

**YANGON UNIVERSITY OF ECONOMICS  
DEPARTMENT OF MANAGEMENT STUDIES  
MBA PROGRAMME**

**FACTORS INFLUENCING TRAINING AND  
DEVELOPMENT AND ORGANIZATIONAL  
PERFORMANCE OF THAPYAY HOSPITAL**

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EMBA II – 8  
EMBA 20<sup>th</sup> BATCH**

**MAY, 2025**

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**ACADEMIC YEAR (2023 - 2025)**

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This thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA).

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## ACCEPTANCE

This is to certify that the thesis entitled “**Factors Influencing Training and Development and Organizational Performance of Thapyay Hospital**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

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## **ABSTRACT**

The main objectives of this study are to examine the factors influencing training and development, to analyze the mediating effect of employee engagement on the relationship between training and development and organizational performance, and to examine the mediating effect of job satisfaction on the relationship between training and development and organizational performance at Thapyay hospital. Sampling size is 69 clinical staffs and the census method is used in the study. Clinical staffs include doctors, nurses, pharmaceutical staffs and laboratory technicians. Questionnaire survey method with a 5-point Likert scale is used to collect primary data. Secondary data are gathered from organizational records and relevant academic sources. Descriptive statistics and linear regression analysis are used to analyze the data. The results reveal that training design, on-the-job training, and delivery style have positive and significant effect on training and development. There is the mediating effect of employee engagement and job satisfaction on the relationship between training and development and organizational performance. Based on these findings, Thapyay hospital should continue investing in structured, practical, and engaging training programs to support employee growth and enhance organizational performance.

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# CHAPTER 1

## INTRODUCTION

In a sophisticated and competitive healthcare sector, private general hospitals need employee knowledge, skills, and engagement to succeed. Service quality, patient happiness, worker retention, and organizational performance increase with good human resource management, notably strategic training and development. As the healthcare sector continues to evolve through rapid technological advancements, changing treatment protocols, and rising patient expectations, hospital management must ensure that employees, particularly clinical staff, are adequately trained and continuously developed to meet organizational goals and public health needs (Salas et al., 2012).

Training and development strengthen workers' skills, knowledge, and abilities to boost job performance and support organizational goals. (Armstrong, 2020). Training focusses on present job skills or behaviors, whereas development prepares people for future responsibilities and professional progression (Taylor, 2020). Effective training and development boosts employee engagement, job satisfaction, and organizational success (Noe, 2020). These organized programs improve employees' knowledge, skills, and talents to satisfy current job needs and prepare them for future roles (Kraiger, 2009). Training and development should comprise content, organization, delivery, and workplace reinforcement. (Noe, 2017). Doctors, nurses, laboratory technicians, and chemists at private general hospitals must continually upgrade their abilities to meet clinical standards and new medical technology. (Pashna, 2020).

Training design is to the structured planning and organization of training programs, including identifying learning objectives, selecting appropriate instructional methods, and developing materials that align with employee needs and organizational goals (Noe, 2020). A well-designed training program ensures that content is relevant, engaging, and conducive to knowledge transfer and skill development (Salas et al., 2015).

Key components of effective training design include a clear understanding of learner characteristics, learning objectives, instructional strategies, and evaluation methods (Armstrong & Taylor, 2020). It typically begins with a training needs assessment, which identifies gaps in knowledge and skill, and includes the development of clear objectives, appropriate instructional methods, and evaluation mechanisms (Knowles et al., 2025). In

healthcare contexts, training designs often incorporate simulations, modular e-learning, and interactive workshops tailored to diverse learning styles and clinical functions (Al-Elq, 2010).

On-the-job training (OJT) involves employees executing activities under the supervision of experienced coworkers, supervisors, or mentors (DeCenzo et al., 2020). It lets workers learn real-time utilizing job tools, equipment, and procedures. Instant feedback and experience learning make OJT useful for helping employees remember and apply new knowledge (Noe, 2020). On-the-job training is popular since employees learn job skills by doing. It emphasizes hands-on learning and real-time feedback from supervisors or peers, making it particularly useful in dynamic fields such as healthcare (Jacobs & Jones, 1995). OJT enables clinical staff to develop practical competencies in real settings, enhancing retention and adaptability (Noe, 2017). In healthcare, where clinical scenarios are complex and time-sensitive, OJT contributes to faster skills acquisition, enhanced decision-making, and better patient outcomes (Gegenfurtner et al., 2014).

Delivery style refers to the method or approach used to transmit training content, which may include traditional lectures, e-learning, group discussions, simulations, and mentoring (Noe, 2017). The selection of an appropriate delivery style affects how effectively learners absorb and apply new information (Alvarez et al., 2004). Interactive and blended approaches, such as combining in-person with digital learning, have proven particularly useful in healthcare settings where schedules are tight and learning needs are highly contextualized (Cervero & Wilson, 2006). Delivery style also plays a role in learner engagement, skill retention, and overall training effectiveness (Ericsson et al., 2016).

Employee engagement is their emotional and psychological investment in their job (Saks, 2006). Passion, participation, and dedication define it. Engagement boosts healthcare team performance, retention, and cooperation (Halbesleben, 2010). Engaged healthcare personnel deliver better treatment, which improves patient happiness and safety.

Job satisfaction is a favorable emotional state arising from job evaluation (Locke, 1976). It indicates how well an employee's demands and expectations match their workplace (Spector, 1997). Job satisfaction boosts healthcare organizational performance (Judge et al., 2001).

Performance measures how well an organization achieves its aims. Productivity, service quality, financial results, and personnel capabilities may be goals. Organizational

performance in hospitals includes clinical efficacy, patient safety, satisfaction, and personnel efficiency (Garavan et al., 2021). Training and development fosters continual improvement, creativity, and flexibility, improving organizational success (Noe, 2017). Training alone may not improve performance. External organizational dynamics, employee engagement, and job satisfaction may also affect them (Garavan et al., 2021).

Since 2019, Thapyay Hospital, a major private general hospital in Hlaing Thar Yar Township, Yangon Division, has provided high-quality healthcare via patient-centered care and organizational excellence. The hospital serves the public 24/7 with 150 people, including 69 core clinical staff. Continuous investment in comprehensive training and development activities improves organizational effectiveness and helps it achieve its objective. This study analyses how training and development affect organizational performance, focusing on employee engagement and work satisfaction as mediators.

## **1.1 Rationale of the Study**

Performance is a vital determinant of healthcare organizations' success and sustainability, especially private general hospitals. It reflects the extent to which an organization achieves its objectives in areas such as patient care quality, operational efficiency, employee productivity, and financial stability. In private healthcare settings, where competition, cost-effectiveness, and patient satisfaction are highly prioritized, ensuring optimal organizational performance is essential for long-term viability. The growing demand for healthcare services, the advancement of medical technologies, and the evolving expectations of patients place additional pressure on hospitals to continuously improve their performance outcomes.

At Thapyay hospital, maintaining high organizational performance is essential to achieving its mission of delivering high-quality medical services to patients in an increasingly competitive healthcare environment. Improved performance allows the hospital to build trust, retain patients, and ensure operational sustainability.

Worker engagement is key to improving organizational success. Employee participation in their job and organization is measured by their emotional, cognitive, and behavioral involvement. Engaged workers show more ownership, excitement, and devotion to their jobs. In the context of private hospitals, where healthcare providers are required to work under pressure, manage complex patient needs, and deliver compassionate

care, engaged employees can significantly contribute to improved service delivery, better teamwork, and overall performance outcomes.

At Thapyay hospital, promoting employee engagement is especially important to ensure that medical and support staff remain motivated, connected to their responsibilities, and committed to the hospital's goals of patient-centered care. High levels of engagement help the hospital overcome challenges such as staff burnout, turnover, and inconsistent service delivery.

Another psychological element that affects training-organizational performance is job satisfaction. It encompasses a person's favorable outlook on their employment, including remuneration, recognition, career progression, and working circumstances. Job satisfaction is crucial for staff morale and retention at private general hospitals, because employee well-being directly impacts patient care. Satisfied employees tend to exhibit more loyalty, better work ethics, and a greater sense of responsibility, all of which contribute to improved organizational outcomes.

For Thapyay hospital, improving job satisfaction is critical in maintaining a stable and dedicated workforce, especially as the hospital expands its services and faces increased patient expectations. When staff members are satisfied, they are more likely to deliver compassionate care, which directly enhances patient experiences and hospital reputation.

Training and development is the central independent variable in this study and refers to the organized efforts made by an organization to improve employee skills, knowledge, and competencies to meet current and future job demands. In healthcare settings, continuous learning is vital due to frequent changes in medical procedures, technological innovations, and patient care protocols. Private general hospitals must ensure that their workforce is competent and adaptable to maintain service quality and regulatory compliance. Training and development improve skills and boost employee engagement and work satisfaction.

Effective training and development programs are needed at Thapyay hospital to teach staff how to use medical equipment, follow clinical standards, and handle emergencies. A focus on continuous development also signals the hospital's investment in its human resources, which supports long-term institutional improvement.

Training design represents the planning and structuring phase of the training process and includes the assessment of training needs, definition of learning objectives,

development of training materials, and selection of instructional strategies. In private general hospitals, a well-designed training program ensures that employees acquire the necessary knowledge and competencies to deliver high-quality patient care. Training design must be aligned with both organizational goals and employee learning needs to be effective. Without a clear and targeted design, training programs may lack relevance and fail to yield meaningful improvements in performance.

At Thapyay hospital, customizing the training design to match the hospital's departmental needs helps ensure that medical, nursing, and support staff receive role-specific knowledge. A strategic training design also allows the hospital to efficiently use its training budget and minimize service disruption during training delivery.

On-the-job training is a widely used training approach in private general hospitals due to its cost-effectiveness, relevance, and ability to provide immediate application of learning. On-the-job training often involves mentoring, coaching, shadowing, or supervised practice, enabling employees to learn in real-time while performing their duties. This form of experiential learning is particularly beneficial in healthcare settings, where clinical accuracy and real-world decision-making are critical.

Thapyay hospital relies on on-the-job training as a practical method to familiarize new staff with hospital routines, medical equipment, and patient handling procedures. This method allows employees to gain confidence and proficiency quickly, which is especially important in busy hospital departments such as emergency care and diagnostics.

Delivery style refers to the method and manner in which training is presented to participants. It includes instructional strategies, use of technology, communication techniques, and trainer-learner interaction. In private general hospitals, delivery style plays a crucial role in determining the success of training programs. The use of appropriate delivery methods such as lectures, simulations, group discussions, or e-learning can enhance the effectiveness of training by accommodating different learning styles and preferences. A well-executed delivery style can also foster active participation, facilitate better understanding, and improve knowledge retention.

At Thapyay hospital, selecting the right delivery style ensures that training sessions are engaging, easy to understand, and applicable to daily work practices. Delivery effectiveness affects staff learning and application, which impacts performance and patient care. Training affects employee performance in this research.

Thapyay hospital must understand how staff engagement, motivation, and work satisfaction affect performance. Thapyay hospital should better match its HR initiatives with staff expectations to foster learning, creativity, and employee well-being.

## **1.2 Objectives of the Study**

The main objectives of the study are as follows

1. To examine the factors influencing training and development in Thapyay hospital;
2. To analyze the mediating effect of employee engagement on the relationship between training and development and organizational performance at Thapyay hospital; and
3. To examine the mediating effect of job satisfaction on the relationship between training and development and organizational performance at Thapyay hospital.

## **1.3 Scope and Method of the Study**

This study examines how training and development affects organizational performance at Thapyay hospital, especially through staff engagement and work satisfaction. Specifically, the target population consists of 69 clinical personnel, including doctors, nurses, pharmaceutical staff, and laboratory technicians. The scope is limited to these healthcare professionals, as they play a direct and critical role in service delivery, patient care, and clinical operations which are core components of organizational performance in hospital settings. Non-clinical or administrative workers are omitted from the research because their positions and duties may not directly relate to training design, on-the-job training, or delivery style. The study uses census sampling because to the tiny population.

Structured questionnaires with five-point Likert scales capture primary data. Questionnaire survey is used in investigation. Secondary data are gathered from various hospital documents, including official training manuals, performance evaluation reports, human resource policies, and other relevant archival records, text books and previous research papers. This study employs descriptive statistics and regression analysis for data analysis.

#### **1.4 Organization of the Study**

This research has five chapters. Chapter one introduces the study's premise, objectives, scope, technique, and organization. Chapter two discusses the study's theoretical basis, pertinent ideas, and preceding empirical investigations to construct a conceptual framework. Chapter three describes Thapyay hospital's organizational structure, training and development strategies, respondent demographics, and reliability analysis. Data analysis on employee impression of training and development, employee engagement, job satisfaction, and organizational success is presented in chapter four. Analysis of training and development components and how employee engagement and work satisfaction mediate the link between training and organizational success. Chapter five finishes with results, debate, recommendations, and further research.

## **CHAPTER 2**

### **THEORETICAL BACKGROUND**

This chapter provides a detailed literature assessment on training and development's impact on organizational success. Introduction: The chapter defines and discusses the study's core variables: training design, on-the-job training, delivery style, employee engagement, job satisfaction, and organizational success. This chapter also discusses prior studies to emphasize each variable and its relationships. Chapter also describes the study's conceptual foundation.

#### **2.1 Training and Development**

Employee training, or training and development, is a crucial aspect of human resource management that affects individual and organizational performance, especially in the service sector. According to Noe (2010), training is a company-planned effort to teach employees job-related competences, such as information, skills, and behaviors needed for job performance. Employees are prepared for professional promotions and more responsibility via development (Aguinis & Kraiger, 2009).

Training and development are strategic components that directly affect product quality, customer satisfaction, and operational effectiveness in business and management, particularly in production and service-oriented organizations (Salas et al., 2012). Training is a methodical way to improve employees' skills so they can do their jobs, according to Kirkpatrick and Kirkpatrick (2006). In the service sector, technology, customer expectations, and regulatory changes need people to constantly learn and grow.

The economic worth of persons is increased when investments are made in employee training since it increases the individuals' productivity and adaptability (Beckers, 1964). Cascio (2015) emphasized the significance of continually acquiring new knowledge in order to equip employees of service businesses with the ability to manage technology changes and complicated healthcare situations. Within the parameters of this discussion, staff training transforms from a cost center into an essential asset for the organization.

In addition, staff training brings about improvements in engagement and work happiness, both of which contribute to the overall success of the organization. According to Ngirwa (2009), training not only improves technical competence but also improves

employee attitudes and motivation, both of which are vital for ensuring work satisfaction and loyalty to the organization. Workers who are endowed with specialized knowledge and skills may become a source of continuous organizational success, according to Barney (1991). Effective training programs provide support for workers. As Goldstein and Ford (2002) noted, one of the fundamental goals of training is to narrow skill gaps across organizations. This is one of the primary purposes of training.

Development of both technical and soft skills is frequently included in training programs that are implemented in hospitals. Technical training guarantees that clinical professionals, including nurses, physicians, and technicians, are proficient in processes, the use of equipment, and protocols that are in line with modern medical standards. In order to maintain compliance with hospital accrediting authorities like the Joint Commission International (JCI), it is essential to get training in the use of electronic health records (EHR) or updated infection control techniques. The authors Rothwell and Kazanas (2004) emphasized the significance of compliance training, pointing out that it protects organizations from the legal consequences of regulatory violations while also shielding patients and employees from potential damage.

When it comes to hospitals, deficiencies in training and development can have a negative impact on patient outcomes, personnel morale, and even hospital income owing to inefficiencies or inaccuracy in medical care. A delay in patient treatment may occur as a result of inadequate training in new diagnostic technologies, which can have a negative influence on patient satisfaction and faith in the institution. Because of this, training interventions need to be specific, based on research, and responsive to the strategic goals of the hospital (Mathis & Jackson, 2010). When this concept is applied to the service industry, particularly in hospitals, it suggests that well-trained workers have the ability to provide superior patient experiences, decrease clinical mistakes, and contribute to efficient service delivery, eventually leading to improved hospital performance.

The efficacy of training should also be measured, as it is equally vital. Evaluation may be carried out on four different levels, according to the Kirkpatrick Model, which is extensively utilized (Kirkpatrick & Kirkpatrick, 2006). These levels include reaction, learning, behavior, and results. A variety of methods, including feedback surveys, competence evaluations, and performance indicators, are frequently utilized by hospitals in order to evaluate the results of training. The success of training may be demonstrated by the existence of a positive association between training and important performance

measures, such as decreased infection rates, increased patient throughput, and increased staff productivity.

## **2.2 Factors Influencing Training and Development**

Service companies need training and development programs to boost employee engagement, job happiness, and performance. The efficacy of such programs is not exclusively based on substance. Several linked factors affect how successfully employees receive, retain, and apply information and abilities. Training design, on-the-job training, and delivery are crucial. Each contributes to staff training success.

Training and development are not ancillary activities but strategic tools for enhancing organizational performance in service industries. They empower employees to meet the demands of modern service business delivery, contribute to regulatory compliance, and support the achievement of institutional goals. As Senge (1990) noted, learning organizations that foster continuous development are better positioned to adapt, compete, and thrive in dynamic environments. In the context of service industries, structured and targeted training programs serve as a cornerstone for achieving excellence in service delivery and operational performance. Understanding how training design, on-the-job training, and delivery style affect training results is crucial for designing and implementing successful services industry training and development programs.

### **2.2.1 Training Design**

To match learning activities with organizational goals, training design involves evaluating training requirements, setting explicit objectives, and choosing appropriate instructional techniques and resources (Salas et al., 2012). In service business environments where precision and performance are vital, effective design ensures that training is relevant, goal-oriented, and applicable to real-world scenarios.

Training design is the systematic planning, development, and execution of training programs to meet organizational goals and improve employee performance (Gagné et al., 1992). It helps employees get the skills they need to do their jobs well and support the company's goals. Effective training improves individual growth, organizational efficiency, and competitiveness.

