

Impact of Training and Development on Employee Job Satisfaction and Performance in Select Healthcare Organizations in Bihar

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Abstract

This research explores the vital link between training and development programs and employee job satisfaction within the healthcare sector. In an environment where healthcare professionals are increasingly challenged by rising demands and complexities, structured and relevant training emerges as a pivotal factor for boosting motivation, performance, and employee retention.

The study was conducted in government hospitals located in the Patna city of Bihar. A survey of 100 healthcare staff was administered using a structured questionnaire, supplemented by both primary and secondary data. The research adopts a descriptive approach, employing statistical tools to assess the correlation between training practices and employee satisfaction levels.

The findings indicate a strong positive relationship between effective training and overall job satisfaction. Respondents who participated in regular, role-specific, and well-evaluated training programs demonstrated higher levels of job engagement and morale. However, the study also identified key areas for improvement, such as irregular training schedules, the absence of post-training assessments, and a shortage of resources.

In conclusion, the study provides practical recommendations to strengthen training and development frameworks within Bihar's healthcare sector. It also suggests potential areas for future research that could further enhance human resource development and its impact on employee satisfaction and performance.

Keyword: Training and Development, Job Satisfaction, Employee Performance, HealthCare, Training Evaluation, Human Resource Development.

INTRODUCTION

The performance of any healthcare system is intrinsically tied to the efficiency, motivation, and satisfaction of its medical and support staff. In government hospitals—particularly in states like Bihar—chronic staff shortages and heavy workloads present persistent challenges. In this context, well-designed training and development programs can play a crucial role in enhancing staff competencies, building confidence, and improving overall productivity.

Training serves as a significant determinant of job satisfaction, as it equips employees with the necessary skills and knowledge to perform their duties more effectively. When staff members feel competent and valued, their levels of job satisfaction tend to rise—leading to increased motivation, stronger performance, and better patient care outcomes.

While various training initiatives have been introduced across government hospitals in Patna, the capital of Bihar, there is a pressing need for updated empirical evidence to evaluate their actual impact on employee satisfaction and performance.

This study aims to address that gap by examining the influence of training and development programs on job satisfaction among employees in selected government hospitals in Patna. The findings are expected to provide actionable insights for enhancing human resource practices and, ultimately, for improving the quality of healthcare service delivery.

PROBLEM STATEMENT

Government hospitals in Bihar continue to grapple with persistent challenges such as staff shortages, outdated medical infrastructure, and low levels of employee motivation. In an effort to mitigate these issues, training and development programs are often introduced to bridge knowledge gaps, enhance patient care, and improve staff satisfaction. However, there is a noticeable lack of robust empirical evidence—particularly in the current healthcare context—to assess the actual effectiveness of these initiatives in enhancing job satisfaction, especially within government hospitals in Patna. This study aims to fill that gap by critically examining the impact of training and development programs on employee satisfaction in this setting.

The provision of quality healthcare services in hospitals is heavily reliant on the availability of adequate manpower, particularly in key categories such as doctors, staff nurses, paramedical personnel, and other support staff. The second Voluntary National Review (VNR) published by NITI Aayog in 2020 highlighted that India’s doctor-to-population ratio was 1:1,456, falling short of the WHO-recommended ratio of 1:1,000. In Bihar, with a projected population of 12.49 crore as of March 2022, an estimated 1,24,919 doctors were required to meet WHO standards. However, only 58,144 allopathic doctors were available in January 2022, resulting in a ratio of 1:2,148—53% below the WHO benchmark and 32% below the national average. An analysis of manpower for all health sector-related offices in the state is presented in chart 1 below. The chart shows that out of **1,12,206 sanctioned posts**, only **57,098 positions are currently filled**, while **55,108 positions remain vacant**. This indicates that nearly **49% of the sanctioned positions are unoccupied**, reflecting a significant shortage of manpower in the health sector.

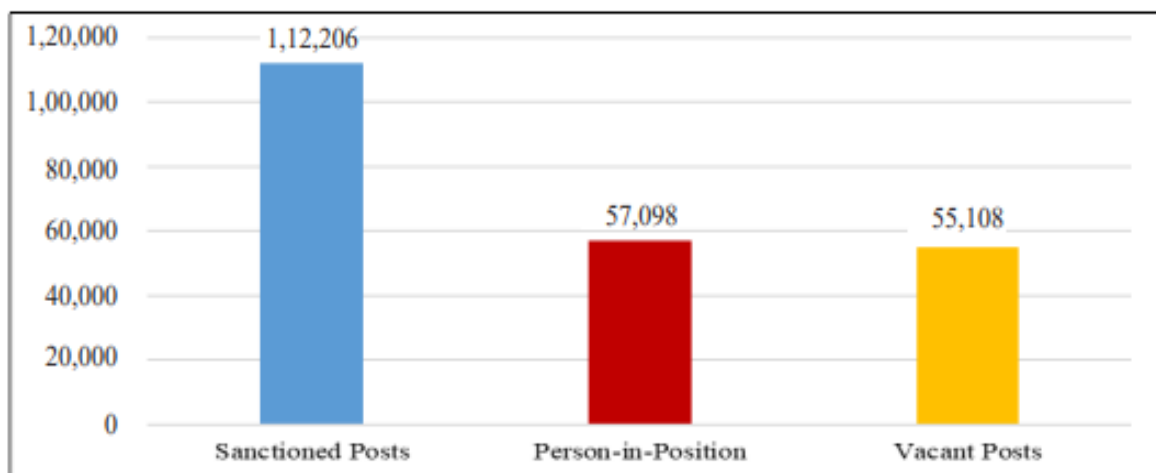


Chart 1 : Manpower positions in Government Institutions of the Health Department (As of March 2023) (Source: Records of Health Department, GoB)

Availability of Staff (regular), in Patna District Hospital (DH) against strength sanctioned by the State and requirement as per Indian Public Health Standards, is depicted in Table 1.

