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Cooperative Training Program and Member Satisfaction in Calamba City, Laguna, Philippines

Annieleah D. Debasa
Laguna College of Business and Arts, Calamba City, Laguna, Philippines

Author Email: annieleahdeb@gmail.com

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Abstract. Implementing a training program was a practical relief for the government to eradicate the effect of modern economic scale on marginalized business communities like cooperatives. This study evaluated the effectiveness of the Cooperative Training Program in Calamba City, providing insights into its impact on micro and small cooperative enterprises. It offered detailed feedback on member satisfaction and program outcomes, which can guide necessary improvements to meet participants' needs better. The research utilized a descriptive design and surveyed 14 CLDD employees and 64 Cooperative members operating in Calamba City through a stratified random sampling technique. Specifically, all regular employees of CLDD and Cooperative members from micro-scaled cooperative enterprises who had received the training program were selected as the research sample. Data were collected using Australian Government Standards for a community-based training program called AQTF Survey Form 2007 based on the Quality Indicator Reporting Requirements (2021) and analyzed through statistical treatments, including the simple mean, four-point Likert scale, standard deviation, and Pearson correlation coefficient. The findings show that the CLDD training program was fully implemented, with no notable difference in how CLDD employees and cooperative members rated its execution. Cooperative members expressed high satisfaction with the training, and there was a strong link between how well the program was implemented and their satisfaction levels. In line with these results, the research proposed an enhancement program to improve key areas of the current CLDD training program implementation: training resources, trainer quality, potential and service quality, and product enhancement. The goal is to enhance the overall program and increase satisfaction among cooperative members.

Keywords: Cooperative; Training program; Satisfaction; Cooperative and livelihood development.

1.0 Introduction

One of the pressing challenges in modern societies is addressing poverty and the shortcomings of social safety nets that fail to meet the diverse needs of low-income individuals and families. Although many countries have welfare programs aimed at alleviating poverty, these programs often suffer from inefficiencies, inadequate funding, and a lack of tailored services, creating barriers to essential resources like healthcare, education, and housing and perpetuating cycles of poverty. In this context, cooperatives support marginalized communities' economic progress and social welfare. Since the early 19th century, the cooperative movement has provided a community-based, self-reliant business model that combats economic injustice and generates job opportunities while adopting a holistic approach to poverty alleviation. In the Philippines, for example, there are approximately 18,000 cooperatives with around 10.7 million members, 54% of whom are from micro-cooperatives or

marginalized groups (CDA, 2021). Thus, government intervention in education and training is essential for sustaining the cooperative sector and enhancing the country's overall well-being.

Implementing a training program has proven to be an effective way for the government to mitigate the effects of modern economic changes on marginalized business communities, such as cooperatives. Similarly, in local governments like Calamba City, training program implementation has supported the achievement of SGLG certification and CMCI ranking, assessments by the DILG and related bodies that enhance LGUs' performance in line with their vision of "tapat at mahusay na pamahalaang lokal." Overall, the program aims to strengthen economic principles and program resilience for marginalized communities, benefiting both the cooperative sector and local governments through increased productivity and effectiveness.

This research assessed the effectiveness and impact of the training program provided by the Cooperatives and Livelihood Development Department for micro and small cooperative enterprises in Calamba City. Evaluating this program's implementation and satisfaction levels provides critical insights into its efficacy and identifies areas for improvement. Understanding how well the training is executed and how it meets the needs of participants helps ensure that the program effectively supports the growth and development of cooperatives. By addressing these factors, the research enhances the program's relevance and effectiveness, ultimately promoting local cooperative enterprises' economic vitality and resilience.

2.0 Methodology

2.1 Research Design

A descriptive-correlational research design was employed to examine the relationship between the local cooperative office's level of training program implementation and cooperative members' satisfaction. The study used statistical tools to analyze the data: descriptive statistics summarized the data, inferential statistics tested hypotheses and drew conclusions about the broader population, and correlation analysis examined the relationship between the local cooperative office's level of training program implementation and cooperative member satisfaction.

2.2 Research Locale

Calamba City was selected for this study due to its significant concentration of community-based cooperatives, with nearly half of the thriving cooperatives in the region categorized as micro and small, according to the CDA Region IV-A Office. These cooperatives, vital to the local economy, face unique challenges in sustaining their operations, including a lack of technical skills and inadequate funding. The study is particularly relevant as it addresses the difficulties these cooperatives encounter in meeting the CDA's mandatory annual training requirements and obtaining the necessary certificate of compliance. By focusing on Calamba City, the research aims to provide insights and solutions tailored to the specific needs of these community-based cooperatives, thereby supporting their growth and operational continuity.

2.3 Research Participants

This study employed a stratified random sampling method to include two distinct respondent groups. The first group consisted of 14 regular employees from the CLDD, a local cooperative office within the LGU of Calamba City. The second group comprised 64 officers and employees from 30 registered micro and small-sized cooperatives participating in the CLDD training program.

2.4 Research Instrument

This study utilized a survey form adapted from the Australian Government Standards for community-based training programs, specifically the AQTF Survey Form 2007, based on the Quality Indicator Reporting Requirements (2021). The AQTF 2007 Survey Form for Learner Engagement assessment indicators were used to evaluate cooperative members' satisfaction with the training program. Meanwhile, the AQTF 2007 Survey Form (2021) for Employers was used to assess the level of implementation of CLDD as a training provider for cooperative education.

2.5 Data Gathering Procedure

This study employed a structured approach to secure respondent participation and cooperation within a limited timeframe. Initially, formal permission was requested from key stakeholders, including the Calamba City Office of the Mayor, the Cooperatives and Livelihood Development Department, and the Cooperative Members, via individually addressed letters. After receiving the necessary approvals, data was collected through personal distribution and retrieval of questionnaires. This method involved direct interaction with respondents, during which the study's purpose and the significance of their participation were communicated. This personal approach fostered trust and encouraged honest responses. Throughout the survey administration process (November 9-16, 2023), the researcher strictly adhered to ethical guidelines, ensuring the confidentiality of respondents' information and respecting their privacy. Any concerns or queries raised by respondents were addressed promptly and professionally. Following data collection, the information was carefully tabulated to ensure systematic organization and ease of analysis. The accuracy and completeness of the data were thoroughly verified before being handed over to a statistician. The data was then analyzed using appropriate statistical techniques and software to identify patterns, trends, and correlations, formulating conclusions and recommendations.

