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Assess of Impact of Good Training of Health Care Workers on Health Service Improvement

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ABSTRACT

Background: The effectiveness of healthcare workers is essential in ensuring top-notch healthcare services are provided. Training programs are essential for enhancing the skills, knowledge, and overall performance of healthcare workers. The importance of top-notch training has become increasingly clear in healthcare environments, where technological progress and evolving healthcare requirements demand ongoing skill enhancement. This study delves into the influence of training programs on the performance of healthcare workers, particularly emphasizing a government hospital linked to the Ministry of Health.

Methods: A cross-sectional survey research design was employed to investigate the impact of training on the performance of healthcare workers. Data was collected through a questionnaire distributed to 51 healthcare workers employed at the hospital for over one year. The questionnaire included details about demographics, past training experiences, and how training programs were seen to affect their performance. The data was analyzed with the Statistical Package for Social Sciences (SPSS), and descriptive statistics were applied to showcase the results.

Results: The study found that the majority of respondents (84%) were female, with 60% of respondents aged 26 to 35 years. Most participants held a bachelor's degree (64.7%). A significant portion (72.5%) of respondents had undergone training, and 59.5% of them reported that the training aimed at improving performance. A majority of respondents (73%) believed the training methods positively impacted their skills, while 35.1% were satisfied with the training quality. Most participants (59.5%) found the training relevant to their work, and 58.6% indicated a need for further training to improve performance. However, challenges such as inconvenient timing and irregular training schedules were reported by some respondents.

Conclusion: The study concluded that training programs significantly impact the performance of HCWs by enhancing their knowledge and skills. While training is a vital tool for improving healthcare delivery, it is not the only factor contributing to performance. Future research should examine the design and needs assessment of training programs, as well as managerial factors that could influence the effectiveness of training and its impact on HCWs' performance.

Keywords: training, health care, worker, program.

1. INTRODUCTION

The advanced expertise, know-how, and proficiencies possessed by a proficient workforce are now a crucial cornerstone of competitive edge in the worldwide market. An organized training program assists employees in identifying their strengths and syncing their aspirations with the company's objectives, ultimately enhancing performance and aiding in the accomplishment of organizational goals (2). The need to enhance employee performance has gained particular focus, especially in the public sector, which is often associated with lower

productivity and poor performance (3). Consequently, it is crucial to provide training in order to enhance employee performance. Proficient employees confidently grasp their roles, wield essential skills, and adeptly harness new technologies (4).

Employees are critical to the success of any organization. Achieving organizational goals is impossible without a dedicated workforce (5). Focusing on meeting employee needs is vital for accomplishing corporate objectives, and training and development are crucial components of human resource management (6). Organizations understand the significance of offering continuous, structured training programs for their employees, as human involvement is integral to every organizational operation (7). Enhancing the skills and competencies of employees, also known as employee development, ultimately boosts the organization's performance to meet established standards (8).

Training can be described in different manners. One interpretation characterizes it as a structured approach aimed at enhancing the knowledge, abilities, and behaviors required for carrying out a task or role (9). It is perceived as a deliberate strategy to alter attitudes, knowledge, or skills by means of learning opportunities, with the objective of enhancing performance in particular tasks (10). Training can take two main forms: reactive and proactive. The reactive approach focuses on identifying and solving immediate problems and needs within the organization. Conversely, the proactive approach anticipates future organizational needs and prepares employees accordingly (11).

Training offers several benefits, such as enhancing job satisfaction, fostering employee commitment, and promoting collective empowerment (12). It is essential in the workplace, as employees who are not trained lack a solid understanding of their responsibilities and duties (13). Training programs help employees become familiar with advanced technologies and develop the necessary competencies to handle newly introduced technical equipment (14). The primary objective of training is to bridge the gap between job requirements and an employee's current abilities. Training is a continuous process aimed at improving employee behavior and performance (15).

Regular training ensures that employees are motivated, confident, well-mannered, and self-assured. It results in a more positive attitude towards work, leading to greater efficiency, fewer errors, and reduced supervision (16). This study aims to explore the impact of training on the performance of healthcare workers on health service improvement. (17)

2. MATERIALS AND METHODS

The research study employed a cross-sectional survey design to explore the impact of training on the performance of healthcare workers at a government hospital associated with the Ministry of Health.