Staff Strength Sanctioned by the State					
		Name of District Hospital (DH)		Patna	
Specialists/Doctors	Required as per SS	31		Required as per IPHS	29
	Person in position	21		Person in position	21
	Shortage (In per cent)	32		Shortage (In per cent)	28
Nurses	Required as per SS	52		Required as per IPHS	49
	Person in position	46		Person in position	46
	Shortage (In per cent)	12		Shortage (In per cent)	6
Paramedics	Required as per SS	19		Required as per IPHS	31
	Person in position	11		Person in position	11
	Shortage (In per cent)	42		Shortage (In per cent)	65
Other Staff	Required as per SS	6		Required as per IPHS	13
	Person in position	4		Person in position	4
	Shortage (In per cent)	33		Shortage (In per cent)	69

Table 1: Vacancy Status of Various Posts in District Hospitals (DH) Compared to Sanctioned Strength and IPHS Norms (as of March 2023) (Source: Compiled from information furnished by individual healthcare institutions in May 2023)

[https://cag.gov.in/webroot/uploads/download_audit_report/2024/Performance-Audit-Report-English-Report-no-4-FINAL-FOR-PRINT-\(28-11-2024\)-0674822bcb8ea50.59858416.pdf](https://cag.gov.in/webroot/uploads/download_audit_report/2024/Performance-Audit-Report-English-Report-no-4-FINAL-FOR-PRINT-(28-11-2024)-0674822bcb8ea50.59858416.pdf)

These figures underscore the significant manpower gap in the healthcare sector, which not only impacts the delivery of quality healthcare services but also directly influences the job satisfaction of existing employees. The shortage of staff often leads to increased workload, stress, and reduced morale among healthcare professionals. This critical imbalance can only be mitigated by equipping healthcare professionals with robust training, continuous professional development, and targeted skill enhancement initiatives, enabling them to effectively manage the complex challenges they encounter in their daily responsibilities.

Theoretical Concepts and Framework

The design and implementation of training and development programs in organizations are deeply rooted in established management theories. These theories provide conceptual underpinnings that inform how organizations conceptualize employee learning, skill enhancement, and performance improvement.

Understanding these frameworks is essential for creating evidence-based strategies that effectively address workforce needs. Among the most influential theoretical perspectives are Behaviorism, Cognitive Theory, Social Learning Theory, Adult Learning Theory, Experiential Learning Theory, and Human Performance Improvement (HPI). Collectively, these frameworks shape contemporary approaches to training, motivation, and performance management.

The combined application of these learning theories facilitates the development of comprehensive training programs tailored to diverse learner needs. While behaviorism ensures structured reinforcement, cognitive theory fosters analytical thinking, and social learning promotes experiential, context-rich learning. Together, these perspectives provide organizations with a robust foundation for professional development initiatives.

Motivation plays a pivotal role in shaping employee satisfaction, influencing both engagement and performance. Several motivational theories offer insights into the dynamics of workplace motivation and its implications for organizational effectiveness.

Employee performance is a key factor in organizational success, and several theories offer valuable insights for its improvement. **Herzberg's Two-Factor Theory** differentiates between hygiene factors—such as salary, job security, and working conditions—and motivators like achievement, recognition, and growth opportunities. While hygiene factors prevent dissatisfaction, motivators drive engagement and high performance. **Goal-Setting Theory** (Locke & Latham) stresses that clear, specific, and challenging goals, supported by feedback, enhance focus, persistence, and productivity.

The **Scenario-Based Performance Management** approach encourages experiential learning by allowing employees to take risks, learn from mistakes, and develop adaptability and resilience. Similarly, **Vroom's Expectancy Theory** explains motivation through effort-performance-reward relationships, emphasizing the importance of fair and transparent reward systems.

Finally, the **Learning Curve Theory** posits that performance improves with practice and experience, especially in roles requiring repetitive tasks, though its relevance is limited in static jobs.

Collectively, these theories suggest a holistic approach to performance management by integrating motivational drivers, goal clarity, continuous learning, and equitable rewards. Such an approach not only boosts individual performance but also strengthens overall organizational effectiveness.

The theoretical foundations discussed above provide a comprehensive framework for understanding the interplay between training, satisfaction, and performance in organizational contexts. Learning theories inform the design of effective training interventions, while motivational theories illuminate the drivers of employee satisfaction. Performance management models, in turn, translate these insights into actionable strategies for improving outcomes. Integrating these concepts allows organizations to create environments that foster continuous learning, engagement, and high performance—critical components for achieving strategic objectives in an increasingly competitive landscape.

CONCEPTUAL FRAMEWORK

Relationship between Training & Development, Employee Job Satisfaction and Employee Performance:-
Training & Development → Job Satisfaction

Training and development programs help employees improve their skills, gain confidence, and feel valued by the organization. This sense of personal and professional growth increases their job satisfaction and motivation to perform better.

Training & Development → Employee Performance

Effective training equips employees with the necessary knowledge and abilities to carry out their tasks efficiently. It reduces errors, enhances productivity, and improves overall job performance by keeping employees updated with current practices and technologies.