Blanchard and Thacker (2013) define a well-designed training program as aligned with organizational goals, clear learning objectives, participant involvement, and effective

result evaluation. A requirements assessment, defined learning objectives, relevant material, suitable instructional techniques, and training effectiveness evaluation are part of the training design process. These aspects work together to make the training endeavor successful.

Training design begins with a thorough training needs assessment that compares current performance to intended objectives to identify skill gaps. This process may involve performance reviews, staff surveys, and supervisor interaction. After this evaluation, create SMART learning objectives: Specific, Measurable, Achievable, Relevant, and Time-bound. These goals guide training content and evaluation (Noe, 2010).

An additional essential component of training design is the study of the target audience. To ensure that the training material and methodologies are correctly adapted, it is necessary to have a thorough understanding of the participants' prior experiences, levels of expertise, and preferred modes of learning. This personalization increases the level of engagement among participants and makes it easier for them to remember information. Additionally, inclusive training programs address possible hurdles such as language, technical literacy, or scheduling issues, so guaranteeing that all individuals have equal access to learning opportunities (Knowles et al., 2014).

The training objectives and the nature of the content should be taken into consideration while developing instructional tactics. According to Saks and Burke-Smalley (2014), the modes of instruction may consist of lectures, case studies, simulations, group discussions, or e-learning platforms. This is contingent upon whether the training is conducted in-house or through an external provider. Outsourced training focusses on specialists from the outside who contribute specialized knowledge and a variety of viewpoints, whereas in-house training makes use of the expertise that is already present within the organization.

Last but not least, it is necessary to conduct an evaluation of the effectiveness of the training program. Formative and summative evaluations are frequently used in this evaluation. These assessments measure the level of pleasure experienced by participants, the consequences of their learning, the changes in their behavior, and the overall influence on the organization.

In addition to fostering ongoing employee growth, increasing work satisfaction, and strengthening organizational performance, a training plan that is performed effectively

is essential. Particularly in the context of service sectors, where the performance of staff has a direct influence on the results for patients and the quality of services provided, a training plan that has been meticulously designed is essential in order to construct a workforce that is competent, responsive, and devoted.

### **2.2.2 On-the-Job Training**

On-the-job training (OJT) helps employees learn by doing activities in their workplace under supervision (Dessler, 2019). This training method enables new or less experienced employees to learn by doing, while being guided by senior staff or managers. In the context of service industries, OJT is particularly relevant because operational effectiveness, speed of adaptation, and real-time decision-making are crucial to maintaining high-quality service delivery.

On-the-job training provides employees with practical, hands-on experience in their actual work settings, enabling them to acquire job-relevant skills under the supervision of experienced mentors or supervisors (Noe, 2010). This method is especially effective in hospitals, where experiential learning helps improve clinical competencies and service delivery.

According to Bratton and Gold (2017), on-the-job training is a form of experiential learning that enables employees to acquire job-specific competencies through direct engagement in actual work tasks. Bowman (1987) emphasized that OJT fosters skill development by allowing employees to observe, imitate, and learn from more experienced colleagues within the work environment. This method of training is particularly effective in the service industry, where hands-on interaction, real-time problem-solving, and customer-facing skills are critical for performance excellence.

According to the 70-20-10 model of learning and development, 70% of learning comes from on-the-job experiences, 20% from social interactions like mentorship, and 10% from formal schooling (Lombardo & Eichinger, 1996). This model emphasizes practical learning and OJT for hospital professionals including nurses, laboratory technicians, and administrators who must swiftly adapt to changing medical technology and practices.

OJT includes approaches such as mentoring, coaching, job shadowing, and apprenticeships. Mentoring provides long-term developmental relationships, while coaching focuses on enhancing short-term performance. Job shadowing allows employees

to observe tasks before performing them independently, and apprenticeships combine structured instruction with supervised practice (Jacobs & Jones, 1995). These formats support skill acquisition and ensure that learning is relevant to employees' job functions, which is particularly beneficial in services industry environments.

OJT is also considered a cost-effective training approach. It minimizes disruptions to hospital operations by integrating learning into daily routines and eliminates the need for external trainers or facilities (Barron & Loewenstein, 1989). In services industries, this is especially valuable because patient care must continue without delay. Staff can develop new competencies while maintaining productivity, which enhances both individual performance and operational efficiency. Similarly, Hafeez and Akbar (2015) mentioned that employees who received effective OJT demonstrated greater accuracy, improved decision-making abilities, and stronger commitment to organizational goals.

On-the-job training supports Social Learning Theory, which emphasizes observation, imitation, and social interaction (Bandura, 1977). In service-oriented industries, junior staff benefit not only from technical instruction but also from opportunities to observe and internalize ethical conduct, professional behavior, and communication styles demonstrated by experienced colleagues. This method encourages learning, teamwork, and accountability. These qualities are necessary for responsive, high-quality service in people-centered workplaces.

Nevertheless, the effectiveness of OJT depends on how well it is planned and executed. Salas et al. (2012) argued that unstructured or informal OJT can lead to inconsistent training outcomes or reinforce incorrect practices. To avoid such issues, hospitals must implement structured OJT programs with clear objectives, qualified trainers, and timely feedback. Simulation-based OJT, which uses mannequins or virtual reality tools, is also gaining popularity as a safe and preparatory stage before trainees interact with real patients (Alshahrani & Ally, 2016). On-the-job training boosts employee satisfaction and retention. Saks (2006) discovered that early-career training increases employee engagement and commitment.

On-the-job training is a vital component of workforce development across production and service industries. Its practical, cost-effective, and performance-oriented nature enables employees to acquire relevant skills within real-world work environments. When structured effectively and facilitated by experienced mentors, OJT contributes not only to individual capability development but also to the overall performance and sustainability of organizations.

### **2.2.3 Delivery Style**

Training delivery style is how learners get training content (Noe, 2020). Instructor-led, virtual classroom, blended, spaced, e-learning, microlearning, and mobile learning are included. These strategies are more than logistical formats—they help people understand, retain, and apply knowledge at work (Gagné et al., 2005). When it comes to the service industries, having an efficient delivery style is essential since the quality of patient care and the adherence to the norms of the service sector are strongly dependent on the application of information in a timely and precise manner.

The learning goals of the organization and the unique professional development needs of employees across various positions, such as operational staff, managers, and support people, should be taken into consideration when selecting an appropriate delivery method (Merriam & Bierema, 2014). The style of instructor-led training, which involves direct teaching from seasoned experts, continues to be a popular instructional approach. Due to the fact that this format allows for real-time feedback, debate, and explanation, it is particularly well-suited for clinical procedures, emergency protocols, and ethical training (Noe, 2017). This type of interpersonal involvement helps to improve learning outcomes, which are especially important in the service business.

In order to teach employees who are located in different locations or to augment in-person sessions, virtual classroom learning, which enables synchronous interactions through digital platforms, is becoming increasingly popular. It allows for learner engagement and real-time question-and-answer sessions, while at the same time providing flexibility (Weller, 2020). Sessions that have been recorded may also be viewed at a later time, which is advantageous in settings where staff schedules are subject to change. The term "blended learning" refers to the combination of in-person sessions with online information. According to Graham (2006), this method improves accessibility and makes it possible to customize it to accommodate a variety of learning styles. Blended learning

may be utilized in the service industry by integrating online modules on infection control with hands-on sessions in clinical settings. This approach enhances the development of both information and skills.

Another effective method is called spaced learning, which involves the dissemination of knowledge at regular intervals rather than all at once during a single session. According to Cepeda et al. (2006), this method assists with the long-term retention of important information and minimizes the amount of cognitive overload that occurs. It is an excellent choice for training programs in the service sector, which require continuous growth and frequent exposure to important operations. Standard operating procedures, regulatory requirements, and compliance training are all topics that are regularly covered through the usage of e-learning, which is offered through web-based platforms. If it is not integrated with evaluation and feedback systems, it may lack the interaction that is necessary for sophisticated clinical training (Clark & Mayer, 2016). However, it does give flexibility and scalability.

Microlearning is a form of education that is delivered in brief, concentrated chunks, typically via the use of films, quizzes, or infographics. Hug (2005) pointed out that this structure is conducive to just-in-time learning, which is especially important in the fast-paced environments of hospitals. It is possible to swiftly examine brief modules on updated treatment recommendations or the proper use of equipment before beginning practice. Employees of service businesses are able to access training information using mobile devices such as smartphones and tablets thanks to mobile learning. According to Ally (2009), mobile learning makes training more accessible and enables continuous growth, even when employees are not on-site or during periods of downtime. This is especially useful in hospitals, where time restrictions might make it difficult for patients to participate in traditional training.

For the purpose of developing efficient delivery systems, it is essential to take into consideration the principles of adult learning. Knowles (1980) emphasized that adult learners prefer self-directed learning that is relevant and instantly applicable to their lives. Real-life case studies, role-playing exercises, and activities that involve problem-solving should thus be included in training programs in order to improve the transfer of information and the motivation of participants.

Higher employee performance, higher service quality, and increased organizational efficiency are all outcomes that may be attributed to the deployment of suitable training delivery styles in service organizations. When delivery methods are adapted to match the requirements of employees and the practical reality of their work, they have the potential to result in increased levels of employee engagement, job satisfaction, and overall organizational effectiveness.

In addition, the delivery system, which encompasses the method, technology, and environment that are utilized to provide training information, has a direct influence on the levels of engagement, knowledge retention, and learner satisfaction (Armstrong & Taylor, 2020). The training delivery system should be accessible, engaging, and aligned with the unique demands of service business professionals. This should be consistent regardless of whether the training is delivered by face-to-face teaching, digital modules, or mixed techniques.

### **2.3 Employee Engagement**

Employee engagement measures workers' emotional, cognitive, and behavioral commitment to their job and organizational goals (Macey & Schneider, 2008). It is a happy, rewarding work-related mood with vigor, commitment, and absorption (Schaufeli et al., 2002). Service-oriented organizations need employee engagement to boost performance, reduce attrition, and improve efficiency.

Vigor is great energy and mental resilience when working, determination to work hard, and perseverance. Dedication is significance, excitement, motivation, pride, and challenge. Absorption occurs when one is so absorbed in work that time passes fast and it's hard to take a break (Schaufeli et al., 2002).

Engaged workers are energetic, resilient, enthusiastic, and focused on their work (Bakker & Demerouti, 2008). Service quality significantly affects customer happiness and organizational performance, making these traits crucial. Employee engagement improves job performance, cooperation, and organizational citizenship, which are crucial in service-focused contexts (Rich et al., 2010).

Engaging employees is strategic, not just operational. Staff involvement boosts customer happiness, efficiency, and operational standards (Shuck & Reio, 2014). These

outcomes help an organization succeed in a competitive market. Training and development initiatives boost hospital staff engagement.

Employee engagement is enhanced by on-the-job training by allowing staff to apply new knowledge immediately in a practical setting. This type of experiential learning builds competence and confidence, both of which are known predictors of higher engagement levels (Salas et al., 2012). In hospitals, where tasks are often complex and fast-paced, such training helps employees adapt quickly to evolving responsibilities and technological advancements.

Training delivery style affects employee engagement. Simulations, case studies, and peer mentorship are more likely to motivate and engage learners than lecture-based training (Noe, 2017). Engaging training delivery systems promote a sense of empowerment and involvement, which increases employees' emotional investment in their work.

Moreover, engaged employees frequently serve as role models within their teams, encouraging collaboration and positive social interactions among colleagues. This has a ripple effect on organizational culture, reinforcing norms of excellence, accountability, and continuous improvement (Tims et al., 2011). Despite the benefits, maintaining employee engagement requires consistent effort and organizational support. Workload pressures, emotional exhaustion, and limited career advancement opportunities can undermine engagement levels (Maslach et al., 2001).

Company performance in service sectors depends on employee engagement. Managers may create a highly engaged workforce by matching training and development with employee needs and organizational goals. Such engagement not only boosts staff morale and retention but also improves service quality and overall organizational performance. As the competitive landscape continues to evolve, the importance of employee engagement in shaping responsive, resilient, and customer-centered organizations will only continue to grow.

## **2.4 Job Satisfaction**

Job satisfaction is the extent to which employees are happy with their tasks, responsibilities, work environment, salary, and advancement possibilities (Locke, 1976). Employee well-being and organizational outcomes like performance, commitment, and turnover are affected by this crucial psychological dimension (Spector, 1997). Job

satisfaction is crucial to excellent performance and organizational success in service organizations, as employee attitudes and motivation directly affect service quality.

Satisfied workers are more committed, productive, and eager to surpass job standards (Judge et al., 2001). The availability and efficacy of training and development programs affect work satisfaction. Due to improved abilities, career opportunities, and competence, continued professional development programs increase job satisfaction (Noe, 2017). Continuous training keeps people informed, confident, and involved in fast-changing industries with new technology and methodologies. Training is known to boost work satisfaction, especially in the service industry (Schmidt, 2007).

Job happiness depends on on-the-job training (OJT). This training lets employees apply what they've learnt to their daily activities, boosting their competence and mastery (Salas et al., 2012). Employees are happier and more devoted when they feel prepared for difficulties and supported in their growth.

Personal beliefs and the company's goal both affect job happiness. Employees who find significance in their job and believe their efforts support corporate goals are happier and more engaged (Burgess & Connell, 2017). Employees and organizations gain from intrinsic motivation and long-term commitment from a common goal.

Job happiness is key to service industry organizational success. Access to training and development, work environment, and other variables affect it. Understanding these factors and applying focused tactics improves employee happiness and organizational effectiveness. Training directly affects job happiness, thus incorporating comprehensive development programs into HRM practices is crucial for long-term success.

## **2.5 Organizational Performance**

According to Richard et al. (2009), the term "organizational performance" describes the degree to which an organization is able to effectively accomplish both its strategic goals and its operational objectives by making optimal use of its resources, procedures, and human capital. According to Kaplan and Norton (1992), it is generally accepted that it is a multidimensional concept that incorporates both financial and non-financial measures. Some examples of these indicators are service quality, stakeholder satisfaction, operational efficiency, and long-term sustainability respectively. Through the use of performance measurement, organizations are able to evaluate their efficiency, ensure that their efforts

are aligned with strategic goals, and manage responsibility in contexts that are both competitive and dynamic.

Bourne et al. (2000) state that the evaluation of organizational performance is accomplished by utilizing a well-balanced combination of outcomes that are reflective of the effectiveness, efficiency, and responsiveness of the institution to the requirements of the stakeholders. Included in this category are indicators such as the quality-of-service delivery, the productivity of workers, the adherence to processes, and the contentment of customers. Institutions that regularly achieve professional standards, keep the trust of stakeholders, and effectively adjust to both internal and external difficulties are considered to be high performing for their respective fields.

Service quality is an essential component of organizational performance. It refers to the capacity of an organization to provide services that are punctual, accurate, and dependable, and that are in accordance with the expectations of stakeholders as well as the norms of the profession. On the other hand, Donabedian (1988) emphasized that quality should be assessed through structural components (such as resources and staff), process components (such as service processes), and result components (such as service effectiveness). It is more probable that organizations that are regarded for providing excellent service will continue to retain favorable reputations and cultivate long-term relationships with stakeholders.

Another essential component is the level of satisfaction experienced by stakeholders, which is frequently employed as a stand-in for the performance of an institution from the point of view of people who are dependent on or receive their services. The quality of interpersonal contact, the clarity of communication, the responsiveness, and the overall experience are all factors that might have an impact on a person's level of satisfaction. According to Otani et al. (2010), there is a significant connection between the happiness of stakeholders and the success of an organization. This suggests that businesses that place a priority on providing customer-centered service are more likely to achieve customer loyalty and continuous demand.

The performance of significance is the performance of employees, which has a substantial impact on the outcomes of the organization as a whole. According to the findings of Bakker and Demerouti (2008), individuals who are interested in their job and have received enough training are more likely to provide high-quality services, demonstrate

greater efficiency, and contribute to a healthy culture in the workplace. It is common for organizations to observe gains in service results, error reduction, and collaborative cooperation when they make investments in professional development and employee support mechanisms inside their organization.

The performance of the organization's finances is an essential component, particularly for organizations that are required to maintain their financial viability and stay self-sufficient. Components like the creation of income, the management of costs, and the strategic distribution of resources are included in its scope. According to Zelman et al. (2003), organizations that are in a good financial position are better able to make investments in infrastructure, keep competent employees, and implement innovations that improve service results.

Another crucial component of organizational performance is operational efficiency, which refers to the most effective use of the resources that are at one's disposal in order to achieve the desired results. Efficient institutions minimize waste, optimize procedures, and decrease needless delays in order to maximize efficiency. Kaplan and Norton (2001) underlined the fact that organizations are able to measure both operational and strategic performance indicators via the utilization of tools such as the balanced scorecard, which in turn fosters continuous improvement and accountability.

The incorporation of training and development into the entire strategy of an organization is a significant factor that contributes significantly to overall success. Staff competency is increased, creativity is driven, and adaptability is built through structured and continuing training programs. These programs are designed to handle developing difficulties.