Tool:

Information was gathered through the utilization of a questionnaire, which functioned as the main tool for collecting data. The questionnaire included socio-demographic details and information on past training programs attended by participants, along with their reflections on how these programs had influenced their performance.

The research focused on healthcare workers (HCWs) with training and over a year of experience at the hospital. The population included 51 healthcare workers. Participants were made aware of their rights to join willingly and were reassured that their involvement was completely optional. They were also guaranteed that all responses would be treated as confidential.

Data Analysis:

The collected data was analyzed using the Statistical Package for Social Sciences (SPSS, version 23.0). Quantitative data were analyzed using descriptive statistics. The results were presented using tables, graphs, and charts to enhance the clarity and visual simplicity of the data.

3. RESULTS

Based on the demographic characteristics of the respondents (Table 1), the majority were female (84%), indicating a higher participation rate of females in the healthcare sector and in training programs compared to males (16%). In terms of age, 29 respondents (60%) were between the ages of 26 to 35 years, 16 respondents (31.4%) were aged 36 to 45 years, and 4 respondents (8%) were between 18 and 25 years.

The respondents held various educational qualifications ranging from intermediate to degree level. About 22% had an intermediate diploma, 64.7% held a bachelor’s degree, 11.8% had a higher diploma, and 2% possessed a master’s degree. These findings suggest a gap in skills among healthcare workers, highlighting the need for training programs to keep up with advancements in technology and improve worker competencies, thereby enhancing their job performance.

Regarding departmental distribution, the nursing department had the highest representation with 12 participants (23%), followed by the infection control department with 9 trainees (18%), and dermatology with 6 participants (12%). Smaller numbers were observed in other departments, such as the medical laboratory and vaccination department (8%), and even fewer in the emergency, surgery, and internal medicine departments (4%). This

distribution reflects the diverse organizational structure of the healthcare sector, indicating the necessity for training tailored to different departments.

Table 2 shows that 37 respondents (72.5%) had experienced training within healthcare institutions. Among these, 59.5% indicated that the training was selected with performance improvement in mind. Additionally, 56.8% of respondents noted that training was required upon joining the organization, and 22% indicated their training was based on supervisors' recommendations or as a mandatory requirement.

The training schedule of healthcare workers showed that more than half (59.5%) had no specific training timetable, meaning they participated in training whenever it was scheduled by the institution. The most commonly used training methods were lectures (81.1%), followed by discussions (35.1%), presentations and demonstrations (27%), and seminars (10.8%). These results suggest that institutions place significant emphasis on lectures and discussions in their training programs.

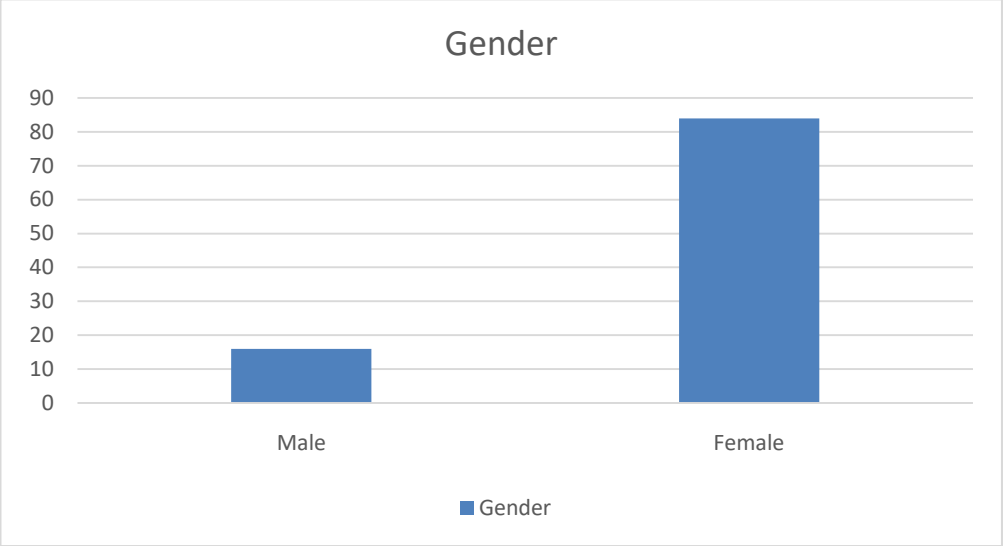
Regarding the impact of training on skills, 73% of respondents believed that the training methods had a positive effect on their skills, and 35.1% were satisfied with the quality of the training programs. Furthermore, 59.5% of respondents confirmed that the training was relevant to their work, while 58.6% expressed a need for further training to improve performance.