Job Satisfaction → Employee Performance

When employees are satisfied with their work environment, responsibilities, and growth opportunities, they tend to be more engaged and committed. This leads to higher performance levels, better teamwork, and increased organizational effectiveness.

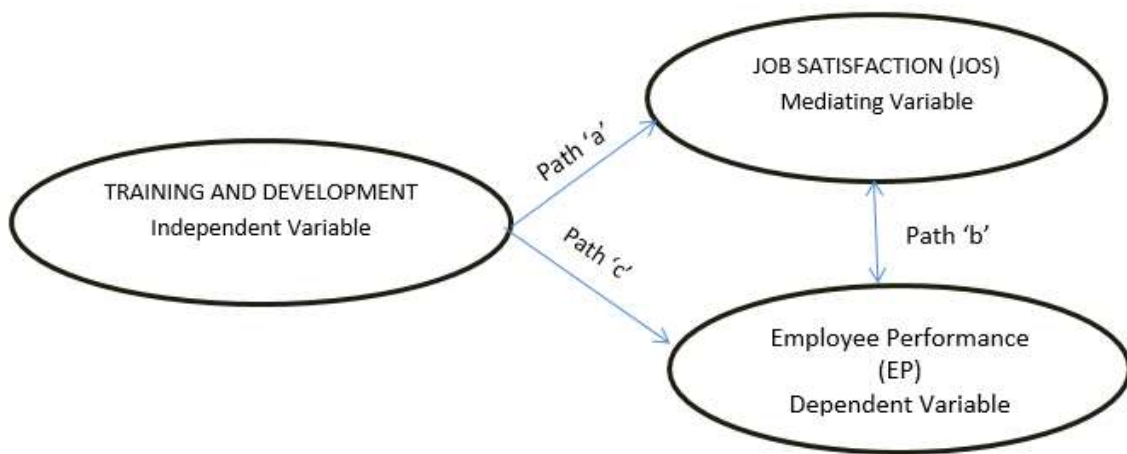


Figure 1: Conceptual framework of the Study

The conceptual framework illustrates a mediation model where **Training and Development** (independent variable) influences **Employee Performance** (dependent variable) both directly and indirectly through **Job Satisfaction** (mediating variable). Effective training improves skills and confidence, boosting performance and enhancing job satisfaction. Satisfied employees are more engaged and productive, reinforcing the positive impact of training on outcomes. This dual-path design allows assessment of both the **direct impact** of training on performance and its **indirect effect** through job satisfaction.

LITERATURE REVIEW

Training and development have consistently been recognized as critical determinants of both employee satisfaction and performance, particularly within the healthcare sector. A substantial body of scholarly research and institutional reports has established a strong correlation between the implementation of well-structured training programs and enhancements in job satisfaction and employee effectiveness.

A review of relevant literature reveals a consistent and significant relationship between training and development, job satisfaction, and employee performance, particularly within healthcare settings. Gile et al. (2018), through a systematic review, examined the impact of human resource management practices on hospital performance in Sub-Saharan Africa, emphasizing the centrality of effective training. Vikasitha and Bhat highlighted a strong positive correlation (0.960) between training programs and job satisfaction, noting that well-structured development initiatives contribute to a productive work environment. Similarly, Kanuto found that training had a direct effect on employee performance (1.912) and that job satisfaction played a mediating role, with an indirect effect of 0.753. Wajidi et al. confirmed the statistical significance of this relationship through linear regression, establishing the reliability of training as a

determinant of satisfaction. Rana et al. explored the mediating influence of job satisfaction during the COVID-19 pandemic and emphasized that satisfied healthcare workers demonstrated higher well-being and performance under crisis conditions.

Krijgsheld, Tummers, and Scheepers conducted a systematic review on job performance in healthcare and found that most literature focuses on task and contextual performance, with limited attention given to adaptive or counterproductive behaviors. Jha, Pandey, and Parihar, in two separate studies, analyzed the impact of training on job satisfaction among nurses in public and private hospitals in India, finding that well-structured training enhances motivation and satisfaction while improving overall hospital performance. Gil-Lacruz et al. assessed the effectiveness of the “Learning by Doing” training method, with results showing high levels of satisfaction and improvements in competence and quality of care among healthcare professionals. Finally, Fadaie et al. used structural equation modeling to investigate the role of knowledge management in healthcare settings, finding that knowledge creation, retention, and application positively influenced both job satisfaction and organizational performance, with knowledge retention having the strongest effect.

SIGNIFICANCE OF STUDY

This study provides evidence-based insights into the impact of structured training initiatives on job satisfaction within the public healthcare sector. It investigates the interrelationship among **training and development**, **job satisfaction**, and **employee performance**, thereby contributing to the broader discourse on workforce optimization in government healthcare institutions. The research is centered on selected government hospitals in Patna, with the primary objective of evaluating the effectiveness of current training programs in enhancing both employee satisfaction and performance outcomes.

The findings are anticipated to inform **human resource reforms**, support **state-level health policy development**, and promote improvements in **service delivery and operational efficiency** within public health systems. Furthermore, the results of this study are expected to assist hospital administrators and policymakers in identifying strengths and deficiencies in existing training frameworks, enabling evidence-based decision-making for the design and implementation of more effective capacity-building initiatives.

