

# The Integration of LinkedIn Learning as a Learning and Development Tool Amongst Security Bank Telesales Division Employees

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The main purpose of this study is to determine how LinkedIn Learning supports employee growth and career development; evaluate its effectiveness compared to traditional, instructor-led training methods. Moreover, to assess its overall impact on employee performance, engagement, and productivity moreover to identify the benefits, challenges, and best practices associated with implementing online learning platforms in a corporate setting. The population of this study consists of all regular and permanent employees within Security Bank's Telesales Division including telesales associates and team leaders who actively engage with LinkedIn Learning as part of their training and development activities. A purposive sampling technique was used to select participants who have direct experience with the platform. On the course of the study, it was derived that employees engage in LinkedIn Learning once a month and took courses for Sales and Marketing. Moreover, the challenges faced by the employees were scheduling time to take course, often due to work schedules, conflicting priorities, time constraints and difficulty balancing learning with workload. Lastly, employees asserted that they did not encountered any problems or had a smooth experience using LinkedIn Learning.

**Keywords:** LinkedIn Learning, employee development, training effectiveness, employee performance, corporate e-learning.

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## Introduction

With the evolving workplace dynamics, shifting customer expectations, and rapid technological advancements, the dynamic and highly competitive business landscape face the constant challenge of staying updated. Prioritizing long-term success, productivity, and driving innovation, paves the way for continuous learning, professional development, skilled and adaptable workforce. To meet the ever-changing demands of the market,

companies must equip their employees with updates knowledge and skills to remain competitive and foster employee engagement (Noe et al., 2024).

Limiting scheduling issues, geographic obstacles, and significant expenses related to venue hire, travel and printed sources are traditional face-to-face training program's impediments. Having being stated, it can hinder organizations from administering prompt and unified training



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throughout their personnel. Moreover, due to the emergence of remote and hybrid work arrangements, the demand for accessible, adaptable, and scalable learning solutions has reached unprecedented levels that factors out growing workforces that are diversely increasing and spreading out (Mehner et al., 2025).

Implicating change, digital learning platforms enable employees to access materials at any time and from any locations fostering a culture of self-training and ongoing learning. As a result, numerous organizations are adopting digital learning platforms to transform their learning and development approaches. This change carry out technology-based solutions that facilitates more customized, captivating, and data-informed methods for skill nourishment that results to wider movement toward digital transformation (LinkedIn Learning, 2025).

According to LinkedIn Learning (2025), educational relevance, diversity, and flexibility are carried out by online training that enable organizations to advance development in methods that traditional face-to-face instruction cannot aim. Among the online leading platforms for learning, LinkedIn Learning has dominated as a significant learning resource for both individual and organizations. With the wide choices of courses encompassing leadership, technical competencies, and interpersonal skills, personalized and self-steered learning is being founded. Hence, employees are able to provide certifications, learning progress monitoring, and alignment of their educational pursuits along with their professional goals. Apart from this, organizations offer strategic learning mechanism to assess employees with their alignment toward corporate goals and enhance the return of investment in workforce development

In the banking industry, management needs to guarantee that every employee is prepared and adequate to follow regulatory standards, financial complexity comprehension, ethical issue management and uphold high-level of customer service. Furthermore, technical knowledge, effective communication, negotiation, and problem-solving abilities are needed by bankers to establish nurture

enduring client relationship and trust (Daqar & Constantinovits, 2021).

Admittedly, Telesales Division of Security Bank Corporation, having a frontline employees who directly engage with clients, these challenges are more outlined. Telesales associate must execute deep understanding of bank products and services. Supporting the bank's broader business objectives, engaging, relevant, and timely training programs are essential. LinkedIn Learning creates scalable, cost-effective solution for learning and innovation nourishment. Thus, Security Bank aims to digitize its employee development approaches by integrating LinkedIn Learning into its Learning and Development initiatives. Even so, this integration provides continuous skill and professional growth of employees having a centralized and data-driven platform without sacrificing employee's ownership of development (Alabdouli, 2025).

The study examines LinkedIn Learning's integration within Security Bank Corporation's Telesales Division, focusing on its impact on employee growth, performance, and productivity. The research aims to provide insights into transforming corporate training initiatives, particularly in the banking sector, and guiding organizations in modernizing their Learning and Development strategies.