The healthcare workers (n=37) who participated in the study reported facing various challenges during their training programs. 30% of respondents mentioned that the timing of the training was inconvenient, 13% reported irregular training schedules, 8% felt that the knowledge delivery was inefficient, and 3% indicated a lack of necessary resources. However, 43% of participants stated that they did not face any challenges with the training programs.

To improve future training programs, 39% of respondents suggested that training schedules should be aligned with work hours, 13% emphasized the importance of practical training to improve skills and practices rather than focusing solely on theoretical knowledge, and 12% recommended increasing the number of training programs and better coordinating the timing of different courses. Additionally, 4% of trainees suggested that they should be fully relieved from work during training, while 2% proposed that trainees be motivated with positive reinforcement during the programs.

Table 1: Demographic Characteristics of the Respondents (n=51)

Variables	Frequency	Percent (%)	Mean ± SD.	Median
Gender				
Male	8	16		
Female	43	84		
Age (Years)			35.14 ± 7.29	32.0
18 – 25	4	7.8		
26 – 35	29	56.9		
36 – 45	16	31.4		
46 – 55	2	3.9		
>55	-	-		
Social Status				
Single	21	41.2		
Married	28	54.9		
Divorced	2	3.9		
Widowed	-	-		
Academic Level				
Intermediate Diploma	11	21.6		
High Diploma	6	11.8		
Bachelor	33	64.7		
Postgraduate	1	2		
Work Experience (Years)			9.25 ± 5.96	8.0
≤ 5	6	11.8		
6 to ≤ 10	27	52.9		
11 to ≤ 15	11	21.6		
≥ 16	7	13.7		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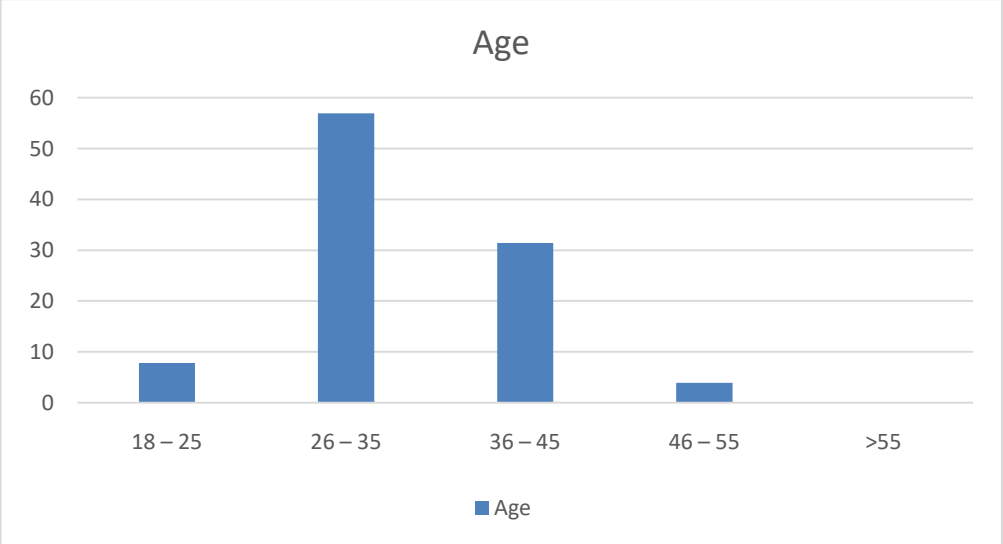
Gender


