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IMPACT OF TRAINING AND DEVELOPMENT PROGRAM ON HOSPITAL STAFF PERFORMANCE

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Abstract: This study explores the impact of training and development programs on the performance of hospital staff, with a particular focus on clinical and administrative personnel. In a healthcare setting, continuous learning is essential to maintain high standards of patient care, adapt to evolving technologies, and manage increasing service demands. The research assesses how structured training initiatives—such as induction programs, technical skill upgrades, leadership workshops, and ongoing professional development—contribute to improved job performance, enhanced patient safety, and service efficiency. It also considers the psychological and motivational outcomes of such programs, including increased job satisfaction, employee engagement, and retention.

The study highlights that while technical skills are crucial, soft skills such as communication, teamwork, and empathy are equally important and are often integrated into training modules. Data was collected through surveys with staff across various departments, allowing for both quantitative and qualitative analysis. Findings indicate that effective training not only improves individual competency but also enhances team coordination and overall hospital productivity. However, barriers such as time constraints, resource limitations, and difficulty in applying new skills to real-life scenarios were also identified.

In addition, the research investigates the long-term effects of training programs on institutional growth and the quality of care delivered. The study emphasizes the need for customized training plans based on role-specific requirements and continuous feedback mechanisms. Ultimately, this work underscores that investment in staff development is a strategic necessity for healthcare institutions aiming for excellence in service delivery and patient satisfaction.

Keywords: Training and development programs, Hospital staff performance, Continuous learning, Patient care, Job performance, Patient safety, Job satisfaction, Employee engagement

I. INTRODUCTION

In today's rapidly evolving healthcare environment, the performance of hospital staff is critically linked to the quality of care provided to patients. Hospitals are expected to deliver efficient, safe, and patient-centered services, which require a workforce that is not only technically competent but also continually updated with current practices and innovations. Training and development programs have emerged as key strategies in equipping healthcare professionals with the necessary skills, knowledge, and competencies to meet these growing demands.

Effective training contributes to enhanced clinical decision-making, improved administrative processes, better communication among teams, and higher levels of patient satisfaction. Moreover, it supports the personal and professional growth of employees, leading to increased motivation, reduced turnover, and a more committed workforce. In critical care units, emergency departments, and specialized departments, regular upskilling is vital for both patient safety and operational excellence.

Despite the recognized importance of training, there remain gaps in understanding its long-term impact on hospital staff performance, especially in areas such as job satisfaction, confidence, and practical application of learned skills. This study seeks to explore how structured training and development programs influence the day-to-day performance of

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hospital staff, the challenges in implementing learned skills, and the extent to which these programs contribute to organizational goals such as improved patient care, efficiency, and staff retention.

Statement of the Problem

In the healthcare sector, maintaining high standards of patient care depends significantly on the competency and efficiency of hospital staff. Despite the growing emphasis on professional development, many healthcare institutions face challenges in effectively implementing training programs that produce measurable improvements in staff performance. There is often a gap between the skills acquired during training and their practical application in real clinical settings. Additionally, staff members may struggle to retain or apply training due to time constraints, high workload, or lack of follow-up support. Most existing studies focus on short-term outcomes, overlooking long-term effects like job satisfaction, motivation, and retention. Furthermore, research in this area tends to prioritize sectors like banking or government over healthcare, leaving a gap in hospital-specific analysis. Understanding how training affects patient care, teamwork, and safety is critical. There is also limited insight into the effectiveness of modern training methods such as digital tools and AI-based learning. This study addresses these gaps by analyzing how training and development initiatives influence hospital staff performance and patient outcomes.

OBJECTIVES

- To study the Impact of Training and Development among the employees
- To analyze the impact of training on patient care quality.
- To identify challenges faced by hospital staff in implementing learned skills in daily practice.
- To measure the impact of continuous professional development on patient safety and quality of care.
- To measure the long-term impact of training programs on staff competency and patient satisfaction.