## Objectives of the Study

The main purpose of this study is to describe how LinkedIn Learning is being used as a learning and development tool by Security Bank's Telesales Division employees. Specifically, it aims to:

1. To describe how LinkedIn Learning is utilized by Security Bank's Telesales Division employees in terms of frequency, accessibility, and types of courses taken;
2. To determine the perceived benefits of LinkedIn Learning in improving employee skills, performance, and career growth;
3. To identify the challenges experienced by employees in using LinkedIn Learning for their learning and development needs.



## Statement of the Problem

This study seeks to answer the main research question: How is LinkedIn Learning being used as a learning and development tool by Security Bank's Telesales Division employees? To address the main problem, three sub-problems are:

1. How often do employees use LinkedIn Learning, and what courses do they take?
2. What benefits do employees gain from using LinkedIn Learning?
3. What challenges do employees face in using LinkedIn Learning?

## Population and Sample of the Study

The population of this study consists of all regular and permanent employees within Security Bank's Telesales Division. For the purpose of this research, a sample of 30 regular permanent employees was selected. This sampling method guarantees that the gathered data represents the experiences and viewpoints of employees actively involved in telesales and frequently use LinkedIn Learning for their professional growth. The chosen group signifies a practical yet significant sample of the division's staff, enabling precise analysis while ensuring the practicality of data gathering and interpretation.

## Methodology

This research utilized a descriptive design to investigate the integration of LinkedIn Learning within the Learning and Development programs of Security Bank's Telesales Division. Descriptive research is suitable for this study because it allows the researcher to collect data regarding the existing condition of a phenomenon without altering any variables (Creswell & Creswell, 2018). The emphasis was on grasping employee experiences, views, and the general impact of LinkedIn Learning in fostering professional advancement and organizational growth.

The participants of the study consisted of employees from Security Bank's Telesales Division, including telesales representatives and team leaders who

actively engage with LinkedIn Learning as part of their training and development activities. A purposive sampling technique was used to select participants who have direct experience with the platform. Accordingly, a total of 30 respondents were chosen, ensuring a representative sample of employees across different levels of tenure and job roles. This approach allowed for a comprehensive understanding of how the platform is utilized and perceived within the division.

For this reason, a structured survey questionnaire was used to collect data on LinkedIn Learning utilization and its perceived effectiveness. The questionnaire included demographic information, usage patterns, and perceived impact on skill enhancement and career development. Basically, data was collected using a structured approach, with approval from Security Bank's Telesales Division management. A survey questionnaire was distributed through Microsoft Forms, ensuring accessibility for all employees, and participation was voluntary and anonymized. Meanwhile, The information collected from the survey was tabulated, organized, and interpreted using descriptive statistics including frequency counts, percentages, and thematic analysis of qualitative responses. These statistical instruments offered a clear perspective on the usage of LinkedIn Learning and its perceived efficacy within the Telesales Division.

The research consistently followed established ethical guidelines. All participants provided informed consent and were guaranteed that their answers would be kept confidential and utilized only for academic aims. The study adhered to the ethical standards for human research established by the American Psychological Association (APA, 2020).

## Results and Discussion

The researcher employed a survey questionnaire to the randomly selected Telesales Division employees to provide substantial evidence in answering the study's research problems and presented below are the tabulated results, interpretation, and analysis.



Table 1. Demographic Information

Demographic Factor	Frequency	Percentage
<b>Age</b>		
<b>20-25 years</b>	12	40%
<b>26-30 years</b>	9	30%
<b>31-35 years</b>	7	23.33%
<b>36-40 years</b>	1	3.3%
<b>41 years and above</b>	1	3.3%
<b>Total</b>	<b>30</b>	<b>100%</b>
<b>Gender</b>		
<b>Male</b>	16	53.33%
<b>Female</b>	14	46.67%
<b>Prefer not to say</b>	None	0%
<b>Total</b>	<b>30</b>	<b>100%</b>
<b>Tenure</b>		
<b>Less than 1 year</b>	2	6.67%
<b>1-2 years</b>	20	66.67%
<b>3-5 years</b>	5	16.67%
<b>More than 5 years</b>	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>
<b>Position</b>		
<b>Telesales Associate</b>	28	93.33%
<b>Team Leader</b>	1	3.33%
<b>Manager</b>	1	3.33%
<b>Other</b>	None	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