Age
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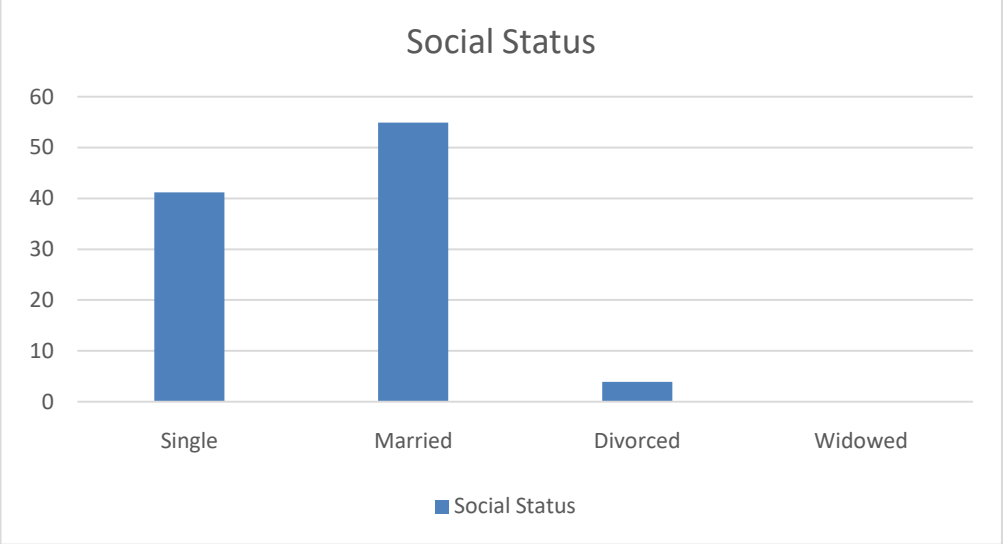
18 – 25
26 – 35
36 – 45
46 – 55
>55
Age


Social Status
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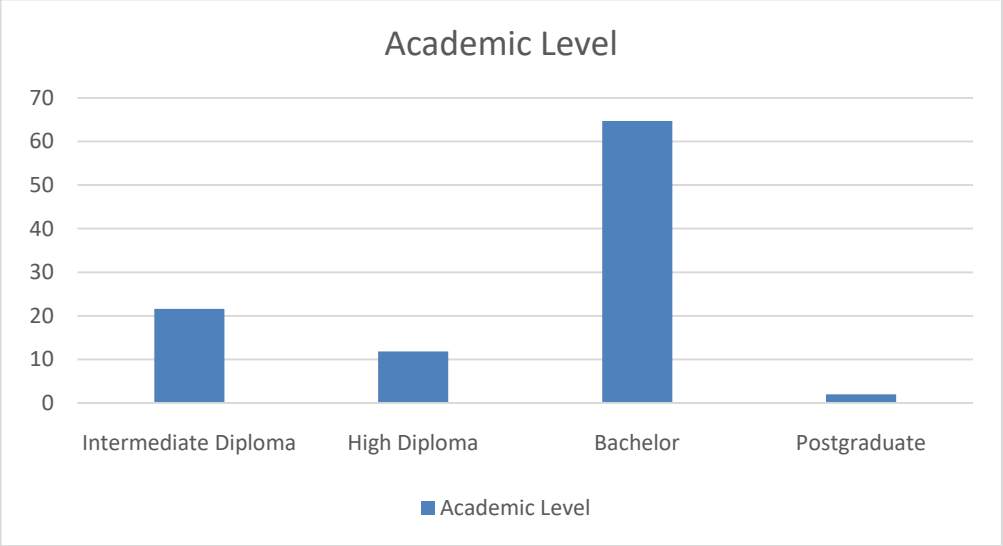
Single
Married
Divorced
Widowed
Social Status