2.6 Ethical Considerations

The study was conducted strictly to ethical principles to safeguard the rights and well-being of participants and researchers. Prior to initiating the research, explicit consent was obtained from all participants. The study provided a clear explanation of its purpose, the importance of data reliability, and the procedures for data management. Crucially, participants were informed that their involvement was voluntary and that they could withdraw from the study without repercussions, empowering them with control over their participation. Rigorous ethical guidelines were followed to ensure the respectful treatment of participants and the protection of their rights. This ethical rigor was vital for maintaining the credibility and reliability of the research findings. Additionally, by institutional policies, the LCBA Research Ethics and Integrity Board approved the study, noting a 5% similarity index, which is well below the 20% threshold for acceptable results.

3.1 Results and Discussion

3.1 CLDD Employees vs. Cooperative Members' Assessment of the Training Program Implementation

Training Resources

As shown in Table 1, the Training Program Implementation of the Cooperatives and Livelihood Development Department in terms of Capacity as to Training Resources was Fully Implemented (3.45, σ-.41, .57). "Training resources and equipment were in good condition," yielded the highest composite mean of 3.47, interpreted as Fully Implemented. On the other hand, "the training resources were appropriate for learner needs" and "the organization acted on feedback from employers" both got the lowest composited mean of 3.44, interpreted as Fully Implemented.

Table 1. CLDD employees vs. cooperative members' assessment of training resource

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. The training resources were appropriate for learner needs.	3.38	Fully Implemented	3.50	Fully Implemented	3.44	Fully Implemented
2. Training resources and equipment were in good condition.	3.46	Fully Implemented	3.48	Fully Implemented	3.47	Fully Implemented
3. The training organization acted on feedback from employers.	3.38	Fully Implemented	3.50	Fully Implemented	3.44	Fully Implemented
General Composite Mean	**3.41**	**Fully Implemented**	**3.49**	**Fully Implemented**	**3.45**	**Fully Implemented**
Standard Deviation	**0.41**		**0.57**			

Legend: 3.25-4.00 Fully Implemented (FI); 2.50-3.24 Implemented (I); 1.75-2.49 Partially Implemented (PI); 1.00-1.74 Not Implemented (NI).

The results suggest that the availability and quality of resources and equipment to meet or exceed expectations contribute significantly to the positive perception of the training program's efficacy. This was attributed to the studies of Baylon et al. (2019), which highlighted the importance of training programs particular to the tools and resource availability from local governance. Also, this implied strong collaboration and solid assistance from the local government.

Effective Support

As shown in Table 2, the Cooperatives and Livelihood Development Department's training program implementation in terms of Effective Support was Fully Implemented (3.34, σ-.56, .51). The indicator "The training organization developed customized programs" had the highest composite mean of 3.43, verbally interpreted as Fully Implemented. Meanwhile, "The way employees were assessed was a fair test of their skills and knowledge" had the lowest composite mean of 3.21, verbally interpreted as Fully Implemented.

Table 2. CLDD employees vs. cooperative members' assessment of effective support

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	**Interpretation**	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. The training organization developed customized programs.	3.38	Fully Implemented	3.47	Fully Implemented	3.43	Fully Implemented
2. How employees were assessed was a fair test of their skills and knowledge.	2.92	Fully Implemented	3.49	Fully Implemented	3.21	Fully Implemented
3. The training organization was flexible enough to meet our needs.	3.31	Fully Implemented	3.45	Fully Implemented	3.38	Fully Implemented
4. The training organization dealt satisfactorily with any issues or complaints.	3.31	Fully Implemented	3.50	Fully Implemented	3.41	Fully Implemented
5. The training organization provided good support for workplace training and assessment.	3.08	Fully Implemented	3.48	Fully Implemented	3.28	Fully Implemented
6. The training organization clearly explained what was expected from employers.	3.25	Fully Implemented	3.47	Fully Implemented	3.36	Fully Implemented
General Composite Mean	**3.20**	**Fully Implemented**	**3.47**	**Fully Implemented**	**3.34**	**Fully Implemented**
Standard Deviation	**0.56**		**0.51**			

Legend: 3.25-4.00 Fully Implemented (FI); 2.50-3.24 Implemented (I); 1.75-2.49 Partially Implemented

This implies that the programs are customized to address the specific needs and requirements of the participants to demonstrate an adaptive and responsive approach in the training implementation process. The study by Hang et al. (2022) examined the situation in Sonla Province, where the number of these models had recently increased dramatically. The findings indicated that while the number of cooperatives in Sonla had increased quickly, their performance had improved more slowly. The study identified three main causes for the (partial) failure of some supports: (1) the obstacle caused by the support programs' resource-based requirements; (2) inadequate training programs that had not met the needs of cooperatives; and (3) some support activities that had distorted the mission and vision of cooperatives and created a money-incentive driver for cooperative establishment.

Trainer Quality

As shown in Table 3, the Training Program Implementation of the Cooperatives and Livelihood Development Department in terms of Trainer Quality Capability was Fully Implemented (3.50, σ- .50, .53). Conversely, the indicator "Trainers had good knowledge and experience of the industry" received the highest composite mean of 3.60 interpreted as Fully Implemented. On the other hand, "Trainers were able to relate the material to the workplace" had the lowest composite mean of 3.34, verbally interpreted as Fully Implemented.

Table 3. CLDD employees vs. cooperative members' assessment of training quality

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	**Interpretation**	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Trainers were effective in their teaching.	3.62	Fully Implemented	3.50	Fully Implemented	3.56	Fully Implemented
2. Trainers had good knowledge and experience of the industry.	3.62	Fully Implemented	3.57	Fully Implemented	3.60	Fully Implemented
3. Trainers were able to relate material to the workplace.	3.15	Implemented	3.53	Fully Implemented	3.34	Fully Implemented
General Composite Mean	**3.46**	**Fully Implemented**	**3.53**	**Fully Implemented**	**3.50**	**Fully Implemented**
Standard Deviation	**0.50**		**0.53**			

Legend: 3.25-4.00 Fully Implemented (FI); 2.50-3.24 Implemented (I); 1.75-2.49 Partially Implemented (PI); 1.00-1.74 Not Implemented (NI).

These ratings indicate that trainers are perceived to excel in delivering the program's content with proficiency and effectively engaging participants. It implies that trainers are knowledgeable about the subject matter and adept at communicating it clearly and engaging learners in a meaningful way. This proficiency suggests that trainers possess the necessary skills to ensure that participants not only receive the information but also understand and apply it effectively, thereby enhancing the program's overall learning experience and outcomes. The results resonated with the studies of Smith and Jones (2021) and uniformly accentuated the impact of competent trainers on the efficacy of training initiatives. Moreover, the literature underscored the significance of tailoring programs to local contexts, a factor evident in the successful implementations noted by Gonzales et al. (2020). These added credence to the need for context-specific approaches to fortify the link between training content and its practical utility.