II. REVIEW OF LITERATURE

The article by Mohammed, N. A., Mohammed, D., and Gana, J. (2022), titled "The Impact of Training and Development on Employee Productivity in the 21st Century," presents a comprehensive literature review on the relationship between employee training programs and productivity. The authors adopted a conceptual literature review approach, critically analyzing articles, periodicals, and books published in English between 2000 and 2020 to synthesize information on the topic. In the article "Impact of Training and Development on Employee Job Performance in Nigeria" by Mary Vincent (2020), the literature review emphasizes the critical role of training and development in enhancing employee performance within Nigerian organizations. Training and development are defined as complementary processes aimed at improving employees' skills, knowledge, and competencies, thereby increasing training and development programs, including orientation, in-service programs, job rotation, and in-house training.In their 2019 article titled "The Impact of Training and Development on Employees' Performance: An Analysis of Quantitative Data," Karim, Choudhury, and Latif conduct a comprehensive literature review to explore the relationship between training, development, and employee performance. They define training as structured programs designed to equip employees with knowledge, new skills, or enhance their professional growth. Development is described as a deliberate process of altering attitude, knowledge, skill, or behavior through learning experiences to attain effective performance in specific activities In their 2018 article titled "The Impact of Training and Development on Employee Performance," Younas, Farooq, Khalil-Ur-Rehman, and Zreen examine the critical role of training and development in enhancing employee performance, particularly within Pakistan's banking sector. The literature review underscores that training and development are essential processes through which organizations invest in their human capital to improve performance and achieve a competitive advantage. Training is defined as a systematic process aimed at enhancing employees' skills, knowledge, and abilities to meet current job requirements, while development focuses on preparing employees for future roles and responsibilities In his 2017 thesis titled "The Impact of Training and Development on Organizational Performance," Enga Engetou explores the critical role that employee training and development play in enhancing organizational performance. The literature review within this work delves into various facets of training and development, providing a comprehensive understanding of their significance. In the 2016 article titled "Impact of Training and Development of Employees on Employee Performance through Job Satisfaction: A Study of Telecom Sector of Pakistan," published in *Business Management and Strategy*, the authors explore the relationship between training, development, job satisfaction, and employee performance within Pakistan's telecom sector.In their 2016 article titled "

RESEARCH GAP

Past studies have explored how training and development impact employee performance, but some areas still need more research.Most studies focus on industries like banking, telecom, and government, while sectors like manufacturing, technology, and service industries are often overlooked. Additionally, research mainly looks at

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short-term improvements in performance but does not examine long-term effects such as job satisfaction, motivation, and employee retention. Nurses in critical care areas like the ICU and Emergency Department get regular training to improve their skills.
Leaders like charge nurses and supervisors attend sessions every two months to boost their clinical, administrative and leadership abilities

III. RESEARCH METHODOLOGY

RESEARCH DESIGN
A descriptive research design was adopted , using structured surveys to measure preceptions numerically

SAMPLING TECHNIQUE
Simple random sampling is a method of selecting a group of individuals from a larger population where every individual has an equal chance of being chosen. This technique ensures fairness and reduces bias in the selection process. It is commonly used in surveys and research to represent the whole population accurately.

DATA COLLECTION
- Instrument : structured questionnaire
- Format : Likert scale

DATA ANALYSIS
- Software : SPSS
- Tests :
  - Chi square
  - Correlation
  - Anova
  - Regression

Result
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.781[a]	16	.000
Likelihood Ratio	4.915	16	.033
Linear-by-Linear Association	5.555	1	.018
N of Valid Cases	230		

a. 19 cells (76.7%) have expected count less than 5. The minimum expected count is .00.

Statement:
A Chi-Square Test of Independence was conducted to determine whether there is a statistically significant association between two categorical variables (unspecified here) using data from 230 valid cases. The aim is to assess whether the distribution of one variable differs depending on the category of the other variable.

VARIABLES
1. Year of experience
2. Enhanced job performance

Hypotheses
- **Null Hypothesis (H_0):** There is no significant association between the two categorical variables; they are statistically independent.
- **Alternative Hypothesis (H_1):** There is a significant association between the two categorical variables; they are not independent.

Interpretation
- Pearson Chi-Square Value: 243.383
- Degrees of Freedom (df): 16

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- Asymptotic Significance (p-value): .000

Since the p-value for the Pearson Chi-Square test is less than 0.05 , we reject the null hypothesis and accept the alternate hypothesis.

Result:

There is a statistically significant association between the two categorical variables ($p < .001$). Therefore, the null hypothesis is rejected in favor of the alternative hypothesis, indicating dependence between the variables

ANOVA

Frequency of attending training programs

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.036	4	1.759	2.874	.024
Within Groups	137.729	225	.612		
Total	144.765	229			

Statement

A **one-way ANOVA** was conducted to determine whether there are statistically significant differences in perceptions of how training helps employees adapt to changes across **five different groups** (since df = 4 between groups), using a sample of 230 participants.