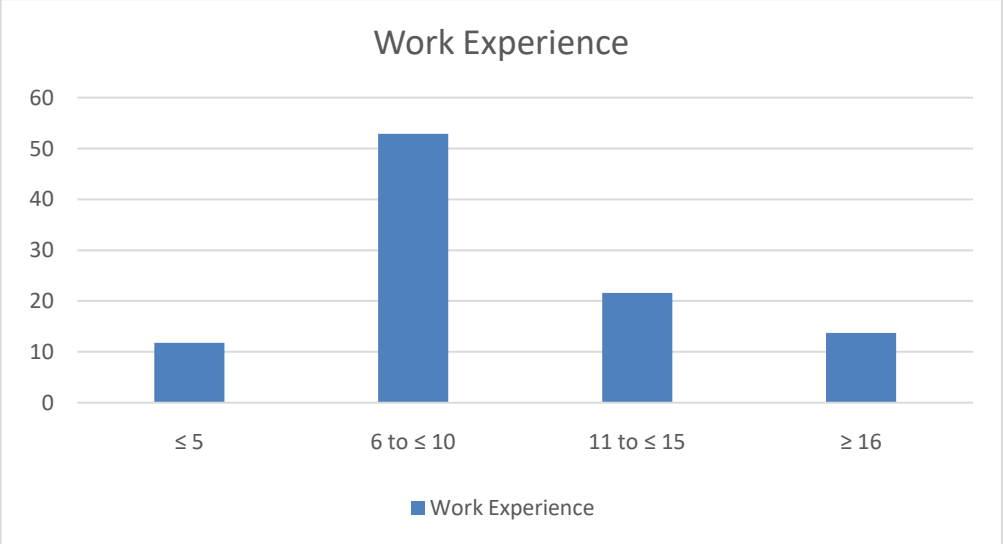
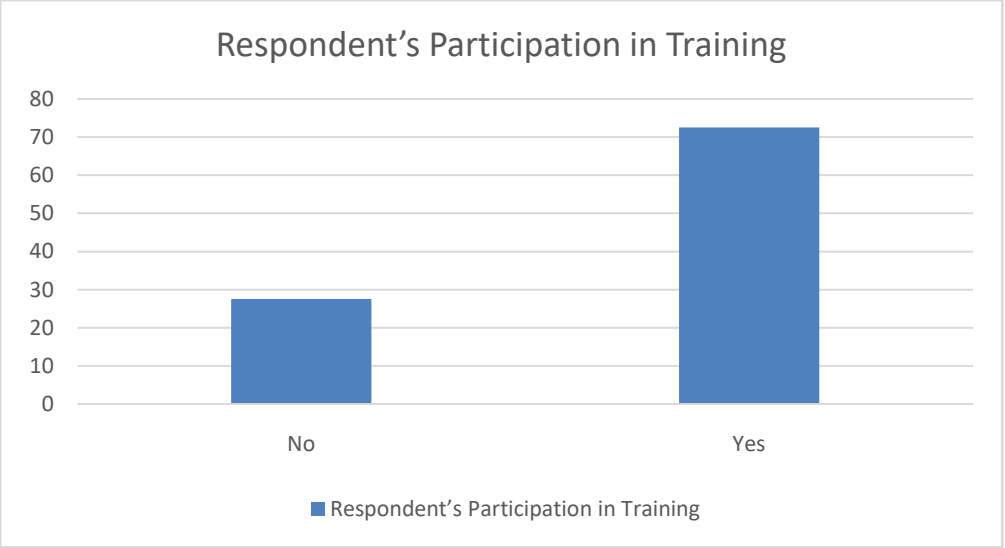
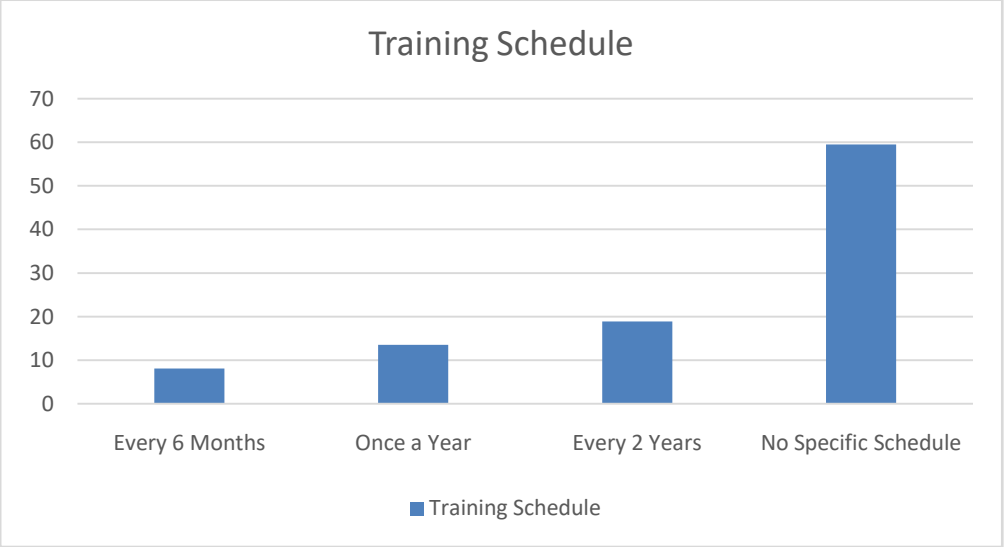