OBJECTIVES OF THE STUDY

1. To examine the effectiveness of various training and development programs implemented within the organization in enhancing job satisfaction among employees.
2. To assess the relationship between training and job satisfaction among healthcare staff.
3. To analyze the relationship between training programs and job satisfaction.
4. To assess the relationship between training and employee performance among healthcare staff.
5. To analyze the relationship between job satisfaction and employee performance among healthcare staff.
6. To enrich the existing body of knowledge on the impact of training and development programs on job satisfaction and employee performance, while providing meaningful insights for academic research and practical applications in human resource management practices.

SCOPE OF THE STUDY

The scope of this study is limited to government hospitals located in Patna and includes participants drawn from various professional categories, such as doctors, nurses, paramedical personnel, and administrative

staff. Consequently, the data collected and the conclusions derived are applicable exclusively to selected public sector healthcare institutions within this district. The findings should not be generalized to private or semi-government healthcare facilities, as differences in organizational structure, resource availability, and human resource practices may yield distinct outcomes in those settings.

RESEARCH METHODOLOGY

In the context of this research, the methodology outlines the strategies employed to examine the impact of training and development on job satisfaction and performance among employees working in selected government hospitals in Bihar, with a specific focus on the select government hospitals of Patna district. This study adopts a descriptive research design to explore the influence of training and development on employee job satisfaction and performance. A quantitative research approach was utilized, with data gathered primarily through a structured survey questionnaire administered to employees in selected government hospitals in Patna. This design was selected to systematically assess employee satisfaction and performance in relation to various dimensions of training and development initiatives.

Sampling Design and Sample Size Determination

Research Environment

Patna, the capital city of Bihar, is a key urban hub in eastern India with a population surpassing 2.6 million as of 2025, indicating consistent demographic growth. Bihar continues to experience an acute shortage of healthcare professionals, with a doctor-to-patient ratio of 1:17,685—significantly below the WHO benchmark of 1:1,000. This disparity places considerable strain on medical personnel, influencing their job satisfaction and overall performance. Against this backdrop, the present study seeks to analyze the interrelationship among training and development, job satisfaction, and employee performance, of health care employees while also investigating the mediating role of job satisfaction within this framework.

SAMPLING DESIGN

This study was conducted on prominent government hospitals of Patna region. Two hospitals were purposively selected for in-depth study. The selection was based on specific inclusion criteria, which included minimum bed strength, employee strength for a more stable workforce suitable for organizational culture and retention analysis. This includes Doctors, Nurses and Paramedical staff. The sample size to be considered was 250 but due to constraints in connecting with the medical professionals and their free time availability only 152 responses has been collected. The sample is considered sufficient to identify patterns and derive conclusions within the scope of the study.

DATA COLLECTION METHOD(S)

Data collected directly from the source through a **structured questionnaire**. The questionnaire consisted of 25 closed-ended questions with each question having **5 options** based on Likert Scale as, Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

The questionnaire was divided into three sections: **Demographic Information** (age, gender, role, experience), **Training and Development, Job Satisfaction Variables and Employee Performance Variables**.

Secondary data includes Bihar Health Department Reports, HR manuals and policy documents of the selected hospitals, Research articles, dissertations, and books on training and development in healthcare,

Reports of the respective Hospitals. Secondary data supports the contextual background and enhances the interpretation of primary data.

ANALYSIS OF DATA: TOOLS & TECHNIQUES

After collecting the data, it is essential to analyse it systematically to test the research objectives and hypotheses.

LIMITATIONS TO THE STUDY

Despite efforts to ensure reliability and comprehensiveness, this study has certain limitations that may influence the interpretation and generalization of its findings. Geographically, it is confined to Patna only, excluding other districts of Bihar where training systems and job satisfaction may vary. The sample size is limited to 152 respondents, with some categories like part-time or outsourced staff excluded due to time constraints. Data collection relies on self-reported responses, which may be affected by social desirability bias. Additionally, the short academic timeline restricts long-term observation of training impacts.

The study focuses solely on government hospitals, omitting comparative insights from private or semi-government institutions. Access to detailed internal HR data and training metrics was limited due to administrative restrictions, reducing the depth of analysis. External factors such as political influence, budget constraints, and policy changes were beyond the study’s scope. Language barriers among some staff and basic technological tools for data analysis (e.g., Excel, SPSS trial) may have introduced further limitations. Finally, cultural norms and hierarchical workplace dynamics in Bihar could have constrained employees from expressing honest opinions about job satisfaction and training programs.

Demographic profile: -

Gender of Respondents			
		Frequency	Percent
Valid	Male	75	49.3%
	Female	72	47.4%
	Prefer not to say	5	3.3%
	Total	152	100.0

Table 1: Frequency Distribution of Respondents by Gender

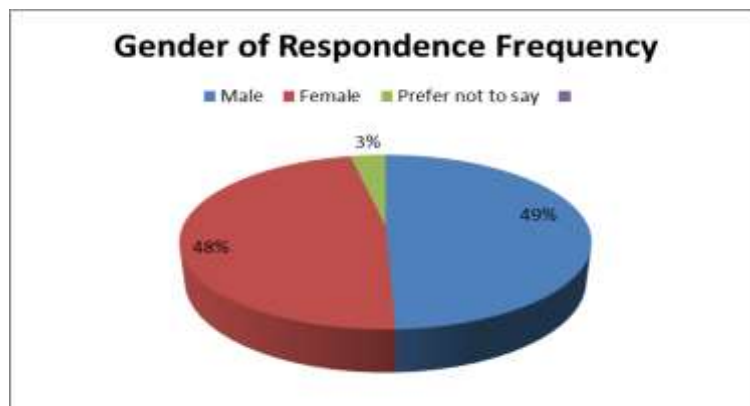


Figure 1: Gender representation of the respondents

INTERPRETATION: The gender distribution of respondents is fairly balanced, with 49.3% male and 47.4% female participants. A small portion (3.3%) preferred not to disclose their gender. This suggests equal participation from both genders in the study.