VARIABLES

1. Frequency of attending training programs
2. Training programs help follow updated patient safety guidelines.

Hypotheses:

- **Null Hypothesis (H_0):** There is no significant difference between the group means; training is perceived similarly across all groups in terms of helping adapt to changes.
- **Alternative Hypothesis (H_1):** At Training programs help follow updated patient safety guidelines

Interpretation

- **F-value:** 3.004
- **Significance (p-value):** .019
- **Degrees of Freedom:** Between Groups = 4, Within Groups = 225
- **Mean Squares:** Between = 2.090, Within = .696

The p-value (.019) is **less than 0.05**, indicating that there is a **statistically significant difference** between the groups. This means **at least one group's mean perception** of training effectiveness in adapting to change is significantly different from the others.

Result:

The one-way ANOVA revealed a **statistically significant difference** in how different groups perceive the role of training in adapting to changes ($F(4, 225) = 3.004$, $p = .019$).

This suggests that not all groups view training's effectiveness in the same way.

Further post-hoc tests (e.g., Tukey's HSD) would help identify which specific groups differ. The findings highlight the varied impact of training programs on employee adaptability across

Correlations

		Thehospitalsinvestmentinemployeetrainingmakesyoufeelmo	Contributed to career growth with the organization
Thehospitalsinvestmentinemployeetrainingmakesyoufeelmo	Pearson Correlation	1	.202**
	Sig. (2-tailed)		.002
	N	230	230
Contributed to career growth with the organization	Pearson Correlation	.202**	1
	Sig. (2-tailed)	.002	
	N	230	230

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

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Statement

You conducted a Pearson correlation analysis to examine the relationship between employees feeling valued due to the hospital's investment in training and their perception of career growth within the organization.

VARIABLES

1. The hospital's investment in employee training makes you feel more loyal to the organization
2. Contributed to career growth with the organization.

Hypotheses:

- **Null Hypothesis (H_0):** There is no linear relationship between feeling valued from training investment and perceived career growth.
- **Alternative Hypothesis (H_1):** There is a linear relationship between feeling valued from training investment and perceived career growth.

Interpretation:

- **Direction and Strength:** The positive correlation coefficient of 0.202 indicates a weak positive linear relationship between the two variables. This suggests that as employees feel more valued due to training investments, they slightly tend to perceive greater career growth within the organization.
- **Statistical Significance:** The p-value of 0.002 is less than the conventional alpha level of 0.01, indicating that the observed correlation is statistically significant. Therefore, we reject the null hypothesis and conclude that there is evidence of a linear relationship between the variables.

Result:

There is a statistically significant, albeit weak, positive correlation between employees feeling valued from the hospital's investment in training and their perception of career growth within the organization. This implies that initiatives aimed at enhancing employee value through training may have a modest impact on their career growth perceptions.

REGRESSION

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.604	2	4.302	7.062	.001[b]
	Residual	138.283	227	.609		
	Total	146.887	229			

a. Dependent Variable: Patients have given positive feedback regarding improved skills

b. Predictors: Able to apply ensure better communication with patients.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1		2.561	.326		7.862	.000
	Able to apply ensure better communication with patients.	.248	.072	.228	3.469	.001

a. Dependent Variable: Patients have given positive feedback regarding improved skills

Statement:

You conducted a linear regression analysis to examine whether the ability to apply better communication with patients predicts positive feedback regarding improved skills.

VARIABLES

1.Patients have given positive feedback regarding improved skills

2. Able to apply ensure better communication with patients.

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Hypotheses:

- **Null Hypothesis (H_0):** The coefficient for "Able to apply better communication with patients" is equal to zero; it does not significantly predict positive patient feedback.
- **Alternative Hypothesis (H_1):** The coefficient for "Able to apply better communication with patients" is not equal to zero; it significantly predicts positive patient feedback.

Interpretation:

- **Unstandardized Coefficient (B):** A one-unit increase in the ability to apply better communication with patients is associated with a 0.248-unit increase in positive patient feedback regarding improved skills, holding other factors constant.
- **Standardized Coefficient (Beta):** The standardized coefficient of 0.228 indicates a moderate positive relationship between the predictor and the outcome variable.
- **Statistical Significance:** The p-value for the predictor is 0.001, which is less than the conventional alpha level of 0.05. This indicates that the relationship is statistically significant, and we reject the null hypothesis.