Table 2: Distribution of the Respondents According to HCWs Performance (n=51)

HCWs Performance	Frequency	Percent (%)
Respondent's Participation in Training		
No	14	27.5
Yes	37	72.5
Selection for Training		
On Joining the Company	21	56.8
Supervisors' Recommendation	8	21.6
Compulsory for All HCWs	8	21.6
Upon Employee Request	4	10.8
Performance Appraisal	22	59.5
Don't Know	0	0.0
Training Schedule		
Every 6 Months	3	8.1
Once a Year	5	13.5
Every 2 Years	7	18.9
No Specific Schedule	22	59.5
Methods of Facilitation at the Training		
Lectures	30	81.1
Demonstrations	10	27.0
Discussions	13	35.1
Presentation	10	27.0

Seminar	4	10.8





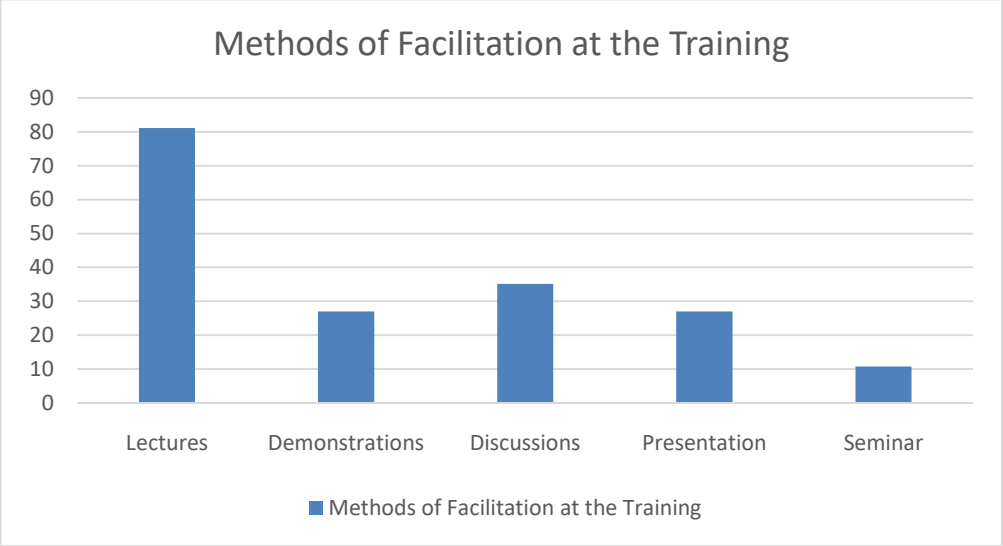
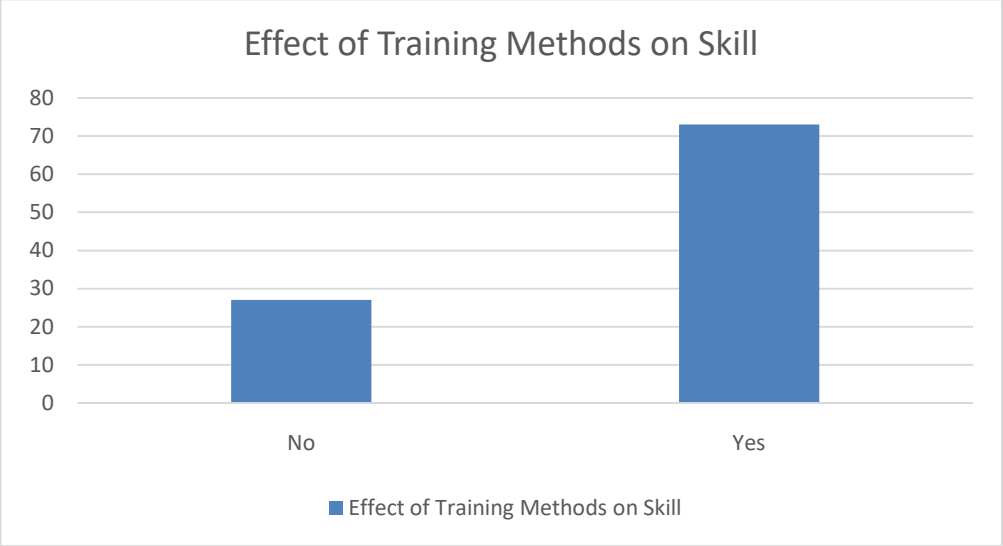
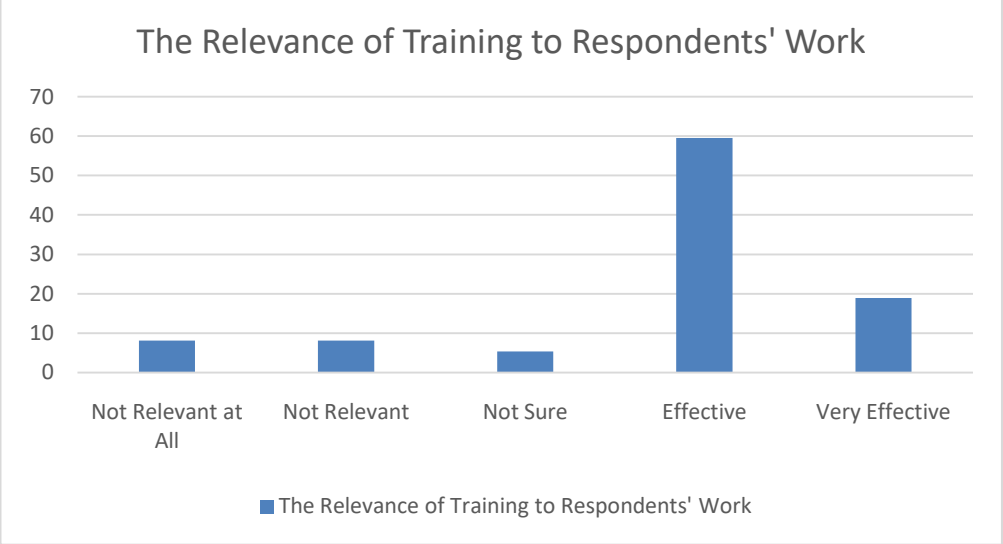