Deriving from the table presented, it can be analyzed that the age range that got the highest percentage of 40% is ages 20-25; it is followed by 26-30 years with 30%, with 23.33% of the respondents are aged 31-35 while 3.3% of the respondents are aged 36-40 years and 41 years and above had 3.3% of response. Moreso, the male gender response got the highest percentage contribution of 53.33%, while female responses

garnered 46.67%. Having a percentage of 66.67%, the 1-2 years of tenured employees responded; 16.67% were attributed to tenure of 3-5 years, while 10% is for the respondents whose tenure is more than 5 years and the respondents having less than 1 year of tenure got the least percentage of 6.67%, Consequently, 93.33% of respondents had a telesales position followed by team leader that had 3.3% and manager that had the same percentage



Table 2.1 Utilization of LinkedIn Learning: *Usage Frequency*

Category	Frequency	Percentage
Once a month	13	43.3%
Once a week	8	26.7%
Several times a week	5	16.7%
Daily	3	10%
Rarely or Never	1	3.3%
<b>Total</b>	<b>30</b>	<b>100%</b>

Given the tabulated results, it can be seen that once a month got the highest percentage with 43.3% among all the choices given. It simply shows that the respondents use LinkedIn Learning as a learning and development tool once a month. It is followed by

once a week that got 26% of the responses, several times a week that garnered 16.7% of the response; the daily use that had 10% of the responses and the least response was given to rarely or never have used LinkedIn learning that had 3.3% response.

Table 2.2 Utilization of LinkedIn Learning: *Device Used*

Device Used	Frequency	Percentage
Desktop Computer or Laptop	28	93.3%
Mobile	2	6.7%
Tablet	0	0
Others	0	0
<b>Total</b>	<b>30</b>	<b>100%</b>

The table shows that the respondents use desktop or laptop as a device in accessing LinkedIn Learning that had 93.3% of the response. It is followed by

mobile that had 6.7% of response, while tablet and other device got zero response.

Table 2.3 Utilization of LinkedIn Learning: *Frequency of LinkedIn Learning Courses Taken*

Number of Course	Frequency	Cumulative Percent
0	1	3.3%
1-2	8	26.7%
3-5	11	43.3%
6-10	5	16.7%
More than 10	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>

Considering the values presented, it shows that the respondents take 3-5 LinkedIn Learning courses that had 43.3% of the response. It is followed by 1-2 courses that got 26.7% of the response, while 6-10

courses got 16.7% of the responses, 10% of the responses were attributed to more than 10 courses taken and the rest of 3.3% response were for zero or



no course taken. It can be extrapolated that the respondents enroll to 3-5 LinkedIn Learning courses.

Table 2.4 Utilization of LinkedIn Learning: *Type of Courses Taken*

Type of Courses	Frequency	Percentage
<b>Sales and Marketing</b>	24	31.2%
<b>Customer Service and Communication Skills</b>	23	29.9%
<b>Leadership and Management</b>	8	10.4
<b>Technical or Financial Knowledge</b>	11	14.3
<b>Personal Development</b>	11	14.3
<b>Total</b>		<b>100%</b>

Given the data, it can be derived that the courses taken under the category of Sales and Marketing got the highest percentage of 31.2%. It was followed by customer service and communication skills that garnered 29.9% of

response; leadership and management had 10.4% response, while 14.3% of response is for technical or financial knowledge and the remaining 14.3% is for personal development.

Table 3.1 Perceived Effectiveness and Impact to Employees

Statement	Mean	Interpretation
<b>LinkedIn Learning courses are relevant to my current role in the Telesales Division.</b>	3.5	Neutral
<b>The platform has improved my knowledge and skills related to my job.</b>	4.47	Strongly Agree
<b>LinkedIn Learning provides accessible and flexible learning options.</b>	4.5	Agree
<b>I am motivated to engage in continuous learning through LinkedIn Learning.</b>	4.3	Agree
<b>Using LinkedIn Learning has enhanced my performance at work.</b>	4.0	Agree
<b>I prefer LinkedIn Learning over traditional in-person training methods.</b>	4.17	Agree



**I believe LinkedIn Learning contributes to my career development and growth.** 4.27 Strongly Agree

Total	4.17	AGREE
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The table shows employees' perceptions regarding the efficacy of LinkedIn Learning in relation to their professional development and workplace performance. Consequently, having the mean score of 4.17 corresponding to the Likert interpretation of "Agree", states that utilization of LinkedIn Learning had favorable attitude from the respondents. This shows affirmation to mechanism for organizational growth and learning. Moreover, this affirmation concludes effective platform for skill enhancement, career advancement and the platform's major role in facilitating continuous learning and providing accessible learning resources.