Age of Respondents

	Frequency	Percent	
Valid 21-30 Years	23	15.1%	
31-40 Years	47	30.9%	
41-50 Years	72	47.4%	
51 Years & above	10	6.6%	
Total	152	100.0	

Table 2: Frequency Distribution of Respondents by Age Group

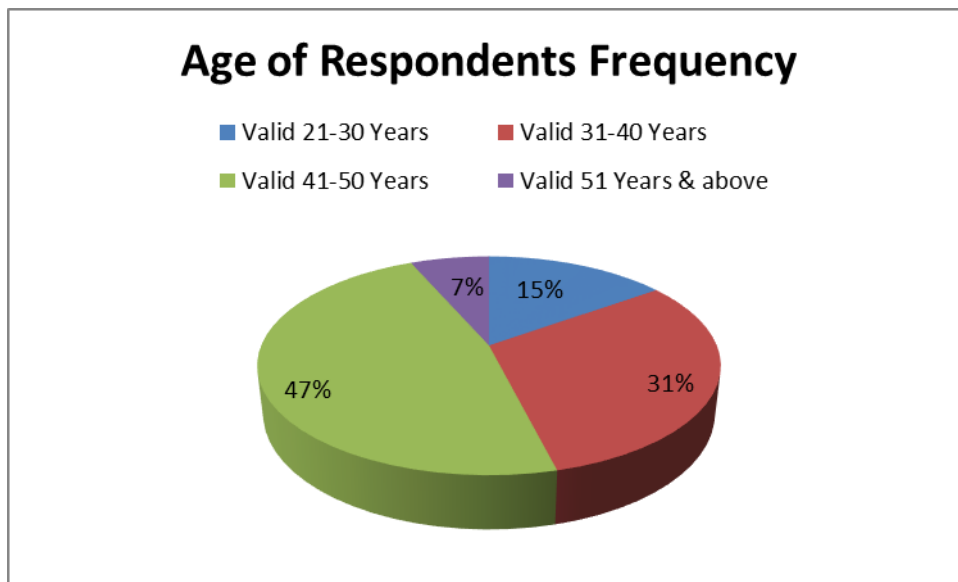


Figure 2: Age analysis of the respondents

INTERPRETATION:-Most respondents (47.4%) are aged **41–50 years**, followed by 31–40 years (30.9%).

Only 15.1% are 21–30 years, and 6.6% are above 51 years.

This shows the sample is **mainly mid-career professionals**.

Education of Respondents

	Frequency	Percent	
Valid High School	5	3.3%	
Bachelor’s Degree	29	19.1%	
Master’s Degree	87	57.2%	
PHD	31	20.4%	
Total	152	100.0	

Table 3: Frequency Distribution of Respondents by Education Levels

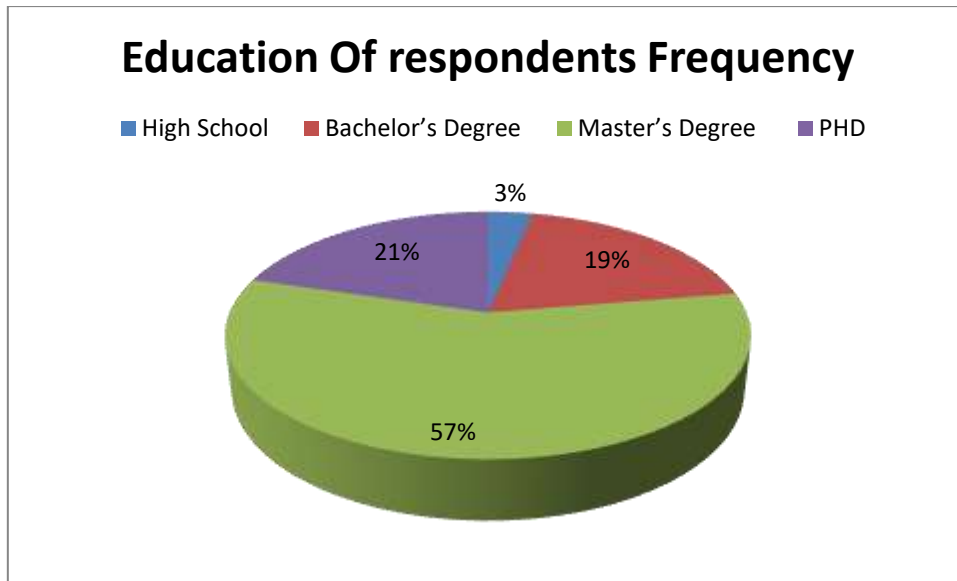


Figure 3: Education Level analysis of the respondents

INTERPRETATION: -The majority of respondents (57.2%) hold a **Master's degree**, followed by 20.4% with a **PhD** and 19.1% with a **Bachelor's degree**. Only 3.3% have completed **high school**. This indicates that the sample is **highly educated**, with most participants having postgraduate or doctoral qualifications.

Years of Experience of Respondents			
		Frequency	Percent
Valid	0-2 Yr	5	3.3%
	3-5 Yr	29	19.1%
	6-10 Yr	87	57.2%
	10+ Yr	31	20.4%
	Total	152	100.0

Table 4: Frequency Distribution of Respondents by Yr of Experience.