Table 3: Distribution of the Respondents According to HCWs Performance (n=51) - Continued

Employee Performance	**Frequency**	**Percent (%)**
Effect of Training Methods on Skill		
No	10	27.0
Yes	27	73.0
Training Program Quality		
Very Poor	4	10.8
Poor	2	5.4
Average	4	10.8
Good	7	18.9
Very Good	13	35.1
Excellent	7	18.9
Total	37	100.0
The Relevance of Training to Respondents' Work		
Not Relevant at All	3	8.1
Not Relevant	3	8.1
Not Sure	2	5.4
Effective	22	59.5
Very Effective	7	18.9
Total	37	100.0
Effect of Training on the Performance of Respondents		
No	9	24.3
Yes	28	75.7
Total	37	100.0
The Necessity for Further Training		
No	8	21.6
Yes	29	78.4
Total	37	100.0
If Yes, It Is For		
Improve Performance	17	58.6
Increase Experience	13	44.8
Self-Development	13	44.8
Career Development	8	27.6
Self-Assurance	1	3.4


Effect of Training Methods on Skill
80
70
60
50
40
30
20
10
0
No
Yes
Effect of Training Methods on Skill


Training Program Quality
40
35
30
25
20
15
10
5
0
Very Poor
Poor
Average
Good
Very Good
Excellent
Training Program Quality


The Relevance of Training to Respondents' Work
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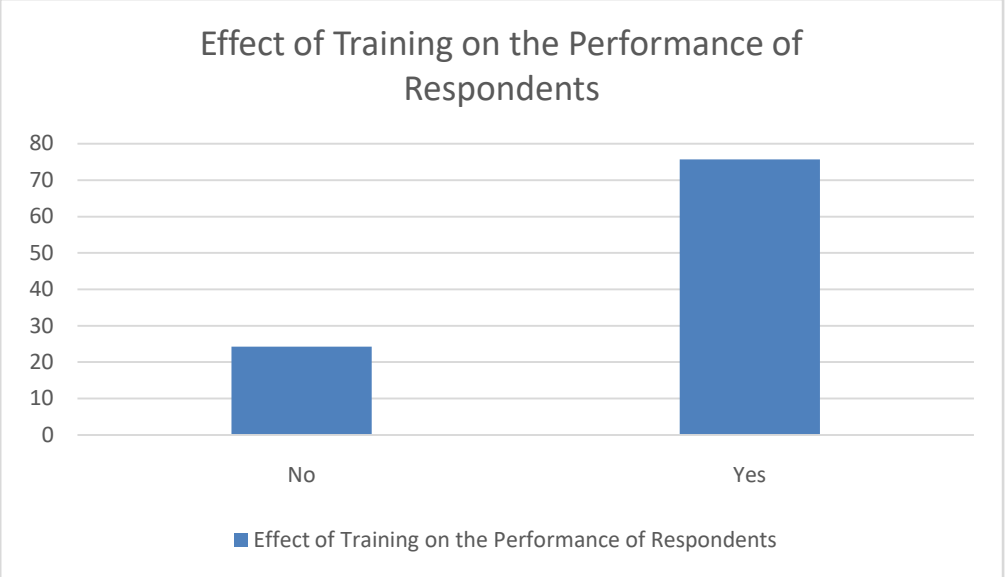
60
50
40
30
20
10
0
Not Relevant at All
Not Relevant
Not Sure
Effective
Very Effective
The Relevance of Training to Respondents' Work



