how crucial it is to customize training interventions to specific characteristics and work environments to support the creation of evidence-based tactics that enhance workforce competencies and advance organizational performance.

The results of the research highlight the complexity of the training requirements found in organizational frameworks as well as the importance of customized training initiatives to meet the wide range of workforce demands. Through comprehensive research of behavioral indicators and demographic profiles, organizations may develop training programs that are tailored to the needs of their workforce and promote a culture of lifelong learning and professional development within the workplace.

In conclusion, this study looked into the particular training requirements for communication, interpersonal skills, adaptability, and work ethics among production workers at Fine Interiors Trading and Manufacturing Incorporated. It also looked at how these requirements changed based on demographic factors. While general competencies in interpersonal and communication skills are present, there are notable differences in training needs influenced by age, length of service, educational attainment, job assignment, marital status, and employment status. These findings underscore the significance of customized training programs tailored to workforce needs. Organizations can create focused training interventions that successfully improve workplace behavior and productivity by comprehending these complex needs. By highlighting the significance of taking demographic information into account when designing training programs, this study adds to the body of knowledge in organizational training and development and, ultimately, supports a culture of continuous improvement and sustainable organizational performance.

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Affiliations and Corresponding Information

Jiomarie B. Jesus, MBA

University of Southern Philippines Foundation – Philippines

Ma. Carieza Bayno, MBA

University of the Visayas – Philippines

Myla B. Gellica

Balo-i National High School

Department of Education – Philippines