Competency Development

As shown in Table 4, the Cooperatives and Livelihood Development Department's training program implementation in terms of Capability as Competency Development was Fully Implemented (3.47, σ-.50, .53). Notably, "The training helped employees identify how to build on their current knowledge and skills" got the highest composite mean of 3.53 verbally interpreted as Fully Implemented. Meanwhile, "Our employees gained the knowledge they needed from this training" got the lowest composite mean of 3.40, verbally interpreted as Fully Implemented.

Table 4. CLDD employees vs. cooperative members' assessment of competency development

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. The training resources were appropriate for learner needs.	3.46	Fully Implemented	3.57	Fully Implemented	3.52	Fully Implemented
2. The training has helped our employees work with people.	3.31	Fully Implemented	3.53	Fully Implemented	3.42	Fully Implemented
3. The training helped employees identify how to build on their current knowledge and skills.	3.46	Fully Implemented	3.60	Fully Implemented	3.53	Fully Implemented
4. Our employees gained the knowledge they needed from this training.	3.23	Implemented	3.57	Fully Implemented	3.40	Fully Implemented
5. The training prepared our employees for the demands of work.	3.46	Fully Implemented	3.53	Fully Implemented	3.50	Fully Implemented
6. The training used up-to-date equipment, facilities, and materials.	3.38	Fully Implemented	3.56	Fully Implemented	3.47	Fully Implemented
7. The training organization clearly explained what was expected from employers.	3.46	Fully Implemented	3.57	Fully Implemented	3.52	Fully Implemented
General Composite Mean	**3.38**	**Fully Implemented**	**3.56**	**Fully Implemented**	**3.47**	**Fully Implemented**
Standard Deviation	**0.50**		**0.53**			

Legend: 3.25-4.00 Fully Implemented (FI); 2.50-3.24 Implemented (I); 1.75-2.49 Partially Implemented

Overall, the results underscore the training program's efficacy in fostering competency development among employees, as perceived by both internal employees and cooperative members. Likewise, Jiao's study (2023) aimed to determine how competent the farmer professional cooperatives in Bajie Town were. According to the report, Bajie town has developed the rose business by producing, consuming, processing, and establishing several cooperatives dedicated to the rose sector. Thirty-one farmer professional cooperatives in Bajia town make up sixty percent of all farmer professional cooperatives in Anning County as of 2022. Fifty-one of these are rose farmers' cooperatives, which make up 39% of the town of Bajia's farmer professional cooperatives. The abilities and functions of the cooperatives defined the professional farmer cooperatives' competency level. The competency was positively impacted by internal and external elements, namely internal management and internal circumstances, and two external aspects, namely external projects and regional conditions. Upon examining the regression equation for both variables, it was discovered that internal variables mostly influence the capacity level of farmer professional cooperatives compared to external factors.

Effective Assessment

As shown in Table 5, the Training Program Implementation of the Cooperatives and Livelihood Development Department in terms of Potential as to Effective Assessment was Fully Implemented (3.41, σ-.48, .49). Remarkably, "The training organization gave appropriate recognition of existing knowledge and skills" got the highest composite mean of 3.53 verbally interpreted as Fully Implemented. Meanwhile, "Assessment was at an appropriate standard" got the lowest composite mean of 3.31, verbally interpreted as Fully Implemented.

Table 5. CLDD employees vs. cooperative members' assessment of effective assessment

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. The training organization gave appropriate recognition of existing knowledge and skills.	3.46	Fully Implemented	3.59	Fully Implemented	3.53	Fully Implemented
2. Assessment was at an appropriate standard.	3.15	Implemented	3.47	Fully Implemented	3.31	Fully Implemented
3. The training focused on relevant skills.	3.15	Implemented	3.60	Fully Implemented	3.38	Fully Implemented
4. The training prepared employees well for work.	3.23	Implemented	3.57	Fully Implemented	3.40	Fully Implemented
General Composite Mean	**3.25**	**Fully Implemented**	**3.56**	**Fully Implemented**	**3.41**	**Fully Implemented**
Standard Deviation	**0.48**		**0.49**			

Legend: 3.25-4.00 Fully Implemented (FI); 2.50-3.24 Implemented (I); 1.75-2.49 Partially Implemented

These observations indicate that the CLDD's training program performs very well in identifying current skills, equipping people for their positions, and maintaining a predominantly efficient evaluation system. However, the evaluation standards for assessment may need further improvement to ensure that evaluation methods align perfectly with the intended benchmarks and contribute significantly to enhancing the overall efficacy of the training program. The findings were supported by the study of Golovina et al. (2020) about agricultural cooperatives' performance in Russia. They shared that government initiatives to establish agricultural cooperatives and provide them with financial, informational, and advisory support determine how well they perform. It also depends on the scientific theories applied to determine the tools and tactics of contemporary cooperative policymaking. According to an evaluation of the performance of agricultural cooperatives in the Kurgan Region of Russia, traditional cooperatives established in contemporary institutional settings perform poorly. In recent years, new, contemporary cooperative features have evolved that defy the conventional cooperative paradigm and represent the entrepreneurial behavior of businesses.

Training Relevance

As shown in Table 6, the Cooperatives and Livelihood Development Department's training program implementation in terms of Potential as to Training Relevance was Fully Implemented (3.48, σ-.55, .50). Notably, "The training was an effective investment" got the highest composite mean of 3.53, verbally interpreted as Fully Implemented. Meanwhile, "The training was effectively integrated into our organization" got the lowest composite mean of 3.40, verbally interpreted as Fully Implemented.

The results indicate high satisfaction and favorable views among CLDD employees and cooperative members regarding the training program's potential, applicability, and worth. These areas receive slightly lower scores but offer the potential for improvement, as combining training content with real-life employment situations requires a more effective practical learning experience. The study by Dacles and Evangelio (2024) investigated how well an 8-week cooperative learning approach worked as an intervention to help Sagayen National High School's Grade 7 students perform better in their livelihood and technology classes. An experimental design, which was a quantitative research design, was used to collect data. The experiment's findings showed that the subjects' performance improved after the intervention. These results indicated that implementing a cooperative learning technique had been a useful strategy to provide students with additional support and address their learning gaps. Additionally, the study expanded the body of knowledge by examining cooperative learning practices and their potential to enhance student achievement, thereby contributing significant value to the field of education.