4. DISCUSSION

This study entails a descriptive cross-sectional analysis that explores the impact of training programs on the performance of healthcare workers. The demographic data presented in Table 1 indicates that just 2 respondents fell within the age bracket of 46 to 55 years, accounting for roughly 4% of the total. Interestingly, there was an absence of respondents aged between 56 and 59, indicating that the healthcare industry mainly hires employees from younger age groups. This discovery aligns with previous research indicating a higher presence of female employees and younger individuals within the healthcare industry (19-21).

The data also show that more than half of the respondents were married (approximately 55%), while 41.2% were single. Regarding work experience, the average respondent had between 6 to 15 years of experience, with the mean experience being 9.25 ± 5.96 years. About 12% of respondents had up to 5 years of experience, potentially indicating recent graduates with limited practical experience. This finding is similar to studies in other regions, where newly graduated healthcare workers exhibit limited job performance due to lack of experience (22-23).

Regarding training participation (Table 2), 27.5% of respondents reported not having received any training at work, suggesting that training is not universally provided to all healthcare workers, but may be targeted to specific staff or levels. This aligns with evidence from other studies showing that training is often selective and aimed at certain groups within the workforce (19-22). Only about 11% of respondents reported requiring training at work, highlighting a gap in the training provision for all workers. Similarly, in a study focusing on immunization training, most training programs were recommended by supervisors or were mandatory before performing certain tasks, aiming to improve worker performance and subsequently enhance healthcare services. Some respondents reported participating in training every two years (19%), annually (13.5%), or every six months (8.1%). Several studies emphasize that profession-specific training can significantly improve healthcare workers' performance (24).

In terms of training facilitation methods, 35.1% of respondents cited discussions as the most common method, while other studies in public health services report that lectures (35%) and seminar workshops (40%) are widely used to update healthcare workers on new knowledge (22).

Regarding the impact of training methods on skill enhancement (Table 3), the majority (73%) of respondents believed that the training methods had a positive effect on their skills, though 27% disagreed. These findings are consistent with recent studies, which show that training programs in the healthcare sector focus on enhancing specific skills (24). Additionally, most respondents (31 out of 37) expressed satisfaction with the quality of the training programs, and more than half (29 respondents) noted the direct relevance of training to their work. In a study conducted in Bangladesh, over 30% of respondents reported improved work performance after training, as measured by pre- and post-training tests (19). However, there is a growing consensus that assessing behavioral changes in healthcare workers after training is critical, as it helps determine whether training impacts patient care and disease control practices.

Finally, regarding the overall effect of training on performance, 75% of respondents linked their improved performance to the training programs. This aligns with findings from Nigeria, where a high percentage (89%) of healthcare workers reported significant improvement in knowledge and practices after training (21).

5. CONCLUSION

Training programs can serve as a motivational tool that enhances HCWs' knowledge and proficiency in their roles, enabling them to provide better services. Moreover, training plays a significant role in adapting to changes driven by technological advancements, organizational restructuring, and other factors, thereby improving worker performance. However, training is not the sole determinant of good performance; it is part of a broader set of factors. Future research should focus on various aspects of healthcare workers' performance, particularly training needs assessment, program design, and development, to better understand their effects on performance outcomes. Additionally, exploring managerial factors in training and development is essential, as effective management can either enhance or diminish the impact of training, ultimately influencing workers' performance.

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