Assessing the item that got the highest mean score of 4.47, that corresponds to "Strongly Agree", represents that there is substantial development in the employee's competencies for actively engaging in LinkedIn Learning. This result alludes effectiveness of the platform in terms of employees' learning needs and organization's objective.

Garnering a mean score of 4.5, attributed to "Accessibility and Flexibility", employees value LinkedIn Learning for its convenience and adaptability, this feature is sufficient for employees balancing hectic schedules as it fosters the integration of professional development without sacrificing work responsibilities. In connection, "Career Development Contributions" got 4.27. It reflects that LinkedIn Learning substantially supports progression of employees in terms of their career; it

points out the capacity to carry out not only the resources for professional advancement but also the skills training needed. In the context of rapidly changing business environment, the statement "I am motivated to engage in continuous learning through LinkedIn Learning" that had a mean score of 4.3 "Agree", indicates that the platform cultivates lifelong learning culture and pursuit of self-improvement.

Suggesting, the acquired knowledge and skills are important and vital to employees' current role. This is the concurrence of the employees regarding LinkedIn Learning enhances their job performance with a mean score of 4.0 "Agree". To add more, having a mean score of 4.17 "Agree", LinkedIn Learning was unfolded to be the employees' preferred mode of learning over the traditional face-to-face learning. Having the digital platform's wide development concerning profession, this preference indicates a broader shift in workplace learning paradigm.

Conversely, "LinkedIn Learning courses are relevant to my current role in the Telesales Division," having the lowest mean score received 3.5 ("Neutral") indicates that despite the overall positive perception of the platform, some content may not be fully aligned with the specific job functions of certain employees. This finding highlights the necessity to formulate role-specific learning pathways to ensure that the educational content is directly applicable and meaningful across all departments.

Table 3.2 Perception of Employees to the Usage of LinkedIn Learning

Theme	Frequency	Interpretation
Course Variety and Relevance	14	Respondents value the broad range of relevant courses available.
Career Development and Growth	10	LinkedIn Learning aids career advancement, work performance, and professional growth.



<b>Accessibility and Convenience</b>	4	Learners found the platform convenient for continuous learning due to its accessibility.
<b>Self-Improvement and Skills Enhancement</b>	4	Some responses focus on self-improvement and personal growth.

Having the table above, it can be seen that the most significant theme is Course Variety and Relevance showing that people are motivated by having diverse learning opportunities that match their career needs. Consequently, career focus, The second-highest theme emphasizes LinkedIn Learning's role in career progression and workplace

performance. Also, ease of access matters; accessibility is still important, especially for those who want to learn on the go or at flexible times. While fewer in number, holistic growth some learners also value the platform for personal growth, not just professional skills.

Table 3.3. **Challenges and Difficulties of Employees in Using LinkedIn Learning**

Theme	Frequency	Interpretation
<b>Time Management and Scheduling Hurdle</b>	13	Scheduling time for courses was challenging due to busy work schedules and conflicting priorities.
<b>No Challenges Experienced</b>	7	Respondents reported a smooth experience using LinkedIn Learning.
<b>Technical Issues and Access Difficulties</b>	3	Respondents reported account access and technical difficulties.
<b>Content and Learning Format Limitations</b>	3	Respondents expressed concerns about the course structure, citing a lack of hands-on activities and interactive content.
<b>Navigation and Platform Usefulness</b>	1	One respondent aver difficulty with navigation within the platform.

Considering the table presented, users find time-related issues for learning due to other priorities and demands of work. This makes the assumption that creation of microlearning modules is needed. This suggests that for some users, the platform works

as intended. A sizeable percentage of users reported a flawless experience with no issues at all. The fact that this group exists shows how beneficial LinkedIn Learning is for a lot of users, especially those who are more tech-savvy or have more schedule



flexibility. This implies that user experience differs greatly, potentially due to elements such as individual tech skills, work-related demands and learning preferences.