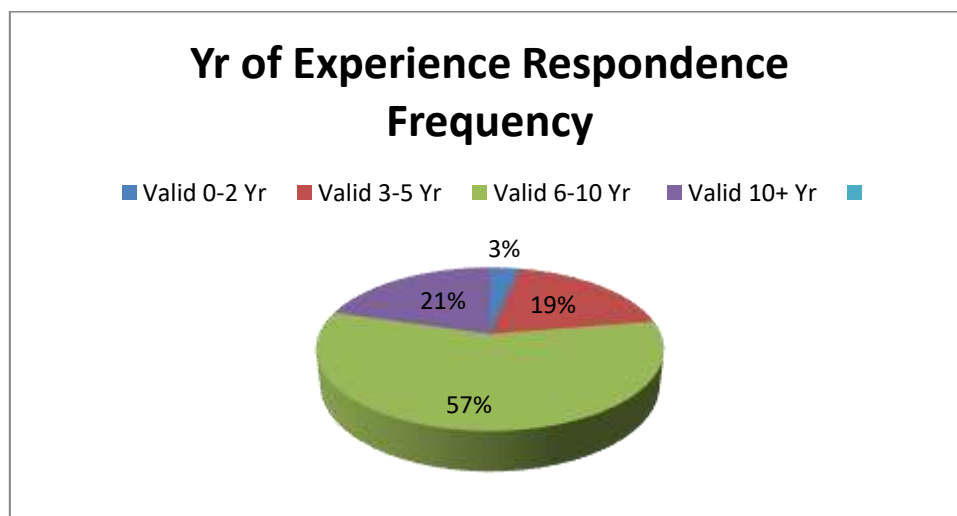


Figure 4: Year of Experience of the respondents

INTERPRETATION: -Most respondents (57.2%) have **6–10 years** of work experience, followed by 20.4% with **over 10 years** and 19.1% with **3–5 years**. Only 3.3% have **less than 2 years** of experience. This shows that the majority of participants are **experienced professionals**, likely well-acquainted with their job roles.

Job Classification of Respondents

		Frequency	Percent
Valid	Doctors	29	19.1%
	Nurses	49	32.2%
	Technicians	74	48.7%
	Total	152	100.0

Table 5: Frequency Distribution of Respondents by Job Classification.

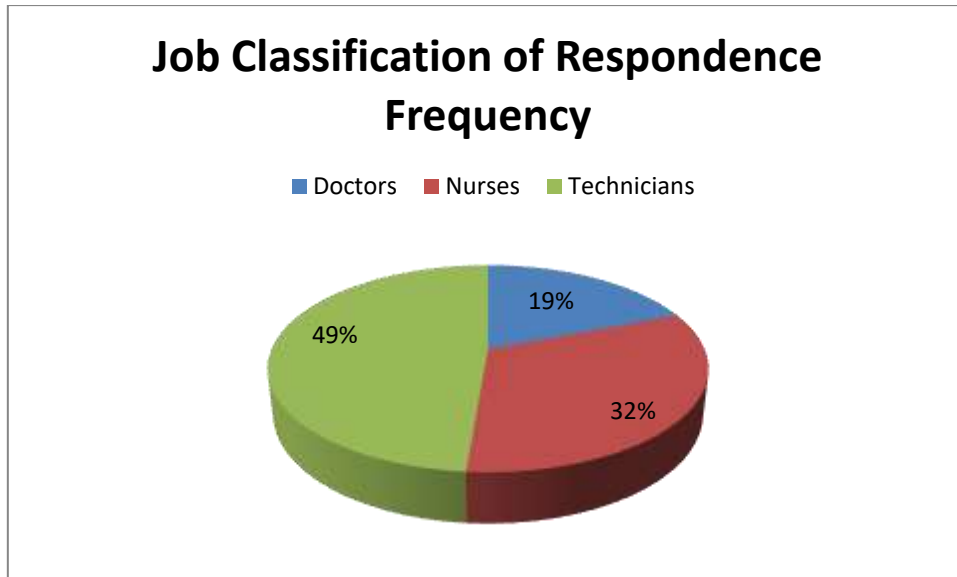


Figure5: Job Classification analysis of the respondents

INTERPRETATION:-The largest group of respondents are **technicians** (48.7%), followed by **nurses** (32.2%) and **doctors** (19.1%). This indicates that the sample is **primarily composed of technical and support staff**, with fewer respondents from the medical (doctor) category.

Descriptive statistics

Case Processing Summary

	N	Percent
Valid	152	100.0%
Missing	0	0.0%
Total	152	100.0%

Table 6: Case Processing Summary

INTERPRETATION: - All 152 cases (responses) in the dataset are valid and complete, with no missing data. This means the full dataset was used for analysis, ensuring accuracy and consistency in the results.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TD 1	152	1	5	3.86	1.130
TD 2	152	1	5	3.93	.970
TD 3	152	1	5	3.72	.957
TD 4	152	1	5	3.62	1.015
Valid N (listwise)	152				

Table 7: Descriptive Statistics For Training & Development

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
JS 1	152	1	5	3.41	1.006
JS 2	152	1	5	3.49	1.055
JS 3	152	1	5	3.48	1.023
JS 4	152	1	5	3.35	1.123
Valid N (listwise)	152				