Table 6. CLDD employees vs. cooperative members' assessment of training relevance

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. The training had a good mix of theory and practice.	3.38	Fully Implemented	3.59	Fully Implemented	3.49	Fully Implemented
2. We would recommend the training organization to others.	3.46	Fully Implemented	3.57	Fully Implemented	3.52	Fully Implemented
3. The training was an effective investment.	3.46	Fully Implemented	3.59	Fully Implemented	3.53	Fully Implemented
4. The training reflected current practice.	3.38	Implemented	3.52	Fully Implemented	3.45	Fully Implemented
5. The training was effectively integrated into our organization.	3.23	Implemented	3.57	Fully Implemented	3.40	Fully Implemented
6. Our employees gained the skills they needed from this training.	3.38	Fully Implemented	3.60	Fully Implemented	3.49	Fully Implemented
General Composite Mean	**3.38**	**Fully Implemented**	**3.57**	**Fully Implemented**	**3.48**	**Fully Implemented**
Standard Deviation	**0.55**		**0.50**			

Legend: 3.25-4.00 Fully Implemented (FI); 2.50-3.24 Implemented (I); 1.75-2.49 Partially Implemented

Overall Contribution

As shown in Table 7, the Cooperatives and Livelihood Development Department's training program implementation in terms of Contribution Overall was Fully Implemented (3.50, σ-.53, .50). Notably, "The training resources were appropriate for learner needs" got the highest composite mean of 3.54, verbally interpreted as Fully Implemented. Meanwhile, "We would recommend the training to others" got the lowest composite mean of 3.36, verbally interpreted as Fully Implemented.

Table 7. CLDD employees vs. cooperative members' assessment of overall contribution

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. The training resources were appropriate for learner needs.	3.46	Fully Implemented	3.62	Fully Implemented	3.54	Fully Implemented
2. Overall, we are satisfied with the training.	3.38	Fully Implemented	3.57	Fully Implemented	3.48	Full Implemented
3. We would recommend the training to others.	3.31	Fully Implemented	3.41	Fully Implemented	3.36	Fully Implemented
General Composite Mean	**3.46**	**Fully Implemented**	**3.53**	**Fully Implemented**	**3.50**	**Fully Implemented**
Standard Deviation	**0.53**		**0.50**			

Legend: 3.25-4.00 Fully Implemented (FI); 2.50-3.24 Implemented (I); 1.75-2.49 Partially Implemented

The findings indicate a commendable implementation level and positive perceptions among participants regarding the training program's contribution. However, the slight dip in the score related to the realistic assessment activities highlights a potential area for improvement. Incorporating more practical, real-world scenarios in assessments could further enhance the perceived value and effectiveness of the training program, ensuring that participants feel adequately prepared for practical application in their respective roles within cooperative enterprises.

Conversely, Gava et al. (2021) studied how an agricultural cooperative alleviated poverty in Konjic. They found the cooperative's successful role in enhancing farmers' working conditions and market access. They indicated that encouraging group activity among berry growers can be a useful rural development intervention to reduce regional poverty and stop its consequences. Thus, the structural features of farm holdings and households, coupled with climatic and market conditions, have played a major role in farmers' actual and perceived poverty.

3.2 Difference in CLDD Employees' and Cooperative Members' Assessment

As shown in Table 8, there is no significant difference between the Assessment of the CLDD Employees and Cooperative Members as to the Level of Training Program Implementation Process of CLDD in Calamba City. As reflected in the table results, the statistical analysis revealed that the probability values for comparing CLDD employees and cooperative members were all above the designated significance level of 0.05. These values (0.615, 0.089, 0.654, 0.258, 0.053, 0.235, and 0.510) indicated that the differences observed between the assessments

provided by CLDD employees and cooperative members were not statistically significant. This outcome suggested a consensus or similarity in their perceptions of the training program implementation process within CLDD in Calamba City.

Table 8. Test of significant difference in CLDD employees' and cooperative members' assessment

Variables	t-value	p-value	Remarks	Decision
Capacity Training Resources	0.505	0.615	Not Significant	Accept Ho
Capacity Effective Support	1.727	0.089	Not Significant	Accept Ho
Capability Trainer Quality	0.450	0.654	Not Significant	Accept Ho
Capability Competency Development	1.140	0.258	Not Significant	Accept Ho
Potential Effective Assessment	2.039	0.053	Not Significant	Accept Ho
Potential Training Relevance	1.197	0.235	Not Significant	Accept Ho
Contribution Overall Satisfaction	0.662	0.510	Not Significant	Accept Ho

The acceptance of the null hypothesis implies no substantial contrast in how CLDD employees and cooperative members perceive the implementation process of training programs. Their evaluations align closely, indicating a harmonized viewpoint regarding the effectiveness, execution, or various facets of the training initiatives. This consistency in assessments may suggest a shared understanding or experience related to the training programs offered by CLDD in the city. While the lack of significant differences in perceptions might suggest alignment or agreement, it also prompts a deeper examination of whether this similarity reflects a genuinely shared understanding or potentially indicates a lack of varied perspectives in the assessment process. It could be advantageous for CLDD to explore further, seeking diverse feedback or insights from employees and cooperative members to enrich their understanding of the training program implementation. This exploration might uncover latent discrepancies or untapped areas for improvement, ultimately contributing to refining and enhancing the training programs offered.

A study by Launio and Sotelo (2021) discussed that cooperatives were purportedly different from corporate capitalism in that they had a greater concern for the community outside of their membership base. Thus, "concern for community" was the eighth ICA principle. According to Philippine cooperative law, cooperatives had to set aside a minimum of three percent of their annual net surplus for community development funds (CDFs). This paper explained how cooperatives created and managed their CDFs and the limitations they faced while implementing community projects. Data from annual performance reports and a postal survey were used. The results showed that, particularly for small cooperatives, there was a low actual use rate despite strong compliance with CDF allocation. Total assets, net surplus, cooperative size, and total cooperative members were all strongly positively correlated with actual CDF spending. Most initiatives were carried out in the fields of environment, health, and education. Implementing community development projects was difficult due to lacking funding, low member participation, inadequate coordination with partner organizations, and a vague plan for employing CDF. The paper suggested more effective project planning and management capacity building, enhanced monitoring and assessment of development plans and social audit reports, and increased impact research to support cooperatives' deliberate use of CDF.