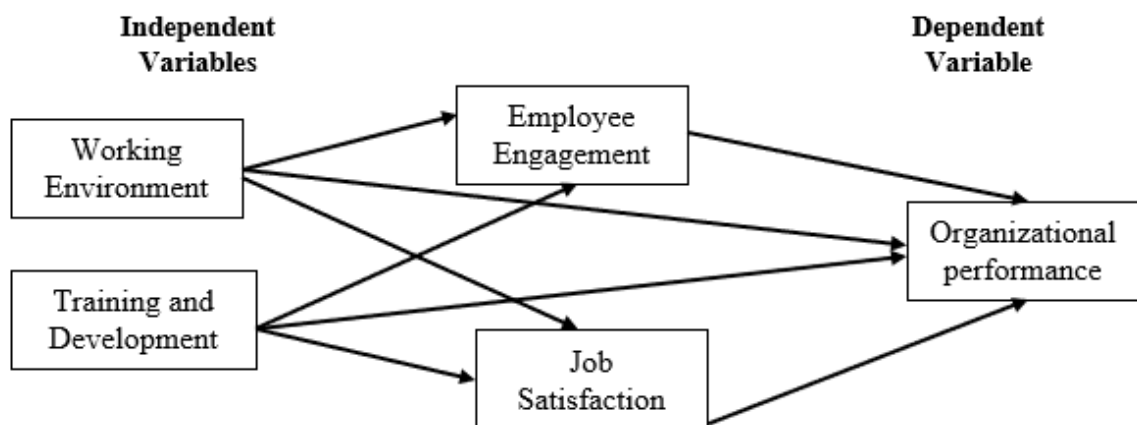
There are a number of interrelated components that make up an organization's performance. These components include service quality, satisfaction of stakeholders, employee engagement, financial sustainability, and operational effectiveness. These aspects are intricately connected to the degree to which an organization is able to grow its human capital by means of ongoing training and development. When institutions align their workforce development efforts with their strategic performance goals, they are able to achieve excellence, resilience, and sustainable growth in circumstances that are always changing.

## 2.6 Previous Studies

This study builds on two earlier articles for its premise. Employee engagement and work satisfaction mediate the effects of training and development on employees and organizational performance in many empirical studies. These fundamental studies inform the service industry-focused theoretical paradigm of the current study.

Chaudhry et al. (2017) examined how the working environment and training & development affect organizational performance through employee engagement and job satisfaction in their first relevant study. A positivist, quantitative, deductive, cross-sectional survey design was used in this study. Non-probability convenience sampling was used to acquire data from 300 Punjab banking workers. Figure (2.1) depicts Chaudhry et al. (2017)'s conceptual framework.

**Figure (2.1) Conceptual Framework of Chaudhry et al.**

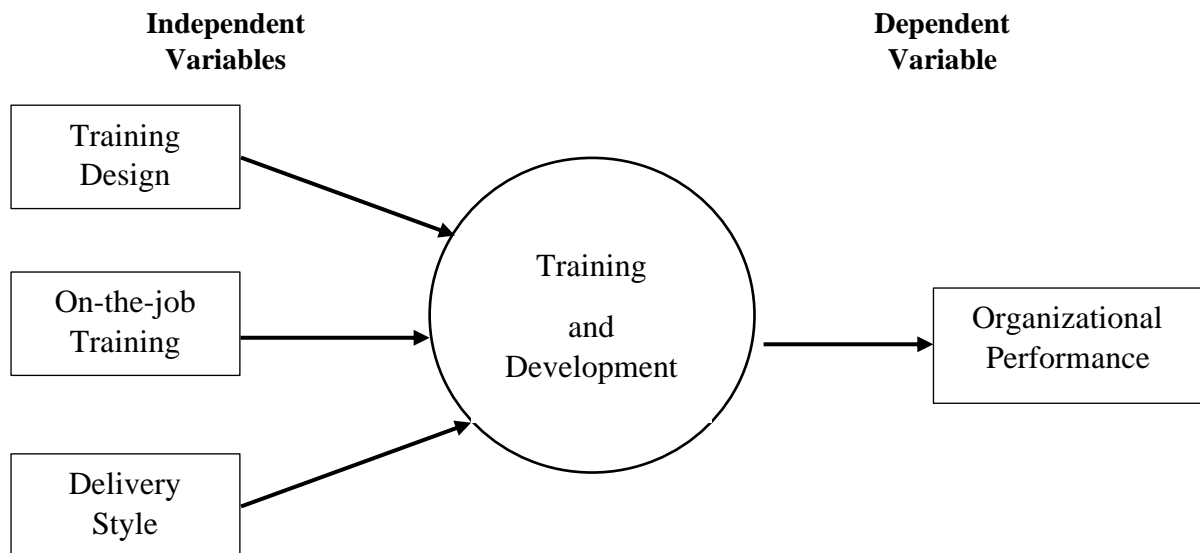


Source: Chaudhry et al., (2017)

The study examined how work environment, training, and career development affected employee engagement, job satisfaction, and organizational success, as well as their mediating effects. Training and development, work environment, and organizational success are largely mediated by employee engagement and job satisfaction. The results showed that high-quality training, a supportive workplace, and employee engagement and satisfaction can boost performance. In service-based industries, staff engagement and retention significantly impact service quality and organizational performance.

Neel et al. (2020) examined how training and development affects university college Malaysia employee performance in their second study. Figure 2.2 depicts Neel et al.'s (2020) conceptual framework.

**Figure (2.2) Conceptual Framework of Neel et al.**



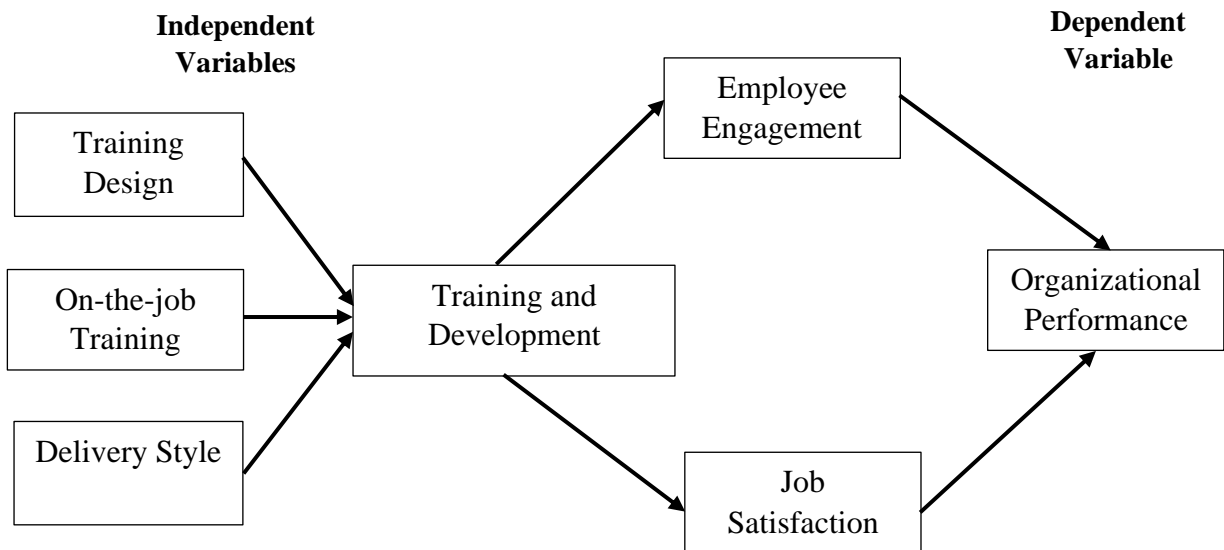
Source: Neel et al., (2022)

A randomly selected sample of 85 academic and non-academic workers at a Malaysian university college completed questionnaires. Employee training and development improves training design, on-the-job training, and delivery style, which boosts employee performance. The research showed that staff training and development may boost competitiveness and employee performance.

## **2.7 Conceptual Framework of the Study**

Training and development, employee engagement, job happiness, and employee performance are used to build the study's conceptual framework from the first article. In the second study, training design, on-the-job training, and delivery style are considered. This study uses factors from the literature review and past research to form its conceptual framework.

**Figure (2.3) Conceptual Framework of the Study**



Source: Own Compilation (2025)

This study examines the link between training and development and organizational performance using numerous critical criteria. To fully analyze how training affects organizational results, the model includes independent, dependent, and mediating factors. The study's primary purpose is to analyze training and development aspects. Training design, on-the-job training, and delivery style are separate factors. Dependent variable: training and development.

For the second goal, employee engagement is examined as a mediator between training and development and organizational performance. Training and development are the independent variable, organizational performance is the dependent variable, and employee engagement and work satisfaction are mediating variables.

## CHAPTER 3

### PROFILE AND TRAINING AND DEVELOPMENT PRACTICES IN THAPYAY HOSPITAL

This chapter presents the profile of Thapyay Hospital, the organization selected for the study. It includes the hospital's profile, vision, mission, and operational objectives, followed by its training and development practices.

#### 3.1 Profile of Thapyay Hospital

Thapyay Hospital originated as Thapyay clinic in April 2019, located at No. 417, bogyoke aung san main road. Initially established to meet basic medical needs, the clinic experienced increasing demand for services, prompting its expansion within the same year. A new four-storey facility at No. 796/797, bogyoke aung san main road, was completed in 2019. During the COVID-19 pandemic, the clinic was temporarily designated as a fever clinic before being upgraded to Thapyay general hospital—a 25-bed private general hospital offering specialized medical services.

Thapyay Hospital offers general medicine, surgery, pediatrics, OB/GYN, urology, and orthopedics. Qualified healthcare personnel and contemporary diagnostic infrastructure provide these services. The hospital continues to expand its service capacity in alignment with its vision of providing accessible and affordable healthcare.

As a private general hospital, Thapyay hospital has emerged as a notable entity in Myanmar's healthcare sector. With a focus on professional service delivery, the hospital emphasizes continuous workforce development through structured training initiatives. As a young and growing institution, it provides a good framework for studying how training and development affects employee outcomes and organizational success.

Thapyay hospital's operations and strategy are based on core values. Its goal, vision, and fundamental values guide institutional development and staff performance management.

The vision of Thapyay hospital is to become one of Myanmar's most trusted and innovative healthcare providers, offering world-class services grounded in ethical medical

practice and compassionate care. This vision reflects the hospital's commitment to high standards, continuous advancement, and equitable service delivery.

The missions of Thapyay hospital are delivering high-quality, accessible, and patient-focused healthcare services by promoting clinical excellence, enhancing the capabilities of skilled personnel, and fostering a culture of continuous organizational learning. This mission underscores the hospital's role in providing professional, responsive, and inclusive care to the community it serves.

Thapyay hospital is further guided by a set of core values that shape institutional culture and professional behavior. These values include:

1. **Compassion:** Patients are treated with empathy, respect, and dignity.
2. **Integrity:** Staff members uphold the highest ethical standards in all aspects of patient care and professional responsibilities.
3. **Excellence:** The hospital is committed to achieving superior outcomes across all clinical and administrative functions.
4. **Collaboration:** Interdepartmental cooperation is encouraged to drive innovation and operational efficiency.
5. **Accountability:** Transparency and responsibility are maintained across all organizational activities and outcomes.
6. **Lifelong Learning:** Ongoing professional development is promoted as a central element of individual and institutional progress.

These values are integrated into all human resource practices, including staff recruitment, performance evaluation, and training programs. They serve as a guide for staff conduct and contribute to a cohesive and principled organizational environment.

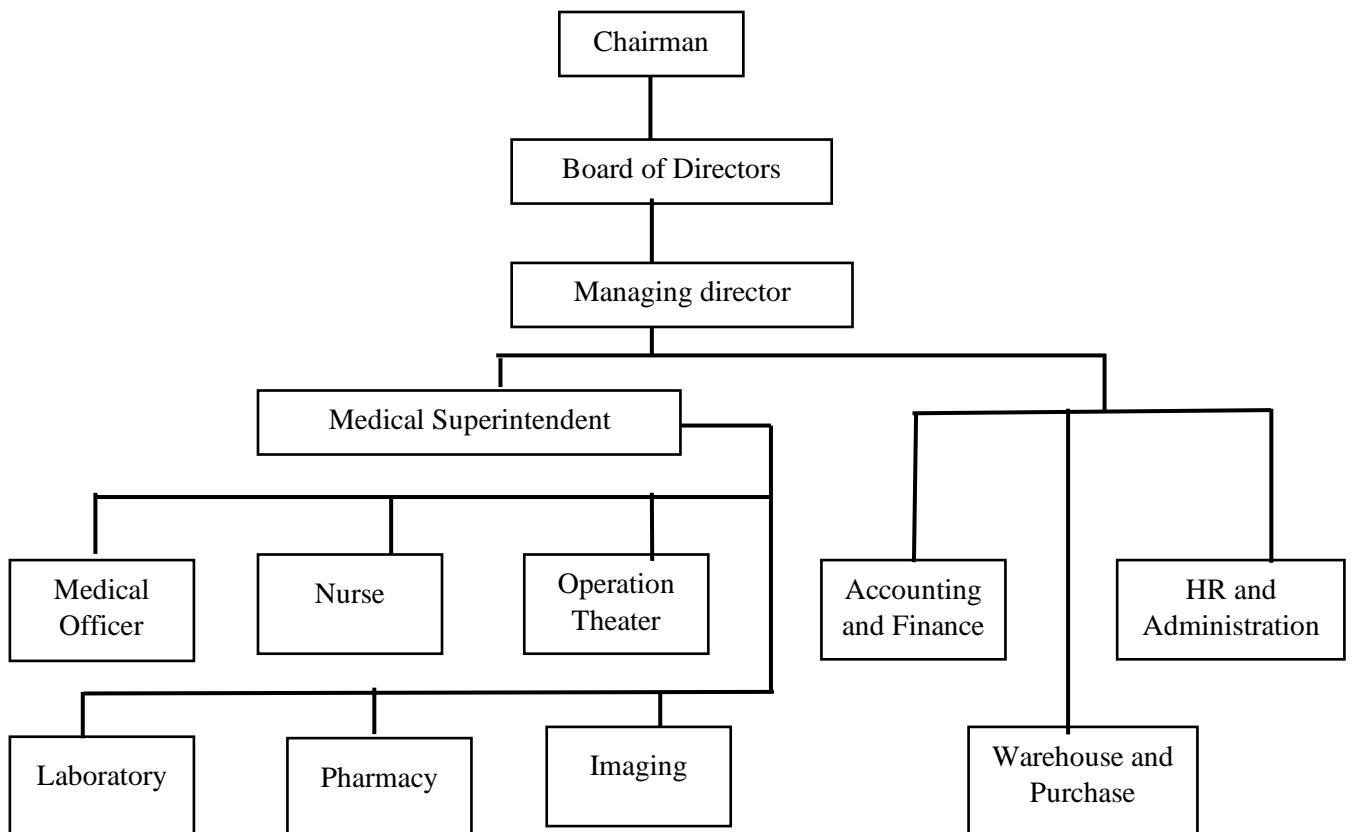
In addition, Thapyay hospital emphasizes the importance of professional integrity, legal compliance, and affordability. The institution supports underprivileged patients and staff through initiatives such as discounted medication and installment-based payment systems. These practices reflect the hospital's dedication to inclusivity, ethical service delivery, and corporate social responsibility.

### **3.2 Organizational Structure of Thapyay Hospital**

Thapyay hospital operates under a clear hierarchical structure that supports its service delivery, patient care, and administrative operations. At the top of the organizational structure is the chief executive officer (CEO), who holds the highest level of management authority and oversees the hospital’s overall strategic direction. The CEO is supported by a board of directors (BOD) composed of four members. Together, the CEO and BOD are responsible for setting hospital policies, approving budgets, evaluating performance, and ensuring the delivery of quality healthcare services aligned with the hospital’s mission and values.

Under the leadership of the CEO, there are three main areas of operation: management, administration, and medical care services. These areas are further divided into specialized departments and units, each with specific roles and responsibilities that are essential to the hospital’s daily functions. The organizational chart of Thapyay hospital is shown in Figure (3.1).

**Figure (3.1) Organizational Chart of Thapyay Hospital**



Source: Thapyay Hospital (2025)

As illustrated in Figure (3.1), Thapyay hospital is governed by a hierarchical structure comprising a chairman, a board of directors (BOD), and an executive management

team. The BOD includes two non-executive (sleeping) directors and one executive director who concurrently holds the roles of chief executive officer (CEO) and managing director (MD). Operational oversight is further delegated to the medical superintendent, who supervises all clinical services. Thapyay hospital functions as a 25-bedded private general hospital, a model frequently observed in developing countries where resource constraints necessitate streamlined decision-making and efficient allocation of limited assets.

**(a) Responsibilities of Chairman, Board of Directors, and Managing Director**

At Thapyay hospital, the top authority responsible for strategic supervision and governance is held by the chairman of the hospital. Some of the responsibilities that are performed on a daily basis include analyzing financial accounts, key performance indicators, and progress updates on strategic objectives. Long-term planning, capital investments, and maintaining compliance with legal and regulatory requirements are the primary topics of discussion when communicating with senior management about these matters. As part of this work, you will be responsible for maintaining consistent communication with significant stakeholders, such as shareholders, government agencies, and partner organizations, in order to ensure that the aims of the hospital are aligned with improving healthcare standards. In addition, the chairman is responsible for ensuring that workers get effective training and development programs that are tailored to their specific requirements as well as the objectives of the organization. This helps to cultivate ongoing professional development and improves the overall performance of the institution. Although the chairman is not directly involved in the day-to-day management of the hospital's operations, he or she does give vital direction to ensure that the hospital continues to fulfil its goal, vision, and commitment to providing high-quality patient care.

The important role of directing the overall governance and strategic direction of the hospital lies between the board of directors and the facility's administration. As part of the daily operations, the senior management team is responsible for analyzing the operational and financial performance reports that have been created. This is done to verify that the hospital's mission and goals are aligned with the reports. Evaluations of budgetary allocations, capital investments, and risk management strategies are carried out on a regular basis in order to ensure compliance with regulatory requirements and to promote continuous financial sustainability. It is the responsibility of the board to assist in the

adoption of new initiatives and policies that improve the quality of patient care and the efficiency of all operations. Additionally, the board endorses training programs that meet both the requirements of the organization as well as the progress of individual employees, which helps to build worker capabilities. This is part of the board's program to encourage continual staff development. By performing these tasks, the board ensures that the hospital continues to uphold its commitment to providing high-quality healthcare services, as well as openness and accountability throughout the institution.