However, technical and content-related issues are small but important and login problems, incomplete course tracking, and lack of interactive content can decrease movement and engagement; although uncommon, these technical issues can be frustrating and cause disruptions that can deter continued engagement. Platforms should offer

troubleshooting resources, support, and design that minimizes these barriers, and improving interactive learning tools and technical stability could improve the user experience. Some participants raised concerns about the structure and delivery of the content, including a lack of hands-on and interactive components, insufficient diversity of learning formats, and potential for information overload, indicating that although LinkedIn Learning offers an extensive library of content, improvements in content design are necessary to cater to different learning styles.

**Table 3.4. Suggestion of Employees on the Improvement of LinkedIn Learning Utilization**

Theme	Frequency	Description
<b>No Improvements Needed</b>	9	Respondents are satisfied with the current setup and see no need for changes.
<b>Career Advancement and Progression</b>	4	Suggestions for career growth include clear learning paths from beginner to higher positions.
<b>Implementation and Utilization</b>	4	Participants emphasized the need for strict enforcement and consistent implementation of LinkedIn Learning usage.
<b>Personalized and Role-Specific Learning</b>	3	Customized learning programs for specific roles or departments are recommended.
<b>Additional Course Availability</b>	1	Respondents suggested adding courses to expand learning options.
<b>Accessibility and Inclusion</b>	1	Respondents suggested improving accessibility and inclusion for those without LinkedIn accounts.
<b>Feedback and Assessment</b>	1	Surveys and feedback can be used to understand training needs and adjust learning initiatives.

The data collected offers valuable insights into participants' perspectives regarding the utilization of LinkedIn Learning and identifies potential areas for enhancement. Overall, the

responses reflect a combination of satisfaction with the existing framework alongside recommendations aimed at improving learning experiences and accessibility. The substantial proportion of satisfied



respondents indicates that current processes and content effectively meet the needs of many learners. Nonetheless, such satisfaction may engender complacency, underscoring the necessity for ongoing evaluation to maintain high levels of engagement over time.

Evidently, participants emphasized the need for structured career pathways within the learning platform, recommending progressive learning plans to guide employees from entry-level to advanced roles. This approach aligns training with professional advancement, enhancing motivation and retention.

Following this, inconsistent adoption of LinkedIn Learning across teams was a concern. Respondents advocated for stronger enforcement and uniform practices to ensure all employees engage with relevant courses. Further, participants recommend customized learning programs tailored to specific roles or departments to address diverse learning needs and increase engagement. A minority of respondents suggested expanding course offerings to accommodate varied learning preferences and professional development objectives. Regular review and updating of the content catalog could address this concern. Disparities in access to LinkedIn Learning were highlighted, emphasizing the need for equity in professional development. Utilizing feedback mechanisms and surveys systematically was recommended to better understand training needs and adapt learning initiatives.

## Recommendation and Conclusions

Consistent with the interpretations, the findings demonstrate that employees place considerable value on LinkedIn Learning, particularly regarding its effectiveness in skill enhancement, accessibility, flexible learning options, and support for career advancement. To optimize its impact, the organization should prioritize aligning course content with specific job functions, such as those within the Telesales Division. This targeted approach would enable Security Bank to deliver a more personalized and pertinent learning experience, thereby further improving employee satisfaction and professional development outcomes.

The results also indicate a generally favorable perception of LinkedIn Learning, while identifying particular areas for improvement that could amplify its effectiveness. Emphasizing career development, promoting consistent usage, and fostering inclusivity can help the organization cultivate a more engaging, equitable, and strategically aligned learning environment. Such efforts would not only facilitate employee growth but also contribute to the organization's sustained success.

The analysis reveals that although LinkedIn Learning is largely effective and user-friendly, time management remains the primary obstacle to learner engagement. Technical, content-related, and usability issues were infrequent, suggesting a robust platform foundation. To fully realize the benefits of online learning, a comprehensive approach is necessary; one that addresses both the technological experience and the practical challenges learners encounter in balancing educational pursuits with work responsibilities.