3.3 CLDD Employees vs. Cooperative Members' Satisfaction with the Training Program Implementation

Training Relevance

As shown in Table 9, the Cooperative Members were Highly Satisfied (3.33, σ-.56,.50) with the Training Program provided by the Cooperatives and Livelihood Development Department in terms of Product Training Relevance. Notably, “The amount of work I had to do was reasonable” got the highest composite mean of 3.39, verbally interpreted as Highly Satisfied. Meanwhile, “Assessments were based on realistic activities” got the lowest composite mean of 3.27, verbally interpreted as Highly Satisfied.

These findings shed light on the positive perceptions of cooperative members regarding the relevance and capability of the CLDD training program. The high satisfaction scores across most indicators demonstrate the program's effectiveness in meeting the cooperative members' needs and expectations. However, the slightly lower score in realistic assessments suggests a potential area for refinement to ensure that training evaluations closely mirror actual scenarios, thus enhancing the practical utility and applicability of the skills acquired during the training sessions. Adjusting assessment methods to simulate real-life situations could further improve the overall

quality and effectiveness of the training program provided by CLDD, aligning it more closely with the practical demands of cooperative enterprises.

Table 9. CLDD employees vs. cooperative members' satisfaction with training relevance

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. The amount of work I had to do was reasonable.	3.31	Highly Satisfied	3.46	Highly Satisfied	3.39	Highly Satisfied
2. Assessments were based on realistic activities.	3.15	Satisfied	3.39	Highly Satisfied	3.27	Highly Satisfied
3. It was always easy to know the standards expected.	3.23	Satisfied	3.42	Highly Satisfied	3.33	Highly Satisfied
4. Training facilities and materials were in good condition.	3.23	Satisfied	3.42	Highly Satisfied	3.33	Highly Satisfied
General Composite Mean	**3.23**	**Satisfied**	**3.42**	**Highly Satisfied**	**3.33**	**Highly Satisfied**
Standard Deviation	**0.56**		**0.50**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS).

A study conducted by Castilla-Polo and Sanchez-Hernandez (2020) aimed to present a theoretical model based on intangible assets to understand the role of cooperatives as drivers of sustainable development. It is based on a survey of the literature. The results demonstrate the role these assets play in regional competitiveness, a role that becomes much more clear when cooperatives are taken into account. It may be concluded that, when concentrating on cooperatives, it is useful to utilize a multilayered approach (micro and macro levels) to comprehend the complete interaction process between intangible assets and sustainable development.

Competency Development

As shown in Table 10, the Cooperative Members were Highly Satisfied (3.51, σ-.50, .46) with the Training Program Provided by the Cooperatives and Livelihood Development Department regarding Product Competency Development. Notably, "I learned to plan and manage my work" got the highest composite mean of 3.55, verbally interpreted as Highly Satisfied. Meanwhile, "I usually had a clear idea of what was expected of me" got the lowest composite mean of 3.46, verbally interpreted as Highly Satisfied.

Table 10. CLDD employees vs. cooperative members' satisfaction with competency development

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Training facilities and materials were in good condition.	3.38	Highly Satisfied	3.64	Highly Satisfied	3.51	Highly Satisfied
2. I usually had a clear idea of what was expected of me.	3.31	Highly Satisfied	3.60	Highly Satisfied	3.46	Highly Satisfied
3. Trainers explained things clearly.	3.38	Highly Satisfied	3.64	Highly Satisfied	3.51	Highly Satisfied
4. The training organization had a range of services to support learners.	3.38	Highly Satisfied	3.60	Highly Satisfied	3.49	Highly Satisfied
5. I learned to plan and manage my work.	3.54	Highly Satisfied	3.56	Highly Satisfied	3.55	Highly Satisfied
General Composite Mean	**3.40**	**Highly Satisfied**	**3.61**	**Highly Satisfied**	**3.51**	**Highly Satisfied**
Standard Deviation	**0.50**		**0.46**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS).

These findings indicate that the clarity of training content delivery, adequacy of facilities, and effectiveness of trainers play pivotal roles in fostering high satisfaction among cooperative members undergoing the training program. Using information gathered from 301 members of horticulture cooperatives in the province of Son La, Chau et al. (2024) investigated the variables influencing members' satisfaction with the caliber of cooperative support activities. The study developed the research model using cooperative principles and the SEVERQUAL idea. Regression modeling and exploratory factor analysis (EFA) were employed in the data analysis. Members' satisfaction with collective input purchasing, collective marketing, self-help activities, support activities for directly receiving government support, and capacity-building activities were specifically measured to assess members' satisfaction with the quality of the cooperatives' support activities. The factors that were found to positively impact members' satisfaction with the caliber of the cooperatives' support activities were found to be primarily responsive, followed by Assurance and Reliability, Empathy, Competency of Cooperative Managers, and Tangibles. The goal is to increase members' satisfaction with the quality of the cooperatives' support activities, managers' responsiveness to market risks, social relationships among members, members' awareness of opportunities for voluntary participation in the cooperatives, managers' competency in management and

negotiation; internal control systems of the cooperatives; members' involvement in the decision-making process; investment in internet-connected equipment; and the overall number of members.

Learning Simulation

As shown in Table 11, the Cooperative Members were Highly Satisfied (3.45, σ-.45, .51) with the Training Program Provided by the Cooperatives and Livelihood Development Department regarding Product Learning Simulation. Notably, "I learned to work with people" got the highest composite mean of 3.52, verbally interpreted as Highly Satisfied. Meanwhile, "The way I was assessed was a fair test of my skills and knowledge" got the lowest composite mean of 3.40, verbally interpreted as Highly Satisfied. The insights drawn from this literature corroborate the findings indicating high satisfaction levels among cooperative members participating in CLDD's training programs. They emphasize the critical role of such initiatives in fostering the growth and success of cooperative enterprises and promoting socio-economic development among marginalized communities.

Table 11. CLDD employees vs. cooperative members' satisfaction with learning simulation

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. The way I was assessed was a fair test of my skills and knowledge.	3.31	Highly Satisfied	3.49	Highly Satisfied	3.40	Highly Satisfied
2. I learned to work with people.	3.54	Highly Satisfied	3.49	Highly Satisfied	3.52	Highly Satisfied
3. The training was at the right level of difficulty for me.	3.31	Highly Satisfied	3.55	Highly Satisfied	3.43	Highly Satisfied
General Composite Mean	**3.38**	**Highly Satisfied**	**3.51**	**Highly Satisfied**	**3.45**	**Highly Satisfied**
Standard Deviation	**0.45**		**0.51**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS).