Table 8: Descriptive Statistics For Job Satisfaction

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ES 1	152	1	5	3.45	1.060
ES 2	152	1	5	3.59	1.124
ES 3	152	1	5	3.57	1.166
ES 4	152	1	5	3.71	1.125
Valid N (listwise)	152				

Table 9: Descriptive statistics For Employee Performance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Overall_Average TD1	152	1.00	5.00	3.7829	.72427
Overall_Average JS	152	1.00	5.00	3.4326	.62174
Overall_Average ES	152	1.00	5.00	3.5773	.68525
Valid N (listwise)	152				

Table 10: Descriptive Statistics for Overall Study Variables

INTERPRETATION: -The descriptive statistics reveal that respondents overall have a **favorable view** of the study variables. The mean scores for **Training & Development (T&D)** range from 3.62 to 3.93, indicating that participants generally find the training programs effective and relevant. **Job Satisfaction (J&S)** has slightly lower mean values, ranging from 3.35 to 3.49, suggesting a **moderate level of satisfaction** with certain areas needing improvement. **Employee Satisfaction (ES)** shows encouraging results with mean scores between 3.45 and 3.71, reflecting a **positive attitude** among employees. The standard deviation values across all items are around 1.0, which indicates a **moderate spread** in responses, showing that while opinions vary, most are within a reasonable range from the average.

Reliability Statistics:

This analysis aims to confirm the internal consistency and reliability of measurement scales, ensuring data quality.

Case Processing Summary

		N	%
Cases	Valid	152	100.0
	Excluded ^a	0	.0
	Total	152	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.697	12

Table11: Reliability Statistics (Cronbach's Alpha) for Training & Development, Job Satisfaction and Employee Performance Scale.

INTERPRETATION: -The overall reliability of the 12-item scale is **moderately acceptable** with a **Cronbach's Alpha of 0.697**, which is just below the standard threshold of 0.70. This suggests the items are fairly consistent, but the scale could be improved by refining or separating items into subscales.

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T-Test: -

Group Statistics

	1. Gender	N	Mean	Std. Deviation	Std. Error Mean
Overall_Average TD1	1	72	3.7465	.75816	.08935
	2	75	3.8067	.70300	.08118
Overall_Average JS	1	72	3.3576	.56110	.06613
	2	75	3.4733	.65961	.07617
	1	72	3.4618	.67743	.07984

Overall_Average ES	2	75	3.6567	.68252	.07881
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Table 12: Group Statistics by Gender

INTERPRETATION: - The Independent Sample T-Test data shows that Gender 2 consistently reports higher mean scores than Gender 1 across all variables: Training & Development (3.81 vs. 3.75), Job Satisfaction (3.47 vs. 3.36), and Employee Satisfaction (3.66 vs. 3.46). This suggests that Gender 2 has a more positive perception of workplace practices. However, a T-test is needed to determine if these differences are statistically significant.

Independent Samples Test

		t-test for Equality of Means					95% Confidence Interval of the Difference	
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Overall_Average TD1	Equal variances assumed	-.499	145	.619	-.06014	.12053	-.29836	.17809
	Equal variances not assumed	-.498	143.063	.619	-.06014	.12072	-.29876	.17848
Overall_Average JS	Equal variances assumed	-1.143	145	.255	-.11569	.10120	-.31571	.08432
	Equal variances not assumed	-1.147	142.950	.253	-.11569	.10087	-.31508	.08369
Overall_Average ES	Equal variances assumed	-1.737	145	.085	-.19486	.11220	-.41662	.02690
	Equal variances not assumed	-1.737	144.836	.085	-.19486	.11218	-.41659	.02686

Table 13: Independent Sample Effect size

INTERPRETATION:

The independent samples t-test shows **no significant gender differences** in perceptions of **Training & Development (p = .619)**, **Job Satisfaction (p = .255)**, and **Employee Satisfaction (p = .085)**. Although the difference in Employee Satisfaction is closer to significance, it still does not meet the 0.05 threshold. Overall, responses are statistically similar across gender groups.

E. Correlation Analysis

Correlations

		Average TD1	Average JS	Average ES
Overall_Average TD1	Pearson Correlation	1	.359**	.317**
	Sig. (2-tailed)		.000	.000
	N	152	152	152
Overall_Average JS	Pearson Correlation	.359**	1	.397**
	Sig. (2-tailed)	.000		.000
	N	152	152	152
Overall_Average ES	Pearson Correlation	.317**	.397**	1
	Sig. (2-tailed)	.000	.000	
	N	152	152	152

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

Table 14: Pearson Correlation Coefficients Among Training Development, Job Satisfaction, and Employee Performance.

INTERPRETATION:

A moderate positive relationship is observed between Overall Training & Development and Overall Job Satisfaction ($r = .351$). Additionally, Overall Training & Development also shows a positive correlation with Overall Employee Satisfaction ($r = .309$), while Overall Job Satisfaction is moderately correlated with Overall Employee Satisfaction ($r = .389$). These results suggest that improvements in training and job satisfaction are associated with increased employee satisfaction.

Linear Regression :

This section presents regression analyses examining the proposed mediation model. In this model, **Training and Development** serves as the **Independent Variable**, **Job Satisfaction** acts as the **Mediating Variable**, and **Employee Performance** is the **Dependent Variable**. Two primary regression models were conducted to test the hypothesized relationships.

Model I- This analysis aims to determine the linear relationship and influence of Training Development on job satisfaction. (Path 'a')

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.359 ^a	.129	.123	.67829

a. Predictors: (Constant), Average JS

Table 15: Model Summary of Regression Analysis for Training and Development Influence on Job Satisfaction.