The managing director of the hospital goes over the operational reports of the hospital every morning. These reports include information about patient admissions, bed occupancy, staffing levels, and the availability of resources. A briefing meeting is held first thing in the morning, and it is attended by the chiefs of several departments. The purpose of this meeting is to address important performance metrics, updates on patient care, and any significant concerns that require immediate attention. An additional priority is placed on strategic planning as well as the supervision of existing initiatives. Throughout the course of the day, the managing director is responsible for ensuring that clinical standards and regulatory regulations are adhered to, as well as engaging in problem-solving activities for issues that involve many departments. The demands of the staff are evaluated in order to guarantee that the training programs are in line with the objectives of the organization.

During the evening, the managing director is responsible for reviewing the performance summaries for the previous day, checking the incident reports, and coordinating with the administrative and security teams in order to guarantee the safety of the hospital and ensure that each day is prepared for operations. In addition to that, the candidate is responsible for creating reports and communicating with the board of directors.

**(b) Responsibility of Medical Superintendent**

In order to guarantee that all departments are adequately covered, the medical superintendent begins each day by evaluating the patient admission lists, the ward occupancy, and the clinical staffing schedules. Morning rounds are held with senior members of the medical staff in order to evaluate patients who are considered to be critical, review treatment plans, and address any clinical problems that may arise. The seamless movement of patients between outpatient, inpatient, and emergency units is made possible

by coordination with department heads if they are involved. During the course of the day, the medical superintendent is responsible for monitoring the observance of medical protocols, activities related to quality assurance, and steps to ensure the safety of patients. It is possible to provide clinical support that is both rapid and accurate through collaboration with the laboratory, the pharmacy, and diagnostic services.

One of the everyday obligations that must be fulfilled in order to enhance care standards is the monitoring of patient feedback and complaints on a regular basis. Additionally, the medical superintendent is responsible for leading medical audits, staff training sessions, and activities associated with continual professional development based on the clinical requirements that have been recognized. For the purpose of maintaining efficient patient management and adhering to hospital rules, quick engagement in clinical decision-making and resource allocation is necessary in the event of an emergency.

At the Thapyay hospital, it is the responsibility of medical officers to provide direct patient care in both outpatient and inpatient settings. Outpatient clinics are the places where patients are consulted first thing in the morning. It is during these consultations that initial evaluations, diagnoses, and treatment plans are developed. Ward rounds are performed on a regular basis by medical personnel in order to monitor patients who have been hospitalized, examine their progress, make adjustments to their treatments, and respond to any new clinical developments. The entire management of patients is ensured by coordination with nursing personnel and clinical specialists.

Throughout the course of the day, medical officers are responsible for handling emergency situations, carrying out minor operations, and preparing medical paperwork, which includes patient histories and evaluations of release. In order to facilitate collaborative decision-making, participation in interdisciplinary case discussions is beneficial. Referrals to specialized departments are also made easier by medical officials in situations where more sophisticated medical care is necessary. An important factor in ensuring that high standards of treatment are maintained is the practice of continuously updating clinical knowledge through the examination of relevant research and participation in in-house training.

Through the use of diagnostic testing that is both rapid and accurate, the laboratory unit at Thapyay hospital plays an essential part in assisting with clinical diagnosis and patient treatment. At the beginning of each day, laboratory technicians and technologists

begin their work by preparing reagents, calibrating equipment, and doing quality control checks to verify that the tests are accurate. It is the responsibility of this unit to process a broad variety of specimens, which include blood, urine, sputum, and swabs, which are obtained from both outpatient and inpatient departments.

Hematology (such as a complete blood count), clinical chemistry (such as glucose and liver function tests), microbiology cultures, and urinalysis are some of the routine tests that are carried out. In order to support the making of timely clinical decisions, the laboratory staff gives priority to urgent samples submitted from critical care units and emergency rooms. Each and every test result is subjected to meticulous analysis and verification before being reviewed by a physician.

The technicians also ensure that the laboratory safety standards and infection control measures are adhered to in a stringent manner, which helps to maintain a safe working environment. In the laboratory, the management of inventory and the maintenance of equipment, including reagents and consumables, are essential duties that must be completed on a regular basis. It is essential to maintain constant coordination with doctors, particularly when it comes to specialized or confirming tests that are conducted in external reference laboratories.

As a nurse working at Thapyay hospital, the first step in the daily routine is to get the ward ready for patient care. This involves inspecting the patient files, medical supplies, and equipment. During morning rounds, it is necessary to evaluate the vital signs of patients, including their blood pressure, temperature, pulse, and respiration, as well as to monitor their conditions and dispense prescribed medications in accordance with the orders of the attending physician.

During the course of the day, nurses provide assistance with a variety of operations, such as the treatment of wounds, the insertion of catheters, and the preparation for diagnostic testing or surgical procedures. Patient education on the use of medications, post-discharge care, and adaptations to lifestyle is delivered on a regular basis to ensure that patients understand and comply with the prescribed treatment.

In addition, nurses are responsible for coordinating with physicians, laboratory personnel, and other medical experts in order to keep patient records up to date and transmit any changes in the patient's condition. In order to facilitate clinical decision-making and ensure legal compliance, documentation is rigorously kept for all nurse interventions and

observations. When an emergency occurs, nurses instantly respond by administering first aid, aiding in resuscitation attempts, and stabilizing patients until the arrival of the medical team. Monitoring patients on a regular basis, administering medications, providing comfort care to patients, and generating reports for new employees are all tasks that are performed during evening shifts.

In order to avoid diseases that are acquired in hospitals, infection control procedures are adhered to in a stringent manner. These protocols include hand hygiene and the sterilization of medical equipment. Additionally, nurses take part in ongoing training programs in order to keep their skills and knowledge up to date. This helps to ensure that they provide high-quality care to patients that is in line with worldwide nursing standards.

The in-house pharmacy is responsible for the management of pharmaceutical inventories, the dispensing of prescription drugs, and the provision of patient counselling regarding drug consumption. In order to guarantee the timely and proper distribution of medications, the pharmacy staff collaborate closely with the medical and nursing teams.

The operation theater (OT) Department at Thapyay hospital is responsible for managing all surgical procedures, both elective and emergency. The day begins with a thorough preparation of the OT suites, including sterilization of surgical instruments, arranging necessary equipment, and ensuring that all surgical supplies are available and functioning. Before each surgery, the OT team conducts safety checks, including verifying patient identity, surgical site, and procedure details, following the WHO surgical safety checklist protocols. The instrument nurses assist surgeons and anesthesiologists throughout the procedure by preparing surgical instruments, maintaining sterile fields, and monitoring the patient's vital signs in coordination with the anesthesiology team.

Post-operation, the OT team supports patient transfer to the recovery room, ensuring safe handover to post-operative care nurses. The team is responsible for cleaning and sterilizing the OT environment to prevent infection, restocking supplies, and documenting surgical records meticulously. In emergencies, the OT staff must respond promptly, coordinating with the emergency department to prioritize critical cases. Continuous training on new surgical techniques, infection control, and equipment handling ensures the OT team maintains high standards of patient safety and care quality.

The imaging department at Thapyay hospital plays a critical role in the diagnostic process by providing timely and accurate imaging services to support clinical decision-

making. The department operates throughout the day, equipped with imaging technologies including X-ray, ultrasound, and echo depending on availability. Daily activities begin with the calibration and quality checks of imaging equipment to ensure safety and accuracy. Technicians prepare patients by explaining procedures, positioning them correctly, and ensuring patient comfort and safety during imaging. The department handles a wide range of cases, from routine diagnostic exams to urgent imaging required for emergency and surgical patients.

Imaging results are promptly processed and reviewed by radiologists who generate detailed reports for referring physicians. In urgent cases, the department prioritizes rapid imaging and immediate reporting to facilitate swift medical intervention. The Imaging Department collaborates closely with other clinical units, such as emergency, surgery, and inpatient wards, to coordinate scheduling and optimize patient flow. Staff regularly update their skills on the latest imaging techniques and radiation safety protocols, ensuring high standards of care and compliance with health regulations.

**(c) Responsibility of Managing Director**

The accounting and finance department plays a central role in ensuring the financial sustainability and operational efficiency of Thapyay hospital. This department is responsible for overseeing all financial transactions, managing patient billing, payroll processing, vendor payments, budget planning, and the handling of petty cash. Daily operations begin with the reconciliation of patient billing records, cash receipts, and deposits. Cashier head verify charges for outpatient and inpatient services, ensuring alignment with medical records and insurance claims. Cashiers manage front desk collections and ensure accurate cash handling, supported by routine end-of-day balancing procedures.

The department is also responsible for budget formulation and control. Annual and quarterly budgets are developed in coordination with department heads, incorporating forecasts for operational expenses, capital investments, and emergency reserves. Actual expenditures are regularly compared against approved budgets to monitor variances, and corrective measures are recommended as needed. In addition to operational tasks, the department conducts internal financial audits and collaborates with external auditors to ensure compliance with accounting standards and legal regulations. Regular financial

reports—such as income statements, balance sheets, and cash flow statements—are submitted to executive management and board of directors for strategic decision-making.

Furthermore, the department maintains vendor relationships, processes procurement payments, and ensures timely disbursement of staff salaries, benefits, and statutory contributions. Financial data is securely stored and managed using hospital accounting software, which integrates billing, inventory, and payroll functions. Overall, the accounting and finance department upholds transparency, accuracy, and fiscal discipline, contributing directly to the hospital's capacity to deliver high-quality patient care and achieve long-term sustainability.

The human resources and administration department is vital to the effective operation of Thapyay hospital, ensuring that both human capital and institutional infrastructure are managed efficiently and ethically. This department oversees recruitment, training and development, performance management, employee relations, licensing, and administrative support services. Daily responsibilities of the HR unit include maintaining updated records of staff attendance, managing shift duty rosters, administering leave policies, and ensuring compliance with labor laws and hospital standards. Recruitment processes are conducted based on workforce planning and departmental needs, with interviews and reference checks in collaboration with senior management. Orientation programs are regularly organized for new hires to ensure seamless integration into hospital operations.

In response to organizational goals and staff capacity-building needs, the HR department coordinates continuous training and development programs. These initiatives address both individual career development and organizational performance requirements, encompassing clinical skill enhancement, soft skill workshops, compliance training, and safety drills. Training schedules are updated quarterly, and post-training evaluations are conducted to assess knowledge retention and application. Performance appraisal systems are also managed by this unit. Evaluations are typically conducted biannually using key performance indicators (KPIs), peer reviews, and supervisor assessments. Results are documented to support merit-based promotions, incentive planning, and professional development strategies.

The administrative department is responsible for the overall facility management, regulatory compliance, and document control. Tasks include managing licensing and

certification of hospital services, preparing for government inspections, coordinating facility maintenance, and overseeing outsourced services such as housekeeping, sanitation, and security. Proper records of licenses, hospital infrastructure layouts, and inspection reports are stored digitally and updated routinely. Through close coordination with all clinical and non-clinical departments, the human resources and administration department ensures that Thapyay hospital remains compliant, responsive, and people-centered in both service delivery and institutional governance.

The warehouse and purchase department plays a critical role in supporting the operational efficiency and service delivery of Thapyay hospital. This department is responsible for the procurement, storage, and distribution of all medical and non-medical supplies, ensuring that clinical and administrative units are adequately equipped at all times. Daily operations include monitoring stock levels, maintaining inventory records, issuing requisition forms, and processing purchase orders. Procurement activities follow standardized procedures aligned with hospital policy, which involve supplier evaluation, price negotiation, quality verification, and approval by designated authorities. Emergency procurement protocols are also in place to address urgent shortages of essential items such as pharmaceuticals, surgical supplies, or personal protective equipment.

The warehouse unit ensures the safe storage of inventory, segregated by category—such as sterile items, medications, consumables, and office materials. Items are labeled and stored according to expiration dates, lot numbers, and storage requirements (e.g., temperature-sensitive medications are placed in cold-chain refrigerators). A first-expiry-first-out (FEFO) inventory system is adopted to minimize waste and ensure timely utilization of supplies. The use of inventory management software enhances the accuracy and traceability of stock movement. Alerts for reordering points are system-generated to avoid stockouts, particularly of life-saving drugs and surgical tools.

The Warehouse and Purchase Department also collaborates closely in-patient department, out-patient department, pharmacy, laboratory, and operation theater to forecast usage trends and adjust procurement schedules accordingly. During public health emergencies or supply chain disruptions, contingency plans are activated, which may include bulk purchasing, alternative sourcing, or intra-hospital resource sharing. By maintaining a reliable supply chain and efficient material management, this department significantly contributes to patient safety, cost control, and uninterrupted clinical operations, reflecting best practices in hospital logistics and procurement governance.

To ensure efficient operations and high-quality patient care, Thapyay hospital implements a structured workflow supported by interdepartmental collaboration and continuous monitoring mechanisms.

- a) **Morning Briefings:** Departmental heads convene each morning to conduct strategic briefings focused on patient care plans, resource distribution, bed management, and any immediate operational concerns. These meetings foster real-time communication and facilitate quick decision-making across clinical and administrative units.
- b) **Monthly Quality Reviews:** A systematic review process is conducted monthly to evaluate clinical outcomes, patient satisfaction metrics, incident reports, and compliance with healthcare standards. Findings from these reviews are used to implement corrective actions and promote continuous quality improvement.
- c) **Staff Training Programs:** In alignment with the hospital's commitment to professional excellence, regular training sessions and workshops are organized for all personnel. These initiatives are tailored to both organizational goals and individual competency gaps, covering topics such as updated treatment protocols, infection control standards, communication skills, and new healthcare technologies.

The organizational structure of Thapyay Hospital is strategically designed to integrate clinical excellence with administrative efficiency. Each department operates with clearly defined responsibilities while actively participating in cross-functional collaboration to ensure seamless service delivery. Through structured meetings, quality audits, technology integration, and continuous staff development, the hospital aligns its operations with contemporary healthcare management practices.

### **3.3 Training and Development Practices of Thapyay Hospital**

This section presents employee training provided by Thapyay hospital. The hospital prioritizes training design, delivery, on-the-job, and off-the-job training to boost employee engagement, motivation, work satisfaction, and organizational success. Training programs are aligned with both individual development needs and strategic institutional goals, ensuring that healthcare professionals are equipped to deliver high-quality patient care.

**Table (3.1) Training Programs in Thapyay Hospital**

| <b>Sr. No.</b> | <b>Training Title</b>    | <b>Target Audience</b>       | <b>Focus Areas</b>                           | <b>Training Design</b>     | <b>Delivery Style</b>       |
|----------------|--------------------------|------------------------------|--|----------------------------|-----------------------------|
| 1              | Onboarding Training      | New Recruits                 | Orientation, SOPs, hospital values           | Presentations, Handbooks   | Interactive Workshops       |
| 2              | Clinical Skills Training | Doctors, Nurses, Technicians | Medical protocols, equipment use             | Simulations, Case Reviews  | Hands-on Practice           |
| 3              | Patient Communication    | Nurses, Receptionists        | Empathy, active listening, feedback          | Role-plays, Group Training | Scenario-Based Learning     |
| 4              | Infection Control        | All Clinical Staff           | Hygiene, sterilization, PPE use              | Manuals, Guidelines        | Demonstrations, Drills      |
| 5              | Emergency Response       | Doctors, Paramedics, OT Team | Trauma response, CPR, triage                 | Simulation-Based Training  | Mock Drills, Live Scenarios |
| 7              | Soft Skills Development  | All Employees                | Teamwork, communication, conflict resolution | Workshops                  | Group Activities            |
| 8              | Finance and Budgeting    | Finance Department           | Budgeting, procurement, cost control         | Case Studies, Exercises    | Interactive Discussions     |

Source: Thapyay Hospital (2025)

Onboarding training is conducted for newly recruited employees to familiarize them with the hospital’s mission, vision, standard operating procedures (SOPs), and job-specific duties. The effectiveness of this training is reflected in improved staff integration and reduced turnover during the initial months. Benefits of this approach include accelerated adaptation, increased role clarity, and heightened professional confidence.

Clinical skills training is organized to update medical professionals—including doctors, nurses, and technicians—with current medical practices, safety protocols, and patient-handling procedures. Effectiveness is measured through clinical performance audits

and patient outcome reports. This training reduces clinical errors, enhances patient safety, and strengthens staff competency.

Patient communication training is provided to frontline healthcare staff to improve interpersonal interactions, patient counseling, and empathetic care delivery. Evaluation is based on patient feedback and satisfaction ratings. This training fosters trust, improves patient compliance, and supports a positive hospital reputation.

Infection control training is conducted to ensure that all healthcare workers comply with international standards for hygiene and sterilization. The effectiveness is tracked through infection rate monitoring and internal audits. The program enhances workplace safety and minimizes hospital-acquired infections.

Emergency response training is delivered to prepare employees for urgent and critical care scenarios, such as cardiac arrest, trauma response, and natural disasters. Evaluation includes performance in mock drills and real-life emergency response cases. The program increases hospital preparedness, improves decision-making under pressure, and supports life-saving outcomes.

Soft skills development training is delivered to all departments to build teamwork, problem-solving, communication, and emotional intelligence. Effectiveness is assessed using 360-degree evaluations and staff collaboration metrics. This fosters a cooperative work culture, reduces workplace conflicts, and strengthens multidisciplinary coordination.

Finance and budgeting training is tailored for administrative and finance staff to improve hospital budgeting, cost control, and procurement planning. The outcomes are measured through budget adherence and resource utilization efficiency. The training improves financial planning, reduces operational waste, and supports institutional sustainability.

**(a) Training Design of Thapyay Hospital**

The training design implemented at Thapyay hospital follows a structured and systematic approach aimed at enhancing employees' knowledge, skills, and competencies. This design ensures that all training initiatives are aligned with specific job roles and responsibilities, allowing staff members to clearly understand the relevance of the training content to their daily tasks. Training objectives are communicated in advance, establishing expected outcomes and competencies to be gained. This clarity creates a purposeful learning environment, which increases employee motivation and engagement.