Various researchers, like Feisali and Niknami (2021), aimed to investigate how different AC functions affect long-term rural employment. Accordingly, 356 samples were chosen from the research region of Garmsar, Iran. Field interviews were used to gather data for a survey study. The social, educational, economic, and production functions all had positive and significant benefits, according to modeling based on structural analysis, which allowed them to anticipate and explain 66% of changes in sustainable rural employment.

Active Learning

As shown in Table 12, the Cooperative Members were Highly Satisfied (3.45, σ-.45, .51) with the Training Program Provided by the Cooperatives and Livelihood Development Department in terms of Product to Active Learning. Notably, "Trainers encouraged learners to ask questions" got the highest composite mean of 3.57, verbally interpreted as Highly Satisfied. Meanwhile, "The training was flexible enough to meet my needs" got the lowest composite mean of 3.35, verbally interpreted as Highly Satisfied.

Table 12. CLDD employees vs. cooperative members' satisfaction with active learning

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. I was given enough material to keep up my interest.	3.23	Satisfied	3.53	Highly Satisfied	3.38	Highly Satisfied
2. The training was flexible enough to meet my needs.	3.31	Highly Satisfied	3.38	Highly Satisfied	3.35	Highly Satisfied
3. Trainers encouraged learners to ask questions.	3.54	Highly Satisfied	3.59	Highly Satisfied	3.57	Highly Satisfied
4. Trainers made it clear right from the start what they expected from me.	3.23	Satisfied	3.53	Highly Satisfied	3.38	Highly Satisfied
General Composite Mean	**3.33**	**Highly Satisfied**	**3.51**	**Highly Satisfied**	**3.45**	**Highly Satisfied**
Standard Deviation	**0.47**		**0.45**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS).

This result indicates a slight area for improvement in terms of flexibility tailored to individual participant needs. Enhancing the flexibility of the training to better accommodate diverse learning styles and preferences could further elevate the overall satisfaction levels among cooperative members. Likewise, the study by Akbari et al. (2023) focusing on members' satisfaction and training found that using efficient extension training (model-extension sites) was the most crucial element in raising rural cooperatives' performance from the perspective of their members. The outcomes also demonstrated that training cooperative members and member satisfaction can

significantly impact cooperatives' success. The findings of this study highlight the importance of education, particularly through extension programs, and can assist planners for rural development in raising the effectiveness of rural cooperatives in their areas.

Trainer Quality

As shown in Table 13, the Cooperative Members were Highly Satisfied (3.43, σ-.53, .47) with the Training Program Provided by the Cooperatives and Livelihood Development Department in Service as Trainer Quality. Notably, "I developed the knowledge expected from this training" got the highest composite mean of 3.50, verbally interpreted as Fully Implemented. Meanwhile, "I identified ways to build on my current knowledge and skills" got the lowest composite mean of 3.36, verbally interpreted as Fully Implemented.

Table 13. CLDD employees vs. cooperative members' satisfaction with trainer quality

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. I developed the skills expected from this training.	3.38	Highly Satisfied	3.58	Highly Satisfied	3.48	Highly Satisfied
2. I identified ways to build on my current knowledge and skills.	3.23	Satisfied	3.48	Highly Satisfied	3.36	Highly Satisfied
3. The training focused on relevant skills.	3.23	Satisfied	3.53	Highly Satisfied	3.38	Highly Satisfied
4. I developed the knowledge expected from this training.	3.46	Highly Satisfied	3.53	Highly Satisfied	3.50	Highly Satisfied
General Composite Mean	**3.33**	**Highly Satisfied**	**3.52**	**Highly Satisfied**	**3.43**	**Highly Satisfied**
Standard Deviation	**0.53**		**0.47**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS).

This finding implies a potential area for improvement in the training program to encourage continuous learning and development among participants beyond the initial scope of the training. It also suggests that the training program, as perceived by the cooperative members, effectively delivers the expected knowledge and skills, aligning with their anticipated outcomes. The effects of in-service training provided by the local government association on employees' assessments of their emotional commitment and job satisfaction were investigated in the study by Elban (2024). The study concluded that providing in-service training to employees enhances their emotional attachment to the organization. Additionally, it was seen that employees attained satisfactory job satisfaction as a result of in-service training.

Effective Support

As shown in Table 14, the Cooperative Members were Highly Satisfied (3.44, σ-.56, .47) with the Training Program Provided by the Cooperatives and Livelihood Development Department in terms of Service as to Effective Support. Notably, "I would recommend the training to others" got the highest composite mean of 3.48, verbally interpreted as Highly Satisfied. Meanwhile, "Training resources were available when I needed them" got the lowest composite mean of 3.38, verbally interpreted as Highly Satisfied.

Table 14. CLDD employees vs. cooperative members' satisfaction with effective support

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. I would recommend the training to others.	3.31	Highly Satisfied	3.64	Highly Satisfied	3.48	Highly Satisfied
2. The training organization gave appropriate recognition of existing knowledge and skills.	3.31	Highly Satisfied	3.62	Highly Satisfied	3.47	Highly Satisfied
3. Training resources were available when I needed them.	3.23	Highly Satisfied	3.52	Highly Satisfied	3.38	Highly Satisfied
General Composite Mean	**3.28**	Highly Satisfied	**3.59**	Highly Satisfied	**3.44**	Highly Satisfied
Standard Deviation	**0.56**		**0.47**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS).

While the satisfaction levels with the training program are generally high, there is a slightly lower score in recognizing existing knowledge and integrating participants' pre-existing expertise. This insight could guide improvements in training design and implementation to enhance participant satisfaction and capitalize on their existing knowledge within cooperative training programs.

Meanwhile, in the study conducted by Suarta et al. (2020) they aimed to improve the performance of livestock cooperatives in Bali Province, the goal of this study was to ascertain the process and intensity of communication,

examine the factors influencing the performance of livestock cooperatives, and develop an efficient communication model. The findings demonstrated that there was still room for improvement in Bali Province's livestock cooperatives' performance, level of communication, and intensity. The performance of livestock cooperatives in Bali Province is positively and significantly impacted by the variable responder characteristics, communication, and communication intensity when assessed from the perspective of the influencing factors. Based on the analysis, it can be concluded that the SM-R (Source-Message-Receiver) model is a useful tool for enhancing the performance of livestock cooperatives in Bali Province.