Result:

The ability to apply better communication with patients is a significant predictor of receiving positive feedback regarding improved skills. Enhancing communication skills may lead to improved patient perceptions of healthcare providers' competencies.

Summary of result

The study analyzed responses from 230 healthcare professionals, primarily young females with 1–3 years of experience and a B.Sc. in Nursing. Most participants preferred hands-on training methods and attended training monthly. A majority agreed that training improved job performance, patient care, communication, and confidence in handling responsibilities. Statistical tests confirmed significant associations between training and variables like experience, adaptability, and patient feedback. Positive correlations were observed between communication skills and patient satisfaction. However, inconsistencies in feedback and limited resources were noted as challenges. Despite this, training was generally well-received. The findings emphasize the importance of continuous, practical, and well-supported training. Tailored programs and improved feedback systems could enhance effectiveness further.

Findings

1. High Female Participation: 75.2% of respondents were female.
2. Young Workforce: 46.1% were under 25, and 51.3% had 1–3 years of experience.
3. Educational Background: 67% had a B.Sc. in Nursing.
4. Ward-based Employment: 56.1% worked in general wards.
5. Preferred Practical Training: 73% favored hands-on/practical sessions.
6. Regular Training Attendance: 77.4% attended training monthly.
7. Job Performance Impact: 46.1% agreed training improved job performance.
8. Improved Communication: 58.3% agreed training enhanced communication with patients.
9. Boosted Confidence: 50.4% reported feeling more confident post-training.
10. Patient Feedback: 56.5% said training led to better patient care.
11. Positive Work Adaptability: 47% agreed training helped them adapt to work environment changes.
12. Feedback Deficiency: 61.3% received feedback only “sometimes.”
13. Resource Constraints: 46.5% noted lack of resources hindered applying training.
14. Statistical Correlation: Significant correlation ($r = 0.202$) between training investment and perceived career growth.
15. Regression Result: Communication skill improvement significantly predicts positive patient feedback ($p = 0.001$).

Suggestions

1. Design gender-sensitive training modules to address diverse needs.
2. Offer mentorship programs to support the young and less experienced staff.
3. Encourage advanced education through M.Sc. or specialized certifications.
4. Expand training topics for ward staff, focusing on routine and critical care.
5. Continue emphasizing hands-on training, aligning with staff preferences.
6. Maintain monthly training schedules while exploring short weekly refreshers.
7. Regularly assess job performance impact to tailor future programs.
8. Strengthen communication skills workshops to further improve patient relations.
9. Include confidence-building exercises in training modules.

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10. Link training outcomes to patient care quality indicators for better tracking.
11. Provide training on adaptability skills amid workplace or policy changes.
12. Establish consistent feedback channels during and after sessions
13. Invest in adequate tools and resources to apply learned skills effectively.
14. Recognize training-driven career development through promotions or certifications.
15. Emphasize communication in training design, as it strongly affects patient satisfaction.

IV. CONCLUSION

The study highlights the significant role of training programs in enhancing the skills, confidence, and overall performance of healthcare professionals, particularly nurses. The majority of respondents were young female staff with limited experience, indicating the need for targeted and supportive training interventions. Practical, hands-on sessions emerged as the most preferred mode of learning, reflecting a strong inclination toward experiential education over theoretical or online methods. Regular participation in training, especially monthly sessions, has shown to positively influence adaptability, patient care, and communication skills. Statistical analysis revealed a significant association between years of experience and improved job performance, and a positive correlation between training investments and perceived career growth. Regression analysis confirmed that better communication skills gained through training lead to more positive patient feedback. However, challenges such as inconsistent feedback and insufficient resources limit the full application of training knowledge. Despite these barriers, overall staff sentiment toward training remains positive, with many acknowledging its impact on career development and organizational loyalty. Neutral responses in several areas suggest the need for improvements in feedback mechanisms and post-training support. The findings underscore the importance of continuous education in healthcare, particularly in maintaining updated practices and improving patient safety. Tailored training that considers varying experience levels can further enhance effectiveness. The organization should focus on reinforcing communication and patient care modules, which directly impact satisfaction and outcomes. Incorporating structured evaluations will ensure training remains aligned with practical needs. A more robust resource framework is also necessary to support knowledge application. Overall, the research confirms that strategic investment in training contributes meaningfully to both employee growth and quality patient care.

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