The hospital's training programs are tailored to different groups of employees, including new recruits, nurses, medical officers, administrative staff, department heads, and support personnel. A variety of instructional methods are employed to address diverse learning preferences. These methods include classroom-based instruction, practical demonstrations, case studies, simulations, and on-the-job training. This variety enhances engagement and promotes deeper understanding and knowledge retention among participants.

One of the core components of the training design is the newcomer orientation program. This initiative introduces new hires to the hospital's mission, vision, values, policies, and culture. Orientation is delivered using interactive multimedia presentations that ensure newcomers are properly integrated into the organizational environment. This program plays a critical role in establishing a strong foundation for employee performance and engagement.

In-house training sessions are a central feature of Thapyay hospital's development strategy. For instance, specialized clinical training is provided to nurses and medical officers through workshops and team-based activities that emphasize real-world application. These sessions allow for shared learning experiences and knowledge exchange, which enhances team cohesion and operational consistency. Administrative and managerial staff also receive targeted training on hospital operations, patient safety, communication protocols, and record-keeping standards.

Thapyay hospital prioritizes continuous skill development to maintain service quality and adapt to changing healthcare demands. Training on patient interaction and service delivery, designed for frontline and administrative staff, is conducted through role-playing scenarios and customer service simulations. These practical exercises help employees understand patient needs and improve their interpersonal communication skills, thereby enhancing patient satisfaction and care outcomes.

For technical roles, such as equipment maintenance and laboratory technicians, the training design incorporates on-the-job training. This method provides real-time instruction and feedback, enabling staff to develop practical expertise in operating and troubleshooting medical devices and equipment. Immediate feedback during this training allows for skill correction and reinforces performance standards.

Training activities at Thapyay hospital include both in-house and outsourced programs. In-house programs are led by internal trainers who understand the hospital's specific operational context. These sessions offer flexibility and cost-effectiveness while allowing content customization. Outsourced training is used for specialized areas such as financial systems, digital records management. External facilitators bring in up-to-date knowledge and best practices from the healthcare industry, which enriches employee capabilities and supports compliance with current regulations.

The design of training at Thapyay hospital emphasizes practical application through exercises that simulate real workplace scenarios. These exercises promote the translation of theoretical knowledge into actionable skills. Supporting materials such as manuals, video tutorials, and digital learning resources are provided to facilitate independent study and ongoing learning beyond formal training sessions. These resources help reinforce key concepts and ensure long-term knowledge retention.

Incorporating regular feedback and assessment into the training process allows Thapyay hospital to continuously refine its training design. For example, during technical training for equipment use, real-time feedback enables immediate correction and deeper comprehension. In customer service training, post-session evaluations help assess whether communication techniques have been effectively absorbed.

Continuous improvement is a core principle in the hospital's training design. Training content is reviewed and updated regularly based on employee feedback, new healthcare standards, and evolving patient care practices. This ensures that training remains relevant, evidence-based, and aligned with both individual and institutional goals.

Overall, the training design at Thapyay hospital is comprehensive and dynamic. It includes clearly defined objectives, diverse delivery methods, interactive learning activities, robust assessment mechanisms, and a commitment to continuous improvement. This integrated approach ensures that employees are well-equipped to deliver high-quality healthcare services, contributing significantly to the hospital's organizational performance and long-term sustainability.

#### **(b) On-the-Job Training at Thapyay Hospital**

On-the-job training is a critical element of employee development at Thapyay hospital, particularly for clinical, technical, and administrative roles that require practical

knowledge and situational responsiveness. This form of training allows employees to acquire essential skills directly in the work environment, where they engage in real tasks under supervision. In the healthcare sector, where precision, responsiveness, and up-to-date procedural knowledge are essential, on-the-job training provides the experiential learning necessary to ensure safe and effective service delivery.

One of the major benefits of on-the-job training is that it situates learning in the context of real patient care. Staff members interact with medical equipment, software systems, and clinical protocols that are part of their daily responsibilities. This direct engagement helps bridge the gap between theoretical instruction and actual practice, reinforcing comprehension and improving skill retention. For example, nurses receiving on-the-job training during patient rounds can immediately apply techniques such as administering medication or recording vital signs, under the supervision of experienced professionals.

The method also allows for the customization of learning to suit individual competencies and departmental needs. Supervisors can identify and address specific skill gaps in real time, providing targeted support to employees. This personalized approach increases the efficiency of training, allowing for the development of role-specific capabilities. In departments such as surgery, laboratory diagnostics, or pharmacy, this immediate and practical feedback is crucial for minimizing errors and enhancing the quality of care.

On-the-job training contributes to a collaborative learning environment within Thapyay hospital. Employees often learn from observing and interacting with more experienced colleagues, facilitating informal knowledge sharing. This teamwork-focused approach fosters mutual support and encourages a culture of continuous improvement. As new staff members integrate into established teams, they gain not only technical competencies but also an understanding of the organizational culture and values.

Real-time feedback is another significant advantage of on-the-job training in Thapyay hospital. Supervisors and trainers provide immediate input on performance, helping employees adjust their techniques and behaviors as needed. This feedback loop strengthens learning outcomes, enabling employees to correct mistakes quickly and reinforce accurate practices. In a fast-paced hospital environment, where timely decisions can impact patient outcomes, this responsiveness is particularly valuable.

Effective on-the-job training requires explicit learning objectives. Inform employees of the abilities and competences they must acquire. Clear expectations help trainers and trainees track progress and hold each other accountable. Staff are more involved and proactive in their growth when they know what is expected.

Thapyay hospital supplements on-the-job training with additional resources such as mentorship programs. Pairing new hires with experienced staff supports the transfer of institutional knowledge and builds confidence among less experienced personnel. On-the-job training must be evaluated regularly to be relevant and effective. Periodic evaluations, performance appraisals, and trainee and trainer feedback can achieve this. Evaluation statistics indicate strengths and weaknesses, ensuring the hospital's training efforts are continuously improved.

Overall, on-the-job training at Thapyay hospital is a vital strategy for developing staff capabilities, enhancing operational effectiveness, and ensuring high-quality patient care. By combining real-world experience with collaborative learning and structured feedback, the hospital equips its workforce with the necessary skills to meet current and future challenges in healthcare delivery.

### **(c) Delivery Style of Thapyay Hospital**

Thapyay hospital's training programs' delivery approach is vital to staff knowledge transfer and skill development. The hospital promotes active learning and knowledge application by using a range of teaching approaches to accommodate different learning styles. A thoughtfully planned delivery approach enhances engagement, facilitates deeper understanding of complex healthcare concepts, and contributes to the overall success of training initiatives.

In orientation programs for newly recruited staff, Thapyay hospital adopts self-paced e-learning modules. These modules integrate multimedia content, including videos, interactive quizzes, to introduce the hospital's mission, vision, values, policies, and core job functions. This delivery style allows new employees to access training materials at their convenience, review content multiple times, and ensure comprehension before transitioning into their assigned roles. The use of digital technology not only enhances flexibility but also improves retention of essential information.

For clinical and procedural training, a blend of workshops and case-based learning is employed. These workshops create opportunities for staff to engage in collaborative learning and hands-on practice. Through the examination of real patient scenarios, nurses, doctors, and support staff learn to apply theoretical knowledge in practical settings. This method enhances critical thinking and encourages team-based problem-solving, which are essential in clinical environments where timely and informed decisions directly affect patient outcomes.

Customer service training at Thapyay hospital incorporates role-playing and simulation exercises to mimic patient interactions. This experiential learning method allows frontline and administrative staff to practice effective communication techniques, empathy, and conflict resolution in a controlled environment. Trainers provide immediate feedback, helping employees adjust their behavior and communication strategies to better meet patient expectations. This approach not only improves service quality but also builds confidence in handling various patient-related situations.

For technical staff such as X-ray and laboratory technicians, on-the-job training is the primary delivery style. Employees work under the supervision of experienced personnel, allowing for immediate application of new knowledge and skills. This method supports real-time learning in authentic work environments, reinforces procedural accuracy, and ensures that employees develop confidence in handling complex medical technologies.

Training in soft skills, including teamwork, communication, and problem-solving, is facilitated through peer learning and discussion-based workshops. This participatory style of delivery strengthens interpersonal relationships among staff and promotes a supportive work environment. Staff members are encouraged to share experiences, voice concerns, and propose solutions collaboratively, which enhances trust and mutual understanding across departments.

For the finance and administrative departments, workshops focused on hospital budgeting, resource allocation, and record management are conducted using interactive case studies. Employees analyze real hospital data and simulate budget planning exercises. This practical approach encourages analytical thinking and promotes familiarity with financial tools and practices essential for hospital operations.

Overall, the delivery style of training programs at Thapyay hospital emphasizes a mix of traditional, digital, experiential, and collaborative methods. This multi-dimensional approach ensures that employees across various departments receive relevant, accessible, and impactful training. The effectiveness of this delivery style is evident in improved staff competencies, higher levels of engagement, and enhanced organizational performance.

### 3.4 Demographic Profile of the Respondents

This section details the respondents' demographic profile, as seen in Table (3.2). Interpreting and deriving inferences from the data requires understanding respondent demographics. This study collected demographic data on gender, educational level, work division, job experience, position, number of training attendance, and age.

**Table (3.2) Demographic Profile of the Respondents**

| <b>Sr. No.</b> | <b>Particulars</b> |                    | <b>Number of Respondents</b> | <b>Percent</b> |
|----------------|--------------------|--------------------|------------------------------|----------------|
| 1              | Gender             | Male               | 4                            | 5.8            |
|                |                    | Female             | 65                           | 94.2           |
| 2              | Age (Years)        | 20 and under       | 8                            | 11.6           |
|                |                    | 21 – 30            | 53                           | 76.8           |
|                |                    | 31 – 40            | 7                            | 10.1           |
|                |                    | 41 – 50            | 1                            | 1.4            |
| 3              | Education Level    | Bachelor           | 19                           | 27.5           |
|                |                    | Other (Diploma)    | 50                           | 72.5           |
|                | Work Experience    | Less than one year | 36                           | 52.2           |
|                |                    | 1 – 5 years        | 33                           | 47.8           |
| 4              | Position           | Medical Officer    | 6                            | 8.7            |

| <b>Sr. No.</b> | <b>Particulars</b>        |                        | <b>Number of Respondents</b> | <b>Percent</b> |
|----------------|---------------------------|------------------------|------------------------------|----------------|
|                |                           | Nurse                  | 10                           | 14.5           |
|                |                           | Aid and Lab Assistants | 50                           | 72.5           |
|                |                           | Pharmacist             | 2                            | 2.9            |
|                |                           | Lab/X Ray Technician   | 1                            | 1.4            |
| 5              | Work Division             | Outpatient Department  | 17                           | 24.6           |
|                |                           | Operation Theater      | 10                           | 14.5           |
|                |                           | Laboratory             | 6                            | 8.7            |
|                |                           | Inpatient Department   | 26                           | 37.7           |
|                |                           | Pharmacy               | 10                           | 14.5           |
| 6              | No. of Attending Training | Not Attend             | 4                            | 5.8            |
|                |                           | One time               | 60                           | 87.0           |
|                |                           | Two time               | 5                            | 7.2            |
|                | <b>Total</b>              |                        | <b>69</b>                    | <b>100.0</b>   |

Source: Survey Data (2025)

Table 3.2 shows the demographics of the 69 Thapyay hospital study participants. The bulk of responses (94.2%) were female, while 5.8% were male. This reflects a gender imbalance typical in many healthcare environments, particularly in nursing and support roles.

In terms of age distribution, the largest proportion of respondents (76.8%) were between the ages of 21 and 30, suggesting that Thapyay hospital employs a predominantly young workforce. Respondents aged 20 and under accounted for 11.6%, and those between 31 and 40 made up 10.1%. Only one respondent (1.4%) was between 41 and 50 years old, and no respondents were over 50, indicating a relatively low level of age diversity in the hospital.

Educational qualifications show that 72.5% of the respondents held a diploma or other qualifications below the bachelor's level, while 27.5% had attained a bachelor's degree. This educational background is consistent with the high number of aides and lab assistants represented in the hospital's workforce.

Work experience data indicate that 52.2% of the staff had less than one year of experience, and 47.8% had between one and five years. This reveals a relatively young

workforce in terms of professional tenure, potentially highlighting ongoing growth or high staff turnover within the hospital.

Position-wise, 72.5% of respondents served as aid or lab assistants, making this the dominant staff group. Nurses constituted 14.5%, while medical officers represented 8.7%. Pharmacists (2.9%) and lab or X-ray technicians (1.4%) formed a small portion of the respondents.

The distribution of respondents across five work divisions shows the highest representation in in-patient department (37.7%), followed by out-patient department (24.6%), operation theater (14.5%), pharmacy (14.5%), and laboratory (8.7%). These divisions likely correspond to various service or administrative functions within the hospital.

Finally, with respect to training participation, 87.0% of respondents reported attending training once, 7.2% had attended training twice, and 5.8% had not attended any training at all. This indicates a relatively high exposure to training and development programs, which is aligned with the hospital's emphasis on professional development.

Based on the profile of respondents, most of the respondents are female with young energetic employees. They get only diploma degree and work at the operational level with moderate working experience. Most of them get one time of training section.

### **3.5 Reliability Analysis**

Reliability in research is the degree to which a study's findings can be reliably repeated or duplicated under the same circumstances. It shows how reliably or consistently a test assesses a certain trait. Table (3.3) shows the different dependability levels determined by George and Mallery (2003) using Cronbach's Alpha.

**Table (3.3) Value Level of Reliability**

| <b>Sr. No.</b> | <b>Cronbach's Alpha Value Range</b> | <b>Level of Reliability</b> |
|----------------|-------------------------------------|-----------------------------|
| 1              | 0.0 – 0.20                          | Less Reliable               |
| 2              | 0.21 – 0.40                         | Rather Reliable             |
| 3              | 0.41 – 0.60                         | Quite Reliable              |
| 4              | 0.61 – 0.80                         | Reliable                    |
| 5              | 0.81 – 1.00                         | Very Reliable               |

Source: George & Mallery (2003)

Validating measuring instruments requires reliability analysis, especially in survey-based research when latent variables are tested with several questions. This study uses Cronbach's alpha coefficient to evaluate the internal consistency of measures measuring training design, on-the-job training, delivery system, employee engagement, satisfaction, and organization performance. Higher Cronbach's alpha values suggest building internal coherence. Nunnally and Bernstein (1994) recommend a Cronbach's alpha value of 0.70 or higher for fundamental research and 0.80 or higher for satisfactory internal reliability. The table shows Cronbach's alpha scores for each construct and its sub-dimensions, demonstrating how well the items assess theoretical notions.

**Table (3.4) Reliability Analysis**

| <b>Variables</b>         | <b>No. of Items</b> | <b>Cronbach's Alpha</b> | <b>Interpretation</b> |
|--------------------------|---------------------|-------------------------|-----------------------|
| Training Design          | 5                   | 0.832                   | Very Reliable         |
| On the Job Training      | 5                   | 0.825                   | Very Reliable         |
| Delivery System          | 5                   | 0.834                   | Very Reliable         |
| Training and Development | 5                   | 0.878                   | Very Reliable         |
| Employee Engagement      | 5                   | 0.871                   | Very Reliable         |
| Job Satisfaction         | 5                   | 0.857                   | Very Reliable         |
| Organization Performance | 5                   | 0.898                   | Very Reliable         |

Source: Survey Data (2025)

The results presented in Table (3.4) demonstrate that all variables meet the recommended thresholds for internal consistency, indicating that the items used in this study are reliable and appropriate for further analysis.

## CHAPTER 4

### ANALYSIS ON FACTORS INFLUENCING TRAINING AND DEVELOPMENT AND ORGANIZATIONAL PERFORMANCE OF THAPYAY HOSPITAL

This chapter's three sections follow the study's conceptual framework. The first section discusses employee views on training design, delivery, on-the-job training, engagement, job satisfaction, and organizational effectiveness. Training and development aspects are examined in the second part. In the third component, employee engagement and job satisfaction are examined as mediators between training and development and organizational success.

#### 4.1 Employee Perception on Factors Influencing Training and Development, Employee Engagement, Job Satisfaction, and Organizational Performance

A systematic questionnaire was used to examine Thapyay hospital employees' views on training and development and organizational performance.

**Table (4.1) Mean Rating Scales**

| <b>Sr. No.</b> | <b>Score Range</b> | <b>Mean Rating</b> |
|----------------|--------------------|--------------------|
| 1              | 1.00 – 1.80        | Strongly Disagree  |
| 2              | 1.81 – 2.60        | Disagree           |
| 3              | 2.61 – 3.40        | Neutral            |
| 4              | 3.41 – 4.20        | Agree              |
| 5              | 4.21 – 5.00        | Strongly Agree     |

Source: Best (1977)

Best (1977) identified five mean rating scales to assess survey data (Table 4.1). In this study, these rating scales, based on specific mean score ranges, are applied to interpret the results. The interpretation of mean scores in this research is guided by the rating scale proposed by Best (1977).

#### 4.1.1 Employee Perception on Factors Influencing Training and Development

This section presents the employee perceptions on influencing factors. The analysis focuses on three core components of employee training: training design, on-the-job training, and delivery style.

##### (a) Training Design

Five statements from 69 respondents analyze employee training design impression. Table 4.2 shows training design mean values, total mean values, and standard deviations.