Effective Assessment

As shown in Table 15, the Cooperative Members were Highly Satisfied (3.42, σ-.49, .48) with the Training Program Provided by the Cooperatives and Livelihood Development Department in terms of Service as to Effective Assessment. Notably, "Overall, I am satisfied with the training" got the highest composite mean of 3.50, verbally interpreted as Highly Satisfied. Meanwhile, "I looked for my resources to help me learn" got the lowest composite mean of 3.25, verbally interpreted as Highly Satisfied.

Table 15. CLDD employees vs. cooperative members' satisfaction with effective assessment

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. I looked for my resources to help me learn.	3.08	Satisfied	3.42	Highly Satisfied	3.25	Highly Satisfied
2. Overall, I am satisfied with the training.	3.38	Highly Satisfied	3.62	Highly Satisfied	3.50	Highly Satisfied
3. I would recommend the training organization to others.	3.38	Highly Satisfied	3.57	Highly Satisfied	3.48	Highly Satisfied
4. Training organization staff respected my background and needs.	3.31	Highly Satisfied	3.57	Highly Satisfied	3.44	Highly Satisfied
General Composite Mean	**3.29**	**Highly Satisfied**	**3.54**	**Highly Satisfied**	**3.42**	**Highly Satisfied**
Standard Deviation	**0.49**		**0.48**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS).

These results signify cooperative members' inclination toward endorsing the training organization and recognizing the respect accorded to their diverse backgrounds and learning requirements. This indicates the importance of mutual respect and understanding between participants and the training organization for a positive training experience. It was evident in the studies by Aguilar et al. (2022) investigated the impact of social capital on the satisfaction of cooperative enterprises. They found that cooperatives with high levels of social capital, particularly trust, reciprocity, and social networks, reported higher satisfaction levels than those with low levels of social capital.

Clear Expectation

As shown in Table 16, the Cooperative Members were Highly Satisfied (3.44, σ-.48, .50) with the Training Program Provided by the Cooperatives and Livelihood Development Department regarding Service as to Clear Expectations. Notably, "Trainers had an excellent knowledge of the subject content" got the highest composite mean of 3.50, verbally interpreted as Highly Satisfied. Meanwhile, "I received useful feedback on my assessments" got the lowest composite mean of 3.41, verbally interpreted as Highly Satisfied.

Table 16. CLDD employees vs. cooperative members' satisfaction with clear expectation

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. I pushed myself to understand things I found confusing.	3.31	Highly Satisfied	3.54	Highly Satisfied	3.43	Highly Satisfied
2. Trainers had an excellent knowledge of the subject content.	3.46	Highly Satisfied	3.53	Highly Satisfied	3.50	Highly Satisfied
3. I received useful feedback on my assessments.	3.31	Highly Satisfied	3.51	Highly Satisfied	3.41	Highly Satisfied
General Composite Mean	**3.36**	**Highly Satisfied**	**3.52**	**Highly Satisfied**	**3.44**	**Highly Satisfied**
Standard Deviation	**0.48**		**0.50**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS)

This implies that the respondents exhibit a proactive approach in their learning process by actively engaging and challenging themselves to comprehend complex concepts, indicating a positive attitude toward learning and personal development during the training sessions. Equally, the article by Higuchi et al. (2020) focused on an

analysis of the factors related to farmer satisfaction and the identification of demographic and socioeconomic elements that could explain the varying levels of satisfaction among different cooperative members because farmer satisfaction was particularly important for the success and development of cooperatives. The findings supported the theory that a complex combination of pro-social feelings and cognitive and psycho-social components accounted for farmer satisfaction. Lastly, the findings showed that the various degrees of farmer satisfaction observed were related to certain socioeconomic characteristics, such as farm or household size.

Price of Training Resources

As shown in Table 17, the cooperative members were Highly Satisfied (3.43, σ-0.53, 0.45) with the Training Program Provided by the Cooperatives and Livelihood Development Department regarding the Price of Training Resources. Notably, "Trainers made the subject as interesting as possible" got the highest composite mean of 3.49, verbally interpreted as Highly Satisfied. Meanwhile, "I approached trainers if I needed help" got the lowest composite mean of 3.38, verbally interpreted as Highly Satisfied.

Table 17. CLDD employees vs. cooperative members' satisfaction with the price of training resources

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. The training used up-to-date equipment, facilities, and materials.	3.31	Highly Satisfied	3.55	Highly Satisfied	3.43	Highly Satisfied
2. I approached trainers if I needed help.	3.15	Highly Satisfied	3.60	Highly Satisfied	3.38	Highly Satisfied
3. Trainers made the subject as interesting as possible.	3.31	Highly Satisfied	3.66	Highly Satisfied	3.49	Highly Satisfied
General Composite Mean	**3.26**	**Highly Satisfied**	**3.60**	**Highly Satisfied**	**3.43**	**Highly Satisfied**
Standard Deviation	**0.53**		**0.45**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS).

This indicates the pivotal role of trainers in engaging participants by making the training content compelling and stimulating. It suggests that participants value using modern equipment and facilities during the training sessions, highlighting the significance of incorporating updated resources to ensure a high-quality learning environment. Conversely, the study by Anania and Rwekaza (2018) revealed that the assessment of cooperative education and training as a foundation for enhancing SACCOS operational performance is the main objective of this article. Its specific objectives are to analyze how education and training are provided about SACCOS' governing documents, identify the factors that affect this provision, assess how education and training affect SACCOS performance, and identify the difficulties that arise when providing education and training in SACCOS. The study discovered that staff and leaders (in boards and committees) frequently receive priority over members, indicating that education and training are not properly supplied per guiding instruments.

Overall Satisfaction

Table 18. CLDD employees vs. cooperative members' overall satisfaction

Indicators	CLDD Employees		Coop Members		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. The training prepared me well for work.	3.50	Highly Satisfied	3.54	Highly Satisfied	3.52	Highly Satisfied
2. I set high standards for myself in this training.	3.08	Satisfied	3.51	Highly Satisfied	3.30	Highly Satisfied
3. The training had a good mix of theory and practice.	3.46	Highly Satisfied	3.59	Highly Satisfied	3.53	Highly Satisfied
General Composite Mean	**3.33**	**Highly Satisfied**	**3.54**	**Highly Satisfied**	**3.44**	**Highly Satisfied**
Standard Deviation	**0.47**		**0.47**			

Legend: 3.25-4.00 Highly Satisfied (HS) 2.50-3.24 Satisfied (S) 1.75-2.49 Slightly Satisfied (SS) 1.00-1.74 Not Satisfied (NS).