These findings underscore the interaction between individual factors, such as time management and digital literacy, and systemic factors, including organizational support and platform design. Future research could investigate strategies to mitigate scheduling barriers, for example, through employer policies that allocate dedicated time for skill development. Additionally, providing structured opportunities for professional growth may substantially enhance participation rates and learning outcomes. Furthermore, platform developers should prioritize flexible, bite-sized content formats, enriched interactive features, proactive technical support, and personalized navigation aids for novice users.

Having all these, the researcher deeply witnesses how topics such as training and employee development walks in. Employee training is a vital driver of innovation, engagement, and organizational excellence. While financial constraints and resistance to change pose challenges, emerging trends like AI-driven learning and hybrid training models like LinkedIn Learning offer promising solutions. Investing in employee training is not just a development strategy but crucial factor in ensuring long-term business success.



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## ETHICS DECLARATION

### CONSENT FOR PUBLICATION

The researcher is giving full authority to The Asia-Pacific Education Researcher (TAPE) to publicize and to make changes for whatever purpose it may serve

### COMPETING INTEREST

There is no competing interest on the research to be publicized.

### FUNDING

The funding of the research is carried by the author and the co-author.

### AUTHOR'S CONTRIBUTIONS

The main author, **MR. ZARNMALOE SANTIAGO ARCILLA** is the major contributor for the researcher, while the co-author, **DR. FRANCIS MICHAEL YAMBAO**, is the minor contributor.

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## APPENDIX

### I. Research Questionnaire

The title of the Study is: ***The Integration of LinkedIn Learning as a Learning and Development Tool Amongst Security Bank's Telesales Division Employees***. This survey aims to gather insights from employees regarding their experiences, perceptions, and utilization of LinkedIn Learning as part of their professional development. Your responses will help identify the benefits, challenges, and effectiveness of using LinkedIn Learning in enhancing skills and job performance. Participation in this survey is voluntary, and all responses will remain confidential and anonymous. Data will be used solely for academic and research purposes. By proceeding with the survey, you consent to participate in this study.

**Instructions:** Please read each question carefully and answer honestly. For multiple-choice and Likert-scale questions, select the option that best reflects your opinion or experience.

#### Section I: Demographic Information

For descriptive purposes only; this section will not affect results.

1. Age:

- 20–25 years
- 26–30 years
- 31–35 years
- 36–40 years
- 41 years and above

2. Gender:

- Male
- Female
- Prefer not to say



3. Length of Service in Security Bank:

- Less than 1 year
- 1–2 years
- 3–5 years
- More than 5 years

4. Position in the Telesales Division:

- Telesales Associate
- Team Leader
- Manager
- Other (please specify): \_\_\_\_\_

## Section II: Utilization of LinkedIn Learning

1. How often do you access LinkedIn Learning?

- Daily
- Several times a week
- Once a week
- Once a month
- Rarely or never

2. What type of device do you primarily use to access LinkedIn Learning?

- Desktop computer/laptop
- Mobile phone
- Tablet
- Other (please specify): \_\_\_\_\_

3. How many LinkedIn Learning courses have you completed in the past 3 months?

- 0
- 1–2
- 3–5
- 6–10
- More than 10

4. Which types of courses do you engage with the most? (Check all that apply)

- Sales and marketing skills
- Customer service and communication skills
- Leadership and management
- Technical/financial knowledge
- Personal development

## Section III: Perceived Effectiveness and Impact

**Instructions:** Using the scale below, please indicate your level of agreement with each statement.

Scale:

1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree

Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Strongly Agree	5 Agree
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LinkedIn Learning courses are relevant to my current role in the Telesales Division.					
The platform has improved my knowledge and skills related to my job.					
LinkedIn Learning provides accessible and flexible learning options.					
I am motivated to engage in continuous learning through LinkedIn Learning.					
Using LinkedIn Learning has enhanced my performance at work.					
I prefer LinkedIn Learning over traditional in-person training methods.					
I believe LinkedIn Learning contributes to my career development and growth.					

#### Section IV: Open-Ended Questions

1. What do you like most about using LinkedIn Learning?

Response: \_\_\_\_\_

2. What challenges or difficulties have you encountered when using LinkedIn Learning?

Response: \_\_\_\_\_

3. How can Security Bank further improve its Learning and Development initiatives through LinkedIn Learning?

Response: \_\_\_\_\_