**Table (4.2) Training Design**

| <b>Sr. No.</b>      | <b>Description</b>                | <b>Mean Score</b> | <b>Std. Deviation</b> |
|---------------------|-----------------------------------|-------------------|-----------------------|
| 1                   | Well-structured training programs | 3.90              | 0.81                  |
| 2                   | Job-relevant training materials   | 3.88              | 0.80                  |
| 3                   | Regularly updated content         | 3.88              | 0.81                  |
| 4                   | Skill-based program customization | 3.93              | 0.73                  |
| 5                   | Knowledgeable trainers            | 3.94              | 0.71                  |
| <b>Overall Mean</b> |                                   | <b>3.91</b>       |                       |

Source: Survey Data (2025)

Table 4.2 shows that the five assertions have mean values from 3.88 to 3.94, with an overall mean score of 3.91 at agree level. This shows that most responders agree with Thapyay hospital training design statements. Most respondents think that training and development programs are well-structured and specified. They also agree that training materials match their job duties. Moreover, employees agree that the content of training programs is regularly updated and that the training is tailored based on employees' skills. In addition, respondents agree that the trainers are knowledgeable in delivering the training sessions. Based on Table (4.1) most of the employee mention that employees view the hospital's training design as structured, relevant, and aligned with their job roles, thereby contributing to a more effective and engaging learning experience.

##### (b) On-the-Job Training

Five comments are asked of 69 employees about on-the-job training. Table (4.3) shows on-the-job training mean values, total mean values, and standard deviations.

**Table (4.3) On the Job Training**

| <b>Sr. No.</b>      | <b>Description</b>                          | <b>Mean Score</b> | <b>Std. Deviation</b> |
|---------------------|---|-------------------|-----------------------|
| 1                   | Hands-on practical skill development        | 3.68              | 0.72                  |
| 2                   | Increased confidence from training sessions | 3.57              | 0.88                  |
| 3                   | Direct application of learned skills        | 3.83              | 0.77                  |
| 4                   | Strong instructor support                   | 3.84              | 0.82                  |
| 5                   | Enhanced understanding of practical work    | 3.70              | 0.85                  |
| <b>Overall Mean</b> |   | <b>3.72</b>       |                       |

Source: Survey Data (2025)

In Table (4.3), the statements' mean values range from 3.57 to 3.84, with a mean agree score of 3.72. Most responders approve of Thapyay hospital's on-the-job training. Respondents agree that hands-on practical skill development is a valuable component of the training process. Additionally, they perceive strong support from instructors and confirm that the acquired skills can be directly applied to their work. The training experience is reported to build confidence and enhance employees' understanding of real work environments. The feedback indicates that the on-the-job training at Thapyay hospital contributes positively to employee performance by providing practical learning opportunities aligned with job responsibilities. To further enhance the effectiveness of on-the-job training, it is advisable to strengthen mentoring practices and provide consistent feedback mechanisms that align training efforts with both individual development and organizational objectives.

(c) **Delivery Style**

Employee delivery style impression is examined by asking 69 respondents five statements. Table 4.4 shows delivery style mean values, total mean values, and standard deviations.

**Table (4.4) Delivery Style**

| <b>Sr. No.</b>      | <b>Description</b>                       | <b>Mean Score</b> | <b>Std. Deviation</b> |
|---------------------|--|-------------------|-----------------------|
| 1                   | Clear communication by trainers          | 4.06              | 0.62                  |
| 2                   | Adaptive to various learning needs       | 3.93              | 0.83                  |
| 3                   | Effective delivery enhances learning     | 3.75              | 0.93                  |
| 4                   | Delivery aligns with training objectives | 3.80              | 0.78                  |
| 5                   | Specific styles improve targeted skills  | 3.80              | 0.98                  |
| <b>Overall Mean</b> |  | <b>3.87</b>       |                       |

Source: Survey Data (2025)

Table 4.4 shows that the statement's mean values range from 3.75 to 4.06, with an agree level of 3.87. The Thapyay hospital delivery technique is widely liked by responders. Respondents acknowledge that trainers communicate the content clearly and adapt the delivery to suit diverse learning needs. Additionally, they agree that the delivery methods enhance learning effectiveness and align with training objectives. Moreover, employees recognize that specific delivery styles contribute to targeted skill improvement. Overall, the feedback indicates that the delivery style at Thapyay hospital is perceived as effective, engaging, and supportive of professional development.

#### 4.1.2 Employee Perception on Training and Development

This section describes training and development elements that affect employee engagement, motivation, and work satisfaction. The factors examined include skill enhancement, alignment with career growth, improved job efficiency, a supportive training culture, and the linkage of training to career advancement. Table (4.5) shows training and development mean values, total mean values, and standard deviations.

**Table (4.5) Training and Development**

| <b>Sr. No.</b>      | <b>Description</b>           | <b>Mean Score</b> | <b>Std. Deviation</b> |
|---------------------|------------------------------|-------------------|-----------------------|
| 1                   | Noticeable skill improvement | 3.83              | 0.93                  |
| 2                   | Alignment with career growth | 3.93              | 0.77                  |
| 3                   | Increased job efficiency     | 3.87              | 0.84                  |
| 4                   | Supportive training culture  | 3.61              | 0.88                  |
| 5                   | Training tied to advancement | 3.91              | 0.80                  |
| <b>Overall Mean</b> |                              | <b>3.83</b>       |                       |

Source: Survey Data (2025)

Table (4.5) shows that the statements' mean values range from 3.61 to 3.93, with an agree score of 3.83. Most responders feel Thapyay hospital's training & development procedures are good. Respondents agree that the training programs have noticeably improved their skills and are well aligned with their career growth opportunities. Additionally, they perceive a positive effect on their overall job efficiency as a result of these programs. Moreover, employees acknowledge that the hospital fosters a supportive culture for continuous training and development, and they recognize a clear link between training initiatives and career advancement. These findings indicate that the hospital's training and development programs boost staff growth, motivation, and work satisfaction.

### 4.1.3 Employee Perception on Employee Engagement

69 respondents are asked five statements on employee involvement. Employee engagement means values, total mean values, and standard deviations are provided in Table (4.6).

**Table (4.6) Employee Engagement**

| <b>Sr. No.</b>      | <b>Description</b>                     | <b>Mean Score</b> | <b>Std. Deviation</b> |
|---------------------|--|-------------------|-----------------------|
| 1                   | Training increases employee engagement | 3.81              | 0.71                  |
| 2                   | Fosters teamwork and collaboration     | 3.70              | 0.90                  |
| 3                   | Enhances role commitment               | 3.96              | 0.78                  |
| 4                   | Builds employee confidence             | 3.91              | 0.70                  |
| 5                   | Encourages proactive behavior          | 3.80              | 0.82                  |
| <b>Overall Mean</b> |  | <b>3.83</b>       |                       |

Source: Survey Data (2025)

Table (4.6) shows that the statement and overall mean values vary from 3.70 to 3.96 at the agree level. The majority of responders support Thapyay hospital's staff engagement practices. Respondents acknowledge that training programs have positively gained their engagement, built their confidence and encouraged proactive behavior. Additionally, employees report enhanced commitment to their roles and improved collaboration with colleagues, reflecting a stronger sense of teamwork. Moreover, the findings indicate that the training programs strengthen employees' connection to the organization, motivating them to perform better in their roles. Thapyay hospital should encourage constant feedback, staff participation in decision-making, and recognition to boost employee motivation and performance.

### 4.1.4 Employee Perception on Job Satisfaction

Five statements are given to 69 employees to determine work satisfaction. Table 4.7 shows work satisfaction mean values, total mean values, and standard deviations.

**Table (4.7) Job Satisfaction**

| <b>Sr. No.</b>      | <b>Description</b>   | <b>Mean Score</b> | <b>Std. Deviation</b> |
|---------------------|--|-------------------|-----------------------|
| 1                   | Training programs enhance job satisfaction                 | 3.90              | 0.84                  |
| 2                   | Proud and valued as a <del>Thapyay</del> Hospital employee | 3.93              | 0.70                  |
| 3                   | Management provides recognition for good work              | 3.78              | 0.87                  |
| 4                   | Training meets employee needs                              | 3.91              | 0.82                  |
| 5                   | Skills improved through training and development           | 3.83              | 0.80                  |
| <b>Overall Mean</b> |  | <b>3.87</b>       |                       |

Source: Survey Data (2025)

Table (4.7) shows that the statement and overall mean values range from 3.78 to 3.93 at agree level. This suggests that most respondents approve of Thapyay hospital employees' job satisfaction. Employees agree that training programs positively enhance their job satisfaction and contribute to their overall sense of pride and value within the organization. Additionally, respondents agree that the recognition they receive from management and the alignment of training with their professional needs contribute to a positive work environment. Furthermore, employee's express satisfaction with the improvement of their skills resulting from the training and development initiatives. These findings highlight that Thapyay hospital's approach to training significantly supports employee job satisfaction, which can in turn foster improved morale, productivity, and long-term commitment.

#### 4.1.5 Employee Perception on Organizational Performance

69 participants rate organizational performance on five statements. Table (4.8) shows organizational performance mean values, overall mean values, and standard deviations.

**Table (4.8) Organizational Performance**

| <b>Sr. No.</b>      | <b>Description</b>  | <b>Mean Score</b> | <b>Std. Deviation</b> |
|---------------------|---|-------------------|-----------------------|
| 1                   | The hospital effectively achieves its patient care goals.               | 3.77              | 0.86                  |
| 2                   | Training programs contribute to higher patient satisfaction.            | 3.93              | 0.75                  |
| 3                   | Continuous training initiatives enhance employee productivity.          | 3.91              | 0.82                  |
| 4                   | Staff training supports effective use of modern medical technologies.   | 3.90              | 0.86                  |
| 5                   | Training programs align with the hospital's long-term goals and growth. | 3.93              | 0.69                  |
| <b>Overall Mean</b> |   | <b>3.89</b>       |                       |

Source: Survey Data (2025)

As indicated in Table (4.8), the mean values of organizational performance statements and the overall mean value vary from 3.77 to 3.93 at agree level. Most respondents believe the hospital achieves its organizational aims successfully. Respondents acknowledge that the hospital effectively meets its patient care objectives and that training programs significantly contribute to higher patient satisfaction. Additionally, employees agree that continuous training initiatives have enhanced productivity and support the effective use of modern medical technologies. Furthermore, respondents perceive that the training programs are well aligned with the hospital's long-term goals and growth strategies. The feedback mentions that the hospital successfully promotes organizational performance through its comprehensive training programs, leading to improved patient outcomes and sustained institutional development.

## 4.2 Analysis on the Factors Influencing Training and Development of the Thapyay Hospital

This section analyses Thapyay hospital training and development variables. Table (4.9) shows the results of multiple regression analysis to attain this goal. The investigation explores how training design, on-the-job training, and delivery system affect hospital training and development.

**Table (4.9) Factors Influencing Training and Development of the Thapyay Hospital**

| Variable                   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  | VIF   |
|----------------------------|-----------------------------|------------|---------------------------|-------|-------|-------|
|                            | B                           | Std. Error | (Beta)                    |       |       |       |
| (Constant)                 | 0.262                       | 0.298      |                           | 0.879 | 0.383 |       |
| Training Design            | 0.233**                     | 0.114      | 0.196                     | 2.040 | 0.045 | 2.609 |
| On the Job Training        | 0.196**                     | 0.093      | 0.170                     | 2.112 | 0.039 | 1.848 |
| Delivery System            | 0.635***                    | 0.104      | 0.595                     | 6.082 | 0.000 | 2.714 |
| R Square                   | 0.771                       |            |                           |       |       |       |
| Adjusted R Square          | 0.761                       |            |                           |       |       |       |
| Std. Error of the Estimate | 0.348                       |            |                           |       |       |       |
| F- Value                   | 73.028***                   |            |                           |       |       |       |

Source: Survey Data (2025)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

This regression model explores how training design, on-the-job training, and delivery system affects Thapyay hospital training and development (Table 4.8). These independent factors explain 77.1% of training and development variation, according to the R Square value of 0.771. The model's robustness is confirmed by the adjusted R Square value of 0.761, which suggests independent factors explain the dependent variable well.  $F = 73.028$  is statistically significant at the 1% level ( $p = 0.000$ ), showing that the regression

model is legitimate and that the independent variables affect training and development results. Training design, on-the-job training, and delivery style improve training and development.

Training design positively impacts training and development at 5% significance. Training and development benefit from well-structured, job-relevant training programs and resources. Training information is updated constantly by skilled educators and customized by expertise.

At 5% significance level, on-the-job training improves training and development. On-the-job training is important for training and development since it applies skills and has strong teacher support. The instructors play the important role in supporting the employee throughout the training and they also learn practical skills through hand-on experience and also feel confident.

Delivery style has positive and significant effect on training and development at 1% significant level. Delivery style is significant on training and development because of clear communication by trainers and adaptive to various learning needs. Employee also find the training delivery style is effective for learning and it ensure that the objective of employee training is achieved and lead to greater improvement in specific skill or behaviors.

#### **4.3 Analysis on the Mediating Effect of Employee Engagement and Job Satisfaction on the Relationship Between Training and Development and Organizational Performance**

Follow these procedures to assess the mediation influence of employee engagement and job satisfaction on training and development and organizational performance:

1. Regression analysis reveals the whole impact of the independent variable on the dependent variable.
2. Regression study of independent variable-mediating variable impact.
3. Regression study on independent and mediator variables' effects on dependent variables.
4. Sobel test for mediating variable significance.
5. Finding indirect, direct, and total effects.

#### 4.3.1 Analysis on the Mediating Effect of Employee Engagement on the Relationship between Training and Development and Organizational Performance

This section presents the analysis of the effect of training and development on organizational performance at Thapyay hospital. Table (4.10) shows the results of a basic linear regression study of this connection. The study examines how training and development improve hospital effectiveness.

**Table (4.10) Effect of Training and Development on Organizational Performance**

| Variable                   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  | VIF   |
|----------------------------|-----------------------------|------------|---------------------------|-------|-------|-------|
|                            | B                           | Std. Error | (Beta)                    |       |       |       |
| (Constant)                 | 1.419                       | 0.330      |                           | 4.304 | 0.000 |       |
| Training and Development   | 0.645***                    | 0.085      | 0.681                     | 7.611 | 0.000 | 2.999 |
| R Square                   | 0.464                       |            |                           |       |       |       |
| Adjusted R Square          | 0.456                       |            |                           |       |       |       |
| Std. Error of the Estimate | 0.497                       |            |                           |       |       |       |
| F- Value                   | 57.930***                   |            |                           |       |       |       |

Source: Survey Data (2025)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

Table (4.10) shows that training and development affect organizational performance with a coefficient of 0.645 and a standard error of 0.085. Training and

development explain 46.4% of organizational performance variance, according to the R square value of 0.464.

At the 1% importance level, training and development improve organizational performance. Training and development predict organizational performance with a moderate R square value. This suggests that training and development can boost organizational performance.

Training and development affect employee engagement. The linear regression approach determines how training and development affect employee engagement. Table (4.11) demonstrates how training and development affect employee engagement.

**Table (4.11) Effect of Training and Development on Employee Engagement**

| Variables                  | Unstandardized Coefficient |            | Standardized Coefficient | t      | Sig   | VIF   |
|----------------------------|----------------------------|------------|--------------------------|--------|-------|-------|
|                            | B                          | Std. Error | (Beta)                   |        |       |       |
| (Constant)                 | 0.910                      | 0.221      |                          | 4.117  | 0.000 |       |
| Training and Development   | 0.764***                   | 0.057      | .854                     | 13.450 | 0.000 | 2.999 |
| R                          | 0.854                      |            |                          |        |       |       |
| R square                   | 0.730                      |            |                          |        |       |       |
| Adjusted R square          | 0.726                      |            |                          |        |       |       |
| Std. Error of the Estimate | 0.33316                    |            |                          |        |       |       |
| F- Value                   | 180.905***                 |            |                          |        |       |       |

Source: Survey Data (2025)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

Table (4.11) shows that training and development affect employee engagement with a coefficient of 0.764 and a standard error of 0.057. Training and development explain 73.0% of employee engagement variance, according to the R square value of 0.730.

At the 1% significance level, training and development positively affect employee engagement. Training and development predict employee engagement well, as seen by the strong R square value. This suggests that training and development can boost employee engagement. The mediating impact of training and development and employee engagement on organizational performance is examined here. Mediation research examines whether employee engagement mediates the indirect link between training and development activities and organizational performance. This table shows the regression findings of the combination model, which predicts organizational success using training and development and employee engagement.

**Table (4.12) Effect of Training and Development and Employee Engagement on Organizational Performance**

| Variable                   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  | VIF   |
|----------------------------|-----------------------------|------------|---------------------------|-------|-------|-------|
|                            | B                           | Std. Error | (Beta)                    |       |       |       |
| (Constant)                 | 0.938                       | 0.348      |                           | 2.698 | 0.009 |       |
| Training and Development   | 0.241                       | 0.153      | 0.255                     | 1.572 | 0.121 | 2.999 |
| Employee Engagement        | 0.528***                    | 0.172      | 0.499                     | 3.075 | 0.003 | 2.999 |
| R Square                   | 0.531                       |            |                           |       |       |       |
| Adjusted R Square          | 0.517                       |            |                           |       |       |       |
| Std. Error of the Estimate | 0.468                       |            |                           |       |       |       |
| F- Value                   | 37.350***                   |            |                           |       |       |       |

Source: Survey Data (2025)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

Table (4.12) shows that employee engagement affects organizational performance by 0.528, significant at 1%. The training and development effect is 0.241 but not significant. Training and development and employee engagement explain 53.1% of organizational performance variance, according to the R square value of 0.531.

Employee involvement improves organizational performance by 1%, according to the report. The model shows that employee engagement accounts for a large amount of organizational success, emphasizing the importance of employee engagement.

**Table (4.13) Sobel Test Result for Mediating Test of Employee Engagement on the Relationship between Training and Development and Organizational Performance**

| Input                |       |                     | Test Statistic   | Std. Error | P-value     |
|----------------------|-------|---------------------|------------------|------------|-------------|
| <b>a</b>             | 0.764 | <b>Sobel Test</b>   | 2.99229241       | 0.13481035 | 0.00276891  |
| <b>b</b>             | 0.528 | <b>Aroian Test</b>  | 2.98441078       | 0.13516638 | 0.002841125 |
| <b>S<sub>a</sub></b> | 0.057 | <b>Goodman Test</b> | 3.0002368        | 0.13445339 | 0.0026977   |
| <b>S<sub>b</sub></b> | 0.172 | <b>Reset all</b>    | <b>Calculate</b> |            |             |

Source: Survey Data (2025)

Table (4.13) shows the Sobel Test statistic is 2.992 with a p-value of 0.0028, significant at 1%. Both the Aroian Test statistic (2.984, p-value 0.0028) and the Goodman Test statistic (3.000, p-value 0.0027) are significant at 1%.