As shown in Table 18, the cooperative members were Highly Satisfied (3.44, σ-0.47, 0.47) with the Training Program Provided by the Cooperatives and Livelihood Development Department regarding Person's Overall Satisfaction. Notably, "The training had a good mix of theory and practice" got the highest composite mean of 3.53, verbally interpreted as Highly Satisfied. Meanwhile, "I set high standards for myself in this training" got the lowest composite mean of 3.30, verbally interpreted as Highly Satisfied.

These findings resonate with various academic works in training and development that underscore the importance of practical application and relevance to the job as key elements in successful training programs. Equally, in their study, Alajid and Base (2021) aimed to assess how satisfied members of a multipurpose cooperative in Cagayan de Oro City, Philippines, felt with their lives. The personal characteristics of coop members and their perceived level of satisfaction with the services they received were analyzed to assess how coop members' characteristics affect how satisfied they are with the services they receive. Applying a theoretical lens to explain the predictive power of coop members' attributes as a factor in predicting perceived satisfaction, which has been the focus of few academic studies, particularly in cooperative studies, is the main contribution of this article.

3.4 Relationship Between the Training Program Implementation Level Satisfaction Level

Table 19. Test of the relationship between the training program implementation level and satisfaction level

Implementation of CLDD	Satisfaction	r value	p-value	Remarks	Decision
	Product	.397**	.001	Significant	Reject Ho
Capacity training resources	Service	.609**	.000	Significant	Reject Ho
	Price	.502**	.000	Significant	Reject Ho
	Person	.483**	.000	Significant	Reject Ho
Capacity Effective Support	Product	.376**	.001	Significant	Reject Ho
	Service	.630**	.000	Significant	Reject Ho
	Price	.497**	.000	Significant	Reject Ho
	Person	.535**	.000	Significant	Reject Ho
Capability Training Quality	Product	.431**	.000	Significant	Reject Ho
	Service	.668**	.000	Significant	Reject Ho
	Price	.544**	.000	Significant	Reject Ho
	Person	.551**	.000	Significant	Reject Ho
Capability Competence Development	Product	.499**	.000	Significant	Reject Ho
	Service	.770**	.000	Significant	Reject Ho
	Price	.616**	.000	Significant	Reject Ho
	Person	.643**	.000	Significant	Reject Ho
Potential Effective assessment	Product	.486**	.000	Significant	Reject Ho
	Service	.776**	.000	Significant	Reject Ho
	Price	.676**	.000	Significant	Reject Ho
	Person	.688**	.000	Significant	Reject Ho
Potential training relevance	Product	.508**	.000	Significant	Reject Ho
	Service	.773**	.000	Significant	Reject Ho
	Price	.694**	.000	Significant	Reject Ho
	Person	.662**	.000	Significant	Reject Ho
Product Training relevance	Product	.441**	.000	Significant	Reject Ho
	Service	.735**	.000	Significant	Reject Ho
	Price	.582**	.000	Significant	Reject Ho
	Person	.724**	.000	Significant	Reject Ho
Contribution Support	Product	.956**	.000	Significant	Reject Ho
	Service	.733**	.000	Significant	Reject Ho
	Price	.578**	.000	Significant	Reject Ho
	Person	.694**	.000	Significant	Reject Ho

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 19, there was a significant relationship between the implementation level of CLDD's training programs and the satisfaction level of cooperative members in Calamba City. As shown in the probability values, both .000, which was less than the significance level at .05, thus rejected the null hypothesis. This indicates that there is a substantial link between the Implementation of CLDD's training programs and Cooperative Members' Satisfaction. It implies that the more training programs are implemented or enhanced, the higher the members' satisfaction.

Similarly, Lawrence et al.'s (2021) study examined the program's state at the time and the CET evaluation procedures used in the districts of Ukerewe and Sengerema. The results showed that several shortcomings persisted even with formative and summative CET evaluations. The findings validated the negative trend in the development of cooperative societies by demonstrating that CET was seasonal and that the evaluations of context, input, process, and product were inadequate.

3.5 Proposed Enhancement Program

Table 20. Proposed enhancement program

Key Areas	Objectives	Strategies/Activities	Frequency/ Time Frame	Persons Involved	Source Of Fund	Success Indicators
Additional Provision Capacity as to Training Resources	To improve provisions of Training Resources in the conduct of Training Program Implementation of the CLDD	Inclusion and incorporation of Training Resources on top Annual Investment Plan for Training Program implemented	Annually	CLDD-Promotions, Education, and Training Division Personnel	CLDD-Promotions, Education, and Training Division Operating Budget	100% Training Resources incorporated and updated annually
Improve Capability and Service as to Trainer Quality	To involve CLDD employees and Cooperative members in the conduct of the Training Program Implementation	Conduct of Training Program Orientation	Annually	CLDD Employees and Cooperative Members	CLDD Budget for Seminars, Training, and Orientation	90-100% attendance of participants per training orientation
Enhance Potential and Service as to Effective Assessment	To enhance the potential and service quality of the Training Program through the Effective Assessment	Update and upgrade the existing assessment form used in the current training program.	Annually	CLDD Steering Committee	CLDD Budget for Office Supplies and Renovations	90%-100% upgraded training assessment format
Enhance Product as to Training Relevance	To enhance the product of the training program through aligning training relevance	Seminars and training conducted	Quarterly	CLDD Regular Employees	CLDD Budget for Seminars and Training	90%-100% of personnel developed competency and work engagement

4.0 Conclusion

The assessment of the Training Program Implementation within the Cooperatives and Livelihood Development Department (CLDD) reveals a positive perception across various aspects such as capacity, capability, potential, and contribution. Training resources, support, trainer quality, competency development, assessment effectiveness, investment value, and program contribution are highly regarded. Comparisons between CLDD employees and cooperative members indicate a consensus on the training program's implementation, with cooperative members expressing high satisfaction across dimensions such as product quality, service, price adequacy, and personal satisfaction. The study underscores a strong link between the success of CLDD's training programs and cooperative members' satisfaction, demonstrating that improved training implementation enhances overall satisfaction. Additionally, the proposed enhancement to the training program incorporates a systematic, comprehensive approach with digitalization, emphasizing stakeholder involvement, continuous assessment, phased implementation, resource allocation, and measurable success.

5.0 Contributions of Authors

Debasa, A. D. Is the sole author of this manuscript.

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7.0 Conflict of Interests

There is no conflict of interest.

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