At 1%, employee engagement mediates the link between training and development and organizational performance. These test findings show that staff involvement is vital to turning training and development into enhanced organizational performance, emphasizing the relevance of employee engagement in development programs. The total, direct, and indirect effects are below.

Total Effect = 0.645

Direct Effect = 0.241

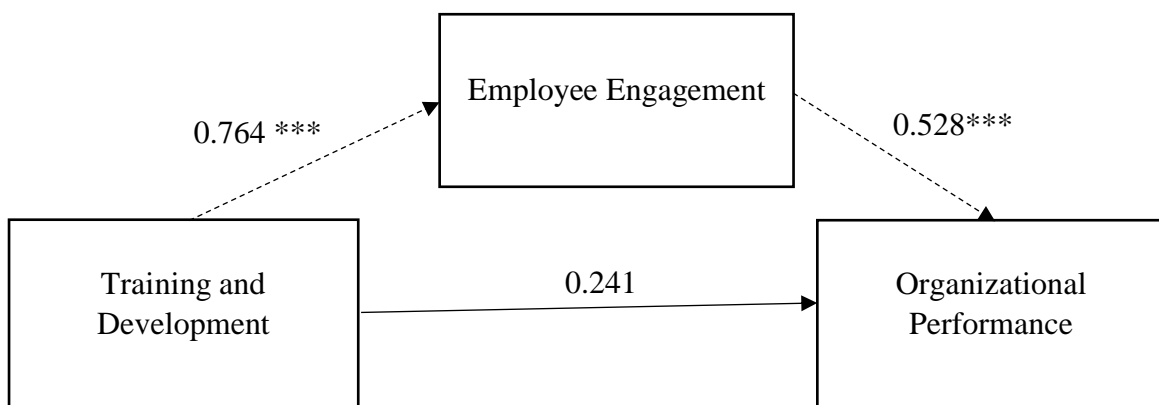
Indirect Effect =  $0.764 \times 0.528 = 0.404$

Direct Effect + Indirect Effect = Total Effect

$0.241 + 0.404 = 0.645$

The direct effect and indirect effect are shown in Figure (4.2).

**Figure (4.1) Mediating Effect of Employee Engagement on the Relationship between Training and Development and Organizational performance**



Source: Survey Data (2025)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

————▶ Direct Effect      - - - - -▶ Indirect Effect

Figure 4.1 indicates that training and development do not directly affect organizational performance. The indirect influence of training and development on employee engagement and organizational performance is substantial. Training, development, and employee engagement affect organizational performance.

Therefore, employee engagement mediates the link between training and development and organizational success. Training and development do not directly affect organizational performance.

Employee engagement mediates the effect of training and development on organizational performance. Training and development boost employee engagement and organizational performance. According to the data, training and development indirectly affect organizational performance through employee engagement, emphasizing the need of engagement to maximize development investments.

### 4.3.2 Analysis on the Mediating Effect of Job Satisfaction on the Relationship Between Training and Development and Organizational Performance

This section presents the analysis of the effect of training and development on organizational performance at Thapyay hospital. Table 4.14 shows the results of a basic linear regression study of this connection. The study examines how training and development improve hospital effectiveness.

**Table (4.14) Effect of Training and Development on Organizational Performance**

| Variable                   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  | VIF   |
|----------------------------|-----------------------------|------------|---------------------------|-------|-------|-------|
|                            | B                           | Std. Error | (Beta)                    |       |       |       |
| (Constant)                 | 1.419                       | 0.330      |                           | 4.304 | 0.000 |       |
| Training and Development   | 0.645***                    | 0.085      | 0.681                     | 7.611 | 0.000 | 2.999 |
| R Square                   | 0.464                       |            |                           |       |       |       |
| Adjusted R Square          | 0.456                       |            |                           |       |       |       |
| Std. Error of the Estimate | 0.497                       |            |                           |       |       |       |
| F- Value                   | 57.930***                   |            |                           |       |       |       |

Source: Survey Data (2025)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

Table (4.14) shows that training and development improve organizational performance by 0.645, significantly at 1%. Training and development explain 46.4% of organizational performance variance, according to the R square value of 0.464.

The findings show that training and development improves organizational performance. This model shows that training and development improves organizational performance, stressing the need to invest in training.

Training and development affect work happiness. The linear regression approach determines how training and development affect work satisfaction. Table (4.15) demonstrates how training and development affects work satisfaction.

**Table (4.15) Effect of Training and Development on Job Satisfaction**

| Variables                  | Unstandardized Coefficient |            | Standardized Coefficient | t     | Sig   | VIF   |
|----------------------------|----------------------------|------------|--------------------------|-------|-------|-------|
|                            | B                          | Std. Error | (Beta)                   |       |       |       |
| (Constant)                 | 1.376                      | 0.299      |                          | 4.597 | 0.000 |       |
| Training and Development   | 0.651***                   | 0.077      | 0.719                    | 8.475 | 0.000 | 2.999 |
| R                          | 0.719                      |            |                          |       |       |       |
| R square                   | 0.517                      |            |                          |       |       |       |
| Adjusted R square          | 0.510                      |            |                          |       |       |       |
| Std. Error of the Estimate | 0.45091                    |            |                          |       |       |       |
| F- Value                   | 71.828***                  |            |                          |       |       |       |

Source: Survey Data (2025)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

Table (4.15) shows that training and development affect work satisfaction with a coefficient of 0.651 and a standard error of 0.077. Training and development explain 51.7% of the work satisfaction variance, according to the R square value of 0.517.

Training and development significantly improve work satisfaction, according to the research. The standardized coefficient (Beta) is 0.719, and the t-value is 8.475, which is 1% significant. The model is statistically significant since the F-value is 71.828 ( $p = 0.000$ ).

Training and development predict work satisfaction well, according to the high R square value. This suggests that improving training and development might boost employee satisfaction.

Training and development and job satisfaction mediate organizational performance. The investigation examines whether work satisfaction improves the model's explanatory power and the independent-dependent connection. Table (4.16) shows organizational performance regression findings incorporating training and development and job satisfaction.

**Table (4.16) Effect of Training and Development and Job Satisfaction on Organizational Performance**

| Variable                   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | VIF   |
|----------------------------|-----------------------------|------------|---------------------------|-------|------|-------|
|                            | B                           | Std. Error | (Beta)                    |       |      |       |
| (Constant)                 | 0.646                       | 0.328      |                           | 1.972 | .05  |       |
| Training and Development   | 0.279**                     | 0.106      | 0.294                     | 2.637 | 0.01 | 2.999 |
| Job Satisfaction           | 0.562***                    | 0.117      | 0.537                     | 4.814 | .000 | 2.999 |
| R Square                   | 0.603                       |            |                           |       |      |       |
| Adjusted R Square          | 0.591                       |            |                           |       |      |       |
| Std. Error of the Estimate | 0.431                       |            |                           |       |      |       |
| F- Value                   | 50.138***                   |            |                           |       |      |       |

Source: Survey Data (2025)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

Table (4.16), shows that work satisfaction and training and development affect organizational success. Training and development had a 0.279 coefficient, significant at 5%. Job satisfaction has a 0.562 coefficient, significant at 1%.

Training and development and job satisfaction explain 60.3% of organizational performance variance, according to the R square value of 0.603. F = 50.138 is significant at 1%, proving the model is statistically significant.

Training and development and job satisfaction improve organizational performance. Job satisfaction improves organizational results more than training and development.

**Table (4.17) Sobel Test Result for Mediating Test of Job Satisfaction on the Relationship between Training and Development and Organizational Performance**

| Input                |       |                     | Test Statistic   | Std. Error  | P-value    |
|----------------------|-------|---------------------|------------------|-------------|------------|
| <b>a</b>             | 0651  | <b>Sobel Test</b>   | 4.17642767       | 0.08760166  | 0.00002961 |
| <b>b</b>             | 0.562 | <b>Aroian Test</b>  | 4.15451602       | 0.088806369 | 0.0000326  |
| <b>S<sub>a</sub></b> | 0.077 | <b>Goodman Test</b> | 4.19868972       | 0.08713718  | 0.00002685 |
| <b>S<sub>b</sub></b> | 0.117 | <b>Reset all</b>    | <b>Calculate</b> |             |            |

Source: Survey Data (2025)

The Sobel Test findings in Table 4.17 show how Job Satisfaction mediates the association between training and development and organizational success. The Sobel Test provides a 4.176 test statistic, 0.0876 standard error, and 0.00003 p-value, which is significant at 1%. The Aroian Test and Goodman Test likewise support the mediating effect, with test statistics of 4.155 and 4.199 and p-values of 0.00003 and 0.00003, respectively.

Job satisfaction strongly affects the training and development-organizational performance link. The importance of all three test findings shows that happier employees perform better in training and development. This emphasizes the importance of work satisfaction as an intermediate element that boosts organizational performance through training programs. The total, direct, and indirect effects are below.

Total Effect = 0.645

Direct Effect = 0.279

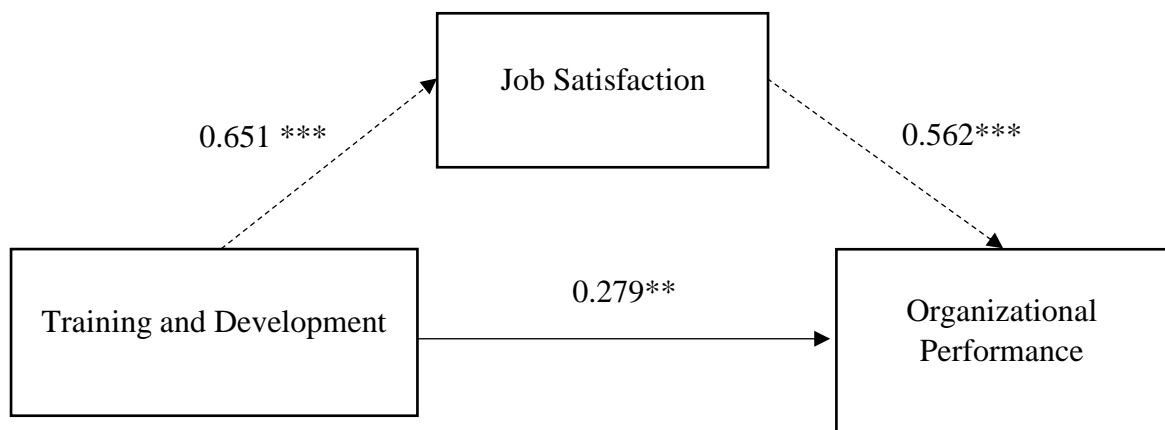
Indirect Effect =  $0.651 \times 0.562 = 0.365$

Direct Effect + Indirect Effect = Total Effect

$0.279 + 0.365 = 0.644$

The direct effect and indirect effect are shown in Figure (4.2).

**Figure (4.2) Mediating Effect of Job Satisfaction on the Relationship between Training and Development and Organizational Performance**



Source: Survey Data (2025)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

————> Direct Effect      - - - - -> Indirect Effect

Training and development indirectly affects organizational performance through work satisfaction, as shown in Figure 4.2. A 0.651 coefficient at the 1% level shows a substantial positive relationship between training and development and work satisfaction. Job satisfaction also affects organizational performance, with a correlation of 0.562, which is similarly significant at 1%.

The total effect of training and development on organizational performance is robust and significant at 0.645, while the direct effect drops to 0.279, which remains significant at 1% when work satisfaction is a mediator. Job satisfaction somewhat mediates this direct decrease.

The association between training and development and organizational performance is mediated by work satisfaction. Training and development improve work satisfaction and organizational performance, according to this investigation.

Effective training and development programs boost work satisfaction and organizational performance. This shows that work happiness is crucial to maximizing training benefits. The research emphasizes the importance of job happiness in turning training into performance results.

## **CHAPTER 5**

### **CONCLUSION**

The results and discussions, recommendations and ideas, and need for further research are the three primary elements of this chapter, which summarizes the study's conclusion.

#### **5.1 Findings and Discussions**

This study aims to examine the factors influencing training and development at Thapyay Hospital, as well as the mediating effects of employee engagement and job satisfaction on the relationship between training and organizational performance. This study includes primary and secondary data. A 5-point Likert scale is used to obtain primary data from structured surveys. The research targets 69 doctors, nurses, pharmaceutical workers, and laboratory technicians. Due to the limited population, the census approach is used to include all 69 clinical professionals in the research.

Regarding the demographic profile of respondents, the majority are female, with most respondents between 25 and 45 years old. The respondents are mainly nurses, laboratory technicians, and pharmacy staff. The majority hold undergraduate degrees and have attended both internal and external training programs. Most training sessions are organized based on job requirements or supervisor recommendations, with a strong focus on equipping staff with practical and job-specific skills. The hospital is also reported to support continuous learning and rewards employees for successful training completion. Most respondents agree that hospital training and development programs improve engagement, satisfaction, and performance.

The descriptive result demonstrates that Thapyay hospital's training design mean values accord. This indicates that respondents recognize training programs as well-planned and relevant to their job responsibilities. Hands-on learning activities, alignment with job tasks, and clear learning objectives are particularly appreciated, as they enhance knowledge and improve work-related competencies. The respondents also find the training materials comprehensive and the content meaningful for their professional growth.

Most of the respondents agree that on-the-job training is well-integrated into daily responsibilities and supports career development. Practical learning, coaching from

experienced staff, and immediate feedback are seen as key strengths. Respondents appreciate that on-the-job training enables real-time problem-solving and improves their ability to handle tasks efficiently. Overall, on-the-job training is regarded as timely, applicable, and aligned with their long-term professional goals.

The mean values of delivery style at Thapyay Hospital fall within the agree level. The responses indicate strong agreement that trainers communicate the content clearly and adapt their delivery to accommodate different learning needs. Participants also believe that effective delivery enhances their learning experience and that the methods used are aligned with the objectives of the training. In addition, there is a shared perception that specific delivery styles contribute to the development of targeted skills. Overall, the feedback suggests that the delivery style used in training is seen as effective, engaging, and supportive of employees' professional development.

The mean values of training and development at Thapyay Hospital also fall within the agree level. Respondents feel that the training programs noticeably improve their skills and align well with their career growth. There is a general sense that the training leads to greater job efficiency and that the hospital fosters a culture that supports continuous learning. Participants also acknowledge a strong connection between training and career advancement. The overall perception is that the hospital's approach to training and development positively influences employee motivation, engagement, and job satisfaction, and contributes meaningfully to individual and organizational growth.

Most of the respondents agree with the presence of an encouraging and conducive learning environment. They highlight those trainers demonstrate effective communication, active engagement, and motivation throughout the sessions. The supportive atmosphere created during the training enhances the employees' learning experience and contributes to greater information retention and application on the job.

The mean values of employee engagement at Thapyay Hospital fall in the agree level. Higher scores are recorded for enhanced focus, active participation, and sense of purpose in their roles. Respondents feel that training opportunities help them feel more connected to the hospital's mission and more motivated to perform well. The alignment of training programs with job expectations reinforces their enthusiasm and commitment to organizational objectives. Employee engagement is therefore perceived to be positively influenced by training and development efforts.

The mean values of employee job satisfaction at Thapyay Hospital also fall within the agree level. The highest mean scores are seen for increased understanding of job roles, greater confidence, and opportunities for career advancement. Respondents feel satisfied with the support they receive during training, including recognition and feedback. They agree that training enhances their clarity, competence, and motivation, which directly contributes to job satisfaction. Overall, training is seen as a vital contributor to employees' sense of achievement and growth.

The mean values of organizational performance at Thapyay Hospital fall in the agree level. The highest ratings are given for improved work quality, patient care, and operational efficiency. Respondents agree that better-trained staff leads to better service delivery and improved teamwork. They also recognize that the hospital's investment in employee development results in smoother workflow and better patient outcomes. Organizational performance is thus seen as positively shaped by consistent and meaningful training programs.

The regression findings show that training design positively affects employee engagement. This suggests that well-structured training programs improve employees' emotional and cognitive job attachment. When training is relevant to their duties and career goals, employees are more engaged.

Delivery style and on-the-job training positively affect employee job satisfaction, according to regression analysis. This shows that interactive training and workplace learning improve employee happiness. Responsive and practical training experience boosts job satisfaction and competence.

Employee involvement strongly mediates the training and development-organizational performance link. Well-designed training programs enhance employees' motivation, focus, and emotional connection to their work. As engagement increases, employees become more committed and aligned with organizational goals, resulting in better performance. The statistical findings confirm this indirect effect, emphasizing that engagement strengthens the overall impact of training. Thus, employee engagement serves as an essential pathway through which training efforts lead to organizational improvements.

The findings show that work satisfaction mediates training and development and organizational success. Effective training boosts job satisfaction, competence, and recognition. Satisfaction boosts productivity, cooperation, and service. Training improves

performance mainly due to work satisfaction, according to the report. Therefore, job satisfaction acts as a key mechanism linking training initiatives to enhanced performance outcomes.

## **5.2 Suggestions and Recommendations**

This study examined Thapyay hospital's training and development factors and the mediating effects of employee engagement and job satisfaction on organizational performance. It made several recommendations for hospital administrators and policymakers.

First, this study examined Thapyay hospital's training and development variables. Finding the primary training and development components was the initial study goal. Results showed that training design, delivery style, and on-the-job training are crucial to an effective training plan. This suggests that training should be systematically planned, tailored to actual job roles, and practically implemented. Therefore, Thapyay Hospital is encouraged to develop structured, clinically relevant training modules that are aligned with patient care standards. Training should be based on staff needs assessments and updated as healthcare practices change to increase employee competency and service delivery.

Second, employee engagement was examined as a mediator between training and development and organizational performance. The second goal examined employee engagement's mediation role. The results showed that employee involvement partially mediates the training-performance link. This suggests that individuals must be emotionally and mentally involved in their jobs beyond training. The hospital should promote instructional design, peer-to-peer learning, and staff recognition to boost engagement. Regular feedback sessions and collaborative quality improvement initiatives may foster ownership and boost performance.

The third goal examined how work satisfaction mediates training and development and organizational success. The third aim examined work satisfaction mediation. Training and performance were strongly mediated by work satisfaction. Creating a healthy workplace where employees feel appreciated and encouraged is crucial. To promote satisfaction, the hospital should implement mentorship programs, provide timely and constructive feedback, and ensure clear opportunities for professional advancement. A

workplace culture that promotes recognition, fairness, and work-life balance will further enhance the positive effects of training.

Additionally, to ensure the effectiveness of training and development programs, Thapyay Hospital should adopt a formal evaluation framework. This includes establishing measurable indicators such as staff performance metrics, patient satisfaction, and retention rates. Systematic feedback from trainees should be used to inform and refine future training efforts, ensuring responsiveness to real-time needs and continuous improvement.

Training and development at Thapyay Hospital should be a growth strategy. The hospital can establish a more competent, motivated, and high-performing workforce by improving training design and delivery and employee engagement and job satisfaction. An integrated strategy enhances clinical results and institutional sustainability.

To maximize the effect of training and development, Thapyay hospital should implement a formal evaluation system to measure training outcomes. Key Performance Indicators (KPIs), such as improvements in patient care, employee retention, and staff confidence, should be used to assess training effectiveness. Feedback from participants should also be systematically collected and analyzed to refine future programs.

In conclusion, Thapyay hospital should be treated training and development as a strategic investment. Addressing major contributing variables and improving employee engagement and job satisfaction may help the hospital build a more skilled, motivated, and productive staff. This integrated strategy improves clinical service quality and institution sustainability.

### **5.3 Needs for Further Research**

First, this study only included private general hospital personnel. This emphasis provided specialized insights but limited generalizability throughout the healthcare sector. Future research might compare private and public hospitals or rural and urban healthcare organizations. A greater view would reveal contextual variances and best practices that may be applied to varied operating situations. Increasing the sample size and diversity of institutions would improve the research's external validity and practical usefulness.

Second, this study's cross-sectional methodology limits long-term consequences. This methodology proved adequate for establishing existing links between training and development factors and organizational performance, but it cannot explain how these

relationships change. Training design, delivery style, and on-the-job training should be studied longitudinally to see how they affect employee engagement, job satisfaction, and organizational results. Such research might illuminate how training interventions alter behavior and performance over time.

Thirdly, this study analyzed variable connections quantitatively. Statistics could show trends and relationships, but they couldn't capture employees' personal experiences, attitudes, and impressions of training programs. Future study might benefit from mixed-approaches or qualitative methods like interviews or focus group discussions. These tools would provide deeper insights into employee motivations, issues, and expectations and reveal impediments that quantitative data may miss.

Finally, this study examined training design, delivery style, and on-the-job training. Although these variables are essential to the research, other factors may affect healthcare organizational success. Research should examine recruiting and selection, trainer credentials and competence, and follow-up mentoring and coaching. Future models should include these factors to better understand what drives training success and organizational change.

In conclusion, future research can build on the foundation established by this study by broadening the scope, extending the timeline of analysis, diversifying the methodological approach, and incorporating a wider range of influencing variables. These enhancements have the potential to yield more detailed and actionable insights for healthcare institutions aiming to strengthen employee development and improve organizational performance.

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## APPENDIX A

**Yangon University of Economics**

**Department of Management Studies**

**Executive Master of Business Administration (Batch-20)**

### Questionnaire

**Dear Respondents,**

This questionnaire is part of an academic research study examining **factors influencing training and development and organizational performance of Thapyay Hospital**. Your responses are highly valuable for the success of this study. Please take a few moments to answer the following questions. All information provided will be treated with strict confidentiality and used solely for academic purposes.

#### **General Instructions:**

- Your name is not required.
- Please mark (√) in the appropriate box for your response.

#### **SECTION A: Demographics**

1. Please indicate your gender:

- Male [ ]
- Female [ ]

2. Your Educational Level:

- Bachelor [ ]
- Master [ ]
- Ph.D [ ]
- Other, please specify: \_\_\_\_\_

3. Your Work Division:

- Outpatient Department [ . ]
- Operation Theater [ . ]
- Laboratory [ . ]
- Inpatient Department [ . ]
- Pharmacy [ . ]

4. Your Work Experience within the Organization (in years):

- < 1 Years [ ]
- 1 – 5 Years [ ]
- 6 – 10 Years [ ]

5. Position:

- Medical Officer [ ]
- Nurse [ ]
- Nurse Aid/ Pharmacist Aid/ Lab Assistants [ ]
- Pharmacist [ ]
- Lab/ X ray Technician [ ]

6. Number of attending Training: \_\_\_\_\_

7. Age:

- ≤ 20 [ ]
- 21 - 30 [ ]
- 31 – 40 [ ]
- 41 – 50 [ ]
- 51 – 60 [ ]
- Above 60 [ ]

## SECTION B: Training and Development Dimensions

Please indicate your level of agreement with the following statements using the 5-point scale:  
**1 = Strongly Disagree (SD), 2 = Disagree (DA), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA).**

### Training and Development, Employee Engagement, Job Satisfaction and Organizational Performance

#### 1. Training Design

Please indicate your level of agreement with the following statements regarding Training Design:

| Sr. | Statements   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|--|-------------------|----------|---------|-------|----------------|
| 1.  | Training and development programs are well-structured and clearly defined.   |                   |          |         |       |                |
| 2.  | Training and development materials are relevant to employees' job roles.     |                   |          |         |       |                |
| 3.  | Training and development content is updated regularly.                       |                   |          |         |       |                |
| 4.  | Training and development programs are customized based on employees' skills. |                   |          |         |       |                |
| 5.  | Trainers are knowledgeable with training.                                    |                   |          |         |       |                |

## 2. On-the-Job Training

Please indicate your level of agreement with the following statements regarding On-the - Job Training:

| Sr. | Statements   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|--|-------------------|----------|---------|-------|----------------|
| 1.  | Employees learn practical skills through hands-on experience.  |                   |          |         |       |                |
| 2.  | Employees feel confident after on-the-job training sessions.   |                   |          |         |       |                |
| 3.  | Able to apply the skills I learned in on-the-job Training.   |                   |          |         |       |                |
| 4.  | My instructor played an important role in supporting me throughout my on-the-job Training.             |                   |          |         |       |                |
| 5.  | The on-the-job training experience at Thapyay Hospital has helped me better understand practical work. |                   |          |         |       |                |

### 3. Training Delivery Style

Please indicate your level of agreement with the following statements regarding Training Delivery Style:

| Sr. | Statements   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|--|-------------------|----------|---------|-------|----------------|
| 1.  | The trainers effectively communicate the training content.                                   |                   |          |         |       |                |
| 2.  | The training delivery style is suitable for different learning needs.                        |                   |          |         |       |                |
| 3.  | Employees find the training delivery style effective for learning.                           |                   |          |         |       |                |
| 4.  | Training delivery style ensure that the objective of employee training is achieved.          |                   |          |         |       |                |
| 5.  | Specific training delivery style led to greater improvement in specific skills or behaviors. |                   |          |         |       |                |

#### 4. Training and Development

Please indicate your level of agreement with the following statements regarding Training and Development:

| Sr. | Statements  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 1.  | Training and development programs have significantly improved my skills.  |                   |          |         |       |                |
| 2.  | Training and development programs align with career growth opportunities. |                   |          |         |       |                |
| 3.  | Training and development programs have increased overall job efficiency.  |                   |          |         |       |                |
| 4.  | Hospital fosters a culture of continuous training and development.        |                   |          |         |       |                |
| 5.  | Training is linked to career progression.                                 |                   |          |         |       |                |

## 5. Employee Engagement

Please indicate your level of agreement with the following statements regarding employee engagement:

| Sr. | Statements   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|--|-------------------|----------|---------|-------|----------------|
| 1.  | Employees feel more engaged after attending training sessions.               |                   |          |         |       |                |
| 2.  | Training fosters a sense of teamwork and collaboration among hospital staff. |                   |          |         |       |                |
| 3.  | Training enhances employees' commitment to their roles.                      |                   |          |         |       |                |
| 4.  | Training programs help employees build confidence.                           |                   |          |         |       |                |
| 5.  | Employees are more proactive due to training programs.                       |                   |          |         |       |                |

## 6. Job Satisfaction

Please indicate your level of agreement with the following statements regarding Job Satisfaction:

| Sr. | Statements  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 1.  | Training programs contribute to job satisfaction.                               |                   |          |         |       |                |
| 2.  | I am proud to work for Thapyay Hospital and feel valued at Thapyay hospital.    |                   |          |         |       |                |
| 3.  | I am given enough recognition by management for work that's well done.          |                   |          |         |       |                |
| 4.  | The training and development provided by hospital is match with employees' need |                   |          |         |       |                |
| 5.  | I satisfied with the improvement of my skill based on training and development. |                   |          |         |       |                |

## 7. Organizational Performance

Please indicate your level of agreement with the following statements regarding Organizational performance:

| Sr. | Statements   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|--|-------------------|----------|---------|-------|----------------|
| 1.  | The hospital achieves its patient care goals effectively.                            |                   |          |         |       |                |
| 2.  | Training programs have contributed to increased patient satisfaction.                |                   |          |         |       |                |
| 3.  | Employee productivity has increased as a result of continuous training initiatives.  |                   |          |         |       |                |
| 4.  | The hospital effectively utilizes modern medical technologies due to staff training. |                   |          |         |       |                |
| 5.  | Training programs align with the hospital's long-term objectives and growth.         |                   |          |         |       |                |

### Thank You for Your Participation!

Your responses will help enhance training and development practices, contributing to better performance and efficiency at **Thapyay Hospital**. Your valuable feedback is instrumental in identifying areas for improvement and ensuring that employees receive the best possible training opportunities. The insights gained from this study will help the organization design better programs to enhance both individual and overall hospital performance. We truly appreciate your time and effort in completing this questionnaire. Your participation is a crucial step toward building a more effective and high-performing organization. Thank you for your cooperation and support!

## APPENDIX B

### 1. Factors Affecting on Training and Development

#### Model Summary<sup>b</sup>

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .878 <sup>a</sup> | .771     | .761              | .34809                     | 2.084         |

a. Predictors: (Constant), Delivery System, On the Job Training, Training Design

b. Dependent Variable: Training and Development

#### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 26.546         | 3  | 8.849       | 73.028 | .000 <sup>b</sup> |
|       | Residual   | 7.876          | 65 | .121        |        |                   |
|       | Total      | 34.422         | 68 |             |        |                   |

a. Dependent Variable: Training and Development

b. Predictors: (Constant), Delivery System, On the Job Training, Training Design

#### Coefficients<sup>a</sup>

| Model |                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Collinearity Statistics |       |
|-------|---------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
|       |                     | B                           | Std. Error | Beta                      |       |      | Tolerance               | VIF   |
| 1     | (Constant)          | .262                        | .298       |                           | .879  | .383 |                         |       |
|       | Training Design     | .233                        | .114       | .196                      | 2.040 | .045 | .383                    | 2.609 |
|       | On the Job Training | .196                        | .093       | .170                      | 2.112 | .039 | .541                    | 1.848 |
|       | Delivery System     | .635                        | .104       | .595                      | 6.082 | .000 | .368                    | 2.714 |

a. Dependent Variable: Training and Development

2. The Effect of Training and Development on Organization Performance

**Model Summary<sup>b</sup>**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .681 <sup>a</sup> | .464     | .456              | .49684                     | 1.734         |

a. Predictors: (Constant), Training and Development

b. Dependent Variable: Organization Performance

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 14.300         | 1  | 14.300      | 57.930 | .000 <sup>b</sup> |
|       | Residual   | 16.539         | 67 | .247        |        |                   |
|       | Total      | 30.838         | 68 |             |        |                   |

a. Dependent Variable: Organization Performance

b. Predictors: (Constant), Training and Development

**Coefficients<sup>a</sup>**

| Model |                          | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|--------------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                          | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)               | 1.419                       | .330       |                           | 4.304 | .000 |
|       | Training and Development | .645                        | .085       | .681                      | 7.611 | .000 |

a. Dependent Variable: Organization Performance

3. The Effect of Training and Development on Employee Engagement

**Model Summary<sup>b</sup>**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .854 <sup>a</sup> | .730     | .726              | .33316                     | 1.736         |

a. Predictors: (Constant), Training and Development

b. Dependent Variable: Employee Engagement

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F       | Sig.              |
|-------|------------|----------------|----|-------------|---------|-------------------|
| 1     | Regression | 20.080         | 1  | 20.080      | 180.905 | .000 <sup>b</sup> |
|       | Residual   | 7.437          | 67 | .111        |         |                   |
|       | Total      | 27.517         | 68 |             |         |                   |

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Training and Development

**Coefficients<sup>a</sup>**

| Model |                          | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | Collinearity Statistics |       |
|-------|--------------------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
|       |                          | B                           | Std. Error | Beta                      |        |      | Tolerance               | VIF   |
| 1     | (Constant)               | .910                        | .221       |                           | 4.117  | .000 |                         |       |
|       | Training and Development | .764                        | .057       | .854                      | 13.450 | .000 | 1.000                   | 1.000 |

a. Dependent Variable: Employee Engagement

4. The Effect of Training and Development and Employee Engagement on Organizational Performance

**Model Summary<sup>b</sup>**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .771 <sup>a</sup> | .594     | .582              | .43544                     | 1.711         |

a. Predictors: (Constant), Job Satisfaction, Employee Engagement

b. Dependent Variable: Organization Performance

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 18.324         | 2  | 9.162       | 48.323 | .000 <sup>b</sup> |
|       | Residual   | 12.514         | 66 | .190        |        |                   |
|       | Total      | 30.838         | 68 |             |        |                   |

a. Dependent Variable: Organization Performance

b. Predictors: (Constant), Job Satisfaction, Employee Engagement

**Coefficients<sup>a</sup>**

| Model |                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Collinearity Statistics |       |
|-------|---------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
|       |                     | B                           | Std. Error | Beta                      |       |      | Tolerance               | VIF   |
| 1     | (Constant)          | .619                        | .338       |                           | 1.833 | .071 |                         |       |
|       | Employee Engagement | .333                        | .144       | .314                      | 2.316 | .024 | .333                    | 2.999 |
|       | Job Satisfaction    | .515                        | .142       | .492                      | 3.626 | .001 | .333                    | 2.899 |

a. Dependent Variable: Organization Performance

5. The Effect of Training and Development on Organization Performance

**Model Summary<sup>b</sup>**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .681 <sup>a</sup> | .464     | .456              | .49684                     | 1.734         |

a. Predictors: (Constant), Training and Development

b. Dependent Variable: Organization Performance

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 14.300         | 1  | 14.300      | 57.930 | .000 <sup>b</sup> |
|       | Residual   | 16.539         | 67 | .247        |        |                   |
|       | Total      | 30.838         | 68 |             |        |                   |

a. Dependent Variable: Organization Performance

b. Predictors: (Constant), Training and Development

**Coefficients<sup>a</sup>**

| Model |                          | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|--------------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                          | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)               | 1.419                       | .330       |                           | 4.304 | .000 |
|       | Training and Development | .645                        | .085       | .681                      | 7.611 | .000 |

a. Dependent Variable: Organization Performance

| Model |                          | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Collinearity Statistics |       |
|-------|--------------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
|       |                          | B                           | Std. Error | Beta                      |       |      | Tolerance               | VIF   |
| 1     | (Constant)               | 1.376                       | .299       |                           | 4.597 | .000 |                         |       |
|       | Training and Development | .651                        | .077       | .719                      | 8.475 | .000 | 1.000                   | 1.000 |

a. Dependent Variable: Job Satisfaction

## 6. The Effect of Training and Development on Job Satisfaction

### Model Summary<sup>b</sup>

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .719 <sup>a</sup> | .517     | .510              | .45091                     | 1.943         |

a. Predictors: (Constant), Training and Development

b. Dependent Variable: Job Satisfaction

### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 14.604         | 1  | 14.604      | 71.828 | .000 <sup>b</sup> |
|       | Residual   | 13.622         | 67 | .203        |        |                   |
|       | Total      | 28.226         | 68 |             |        |                   |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Training and Development

7. The Effect of Training and Development and Job Satisfaction on Organization Performance

**Model Summary<sup>b</sup>**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .777 <sup>a</sup> | .603     | .591              | .43066                     | 1.750         |

a. Predictors: (Constant), Job Satisfaction, Training and Development

b. Dependent Variable: Organization Performance

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 18.598         | 2  | 9.299       | 50.138 | .000 <sup>b</sup> |
|       | Residual   | 12.241         | 66 | .185        |        |                   |
|       | Total      | 30.838         | 68 |             |        |                   |

a. Dependent Variable: Organization Performance

b. Predictors: (Constant), Job Satisfaction, Training and Development

**Coefficients<sup>a</sup>**

| Model |                          | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Collinearity Statistics |       |
|-------|--------------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
|       |                          | B                           | Std. Error | Beta                      |       |      | Tolerance               | VIF   |
| 1     | (Constant)               | .646                        | .328       |                           | 1.972 | .053 |                         |       |
|       | Training and Development | .279                        | .106       | .294                      | 2.637 | .010 | .483                    | 2.072 |
|       | Job Satisfaction         | .562                        | .117       | .537                      | 4.814 | .000 | .483                    | 2.072 |

a. Dependent Variable: Organization Performance