The regression results show that **Training and Development has a positive impact on Job Satisfaction ($R = .359$, $R^2 = .129$, $Adjusted R^2 = .123$)**, indicating that it explains approximately **13% of the variance** in Job Satisfaction. Although moderate, this relationship is meaningful and suggests that improving Training Development can significantly enhance Job Satisfaction and overall workplace productivity.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.199	1	10.199	22.169	.000 ^b
	Residual	69.011	150	.460		
	Total	79.211	151			

a. Dependent Variable: Average TD1

b. Predictors: (Constant), Average JS

Table 16: ANOVA of Regression Analysis for Training and Development Influence on Job Satisfaction

INTERPRETATION:

The ANOVA results show that the regression model is statistically significant ($F = 22.169, p = .000$), indicating that **Job Satisfaction has a significant impact on Training and Development**. This confirms that variations in job satisfaction meaningfully explain differences in training and development perceptions.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.348	.310		7.582	.000
	Overall_JS_SCORE	.418	.089	.359	4.708	.000

a. Dependent Variable: Average TD1

Table 17: Coefficients of Regression Analysis for Training and Development Influence on Job Satisfaction

INTERPRETATION: The regression coefficients show that **Job Satisfaction significantly predicts Training and Development ($B = 0.418, t = 4.708, p = .000$)**. This means that for every 1-unit increase in Job Satisfaction, Training and Development increases by **0.418 units**, indicating a strong and positive influence.

Model II: This analysis aims to determine the linear influence of Training and Development and job satisfaction on employee Performance.(Paths 'b' and 'c').

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.397 ^a	.158	.152	.63102

a. Predictors: (Constant), Overall_JS_SCORE

Table 18 : Model Summary of Regression Analysis for Training and Development and Job Satisfaction's Influence on Employee Performance

INTERPRETATION:

The regression model shows that **Training and Development and Job Satisfaction together positively influence Employee Performance ($R = .397, R^2 = .158, Adjusted R^2 = .152$)**. This means that around

15.8% of the variance in Employee Performance is explained by these two predictors, indicating a meaningful and positive contribution to performance outcomes.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	11.177	1	11.177	28.070	.000 ^b
Residual	59.727	150	.398		
Total	70.904	151			

a. Dependent Variable: Average ES

b. Predictors: (Constant), Average JS

Table 19: ANOVA of Regression Analysis for Training and Development and Job Satisfaction's Influence on Employee Performance.

INTERPRETATION:

The ANOVA results show that the regression model is **statistically significant (F = 28.070, p = <.001)**, indicating that **Training and Development and Job Satisfaction together have a significant impact on Employee Performance**. This confirms that the model reliably explains a meaningful portion of the variance in performance outcomes.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.075	.288		7.204	.000
	Average JS	.438	.083	.397	5.298	.000

a. Dependent Variable: Overall_ Average EP

Table 20: Coefficients of Regression Analysis for Training and Development and Job Satisfaction's Influence on Employee Performance

INTERPRETATION:

The coefficients indicate that **Job Satisfaction significantly predicts Employee Performance (B = 0.438, t = 5.298, p = .000)**. This means that for every 1-unit increase in Job Satisfaction, Employee Performance increases by **0.438 units**, showing a strong and positive influence.

CONCLUSIONS

This study examined the impact of training and development on employee job satisfaction in healthcare organizations in Bihar. The findings indicate that well-structured training programs significantly enhance job satisfaction among healthcare employees. Those who participated in consistent training and development activities expressed greater job fulfilment, increased motivation, and a clearer path for career progression. In the healthcare sector, where skills and knowledge must be regularly updated, training plays a crucial role in improving employee performance and organizational commitment.

Despite the positive effects, challenges such as limited resources, inconsistent management support, and unequal access to training opportunities were identified. Overcoming these barriers is essential for ensuring that all employees can benefit from development programs.

In conclusion, healthcare organizations in Bihar should prioritize training and development as key components of their strategy to improve employee satisfaction, retain skilled staff, and ultimately enhance patient care. Effective investment in training programs will lead to a more engaged and competent workforce, positively impacting both employee well-being and organizational success.

SUGGESTIONS & DIRECTIONS FOR FUTURE RESEARCH

SUGGESTIONS

- **Strengthen Training Programs:** Government hospitals should design and implement more structured, regular, and needs-based training sessions for healthcare professionals to enhance their skills and motivation.
- **Evaluate Training Effectiveness:** Institutions must establish proper feedback mechanisms to evaluate the effectiveness of training programs and make necessary improvements.
- **Customize Training Content:** Tailor training content based on employee roles (doctors, nurses, administrative staff) to ensure relevance and effectiveness.
- **Promote a Learning Culture:** Encourage continuous learning through online modules, certifications, and professional development workshops to boost engagement and job satisfaction.
- **Link Training to Career Development:** Establish clear pathways showing how training leads to promotions or skill advancement, reinforcing employee retention and satisfaction.

DIRECTIONS FOR FUTURE RESEARCH

- **Comparative Studies:** Future research could compare private and government hospitals to evaluate differences in training impact on job satisfaction.
- **Longitudinal Studies:** Conduct studies over a longer time frame to assess the long-term impact of training programs on job performance and satisfaction.
- **Broader Geographic Scope:** Extend the study to include hospitals from other states in India to generalize findings more effectively.
- **Role-Based Analysis:** Future research may focus on the differential impact of training on various healthcare roles such as doctors, nurses, and technicians.
- **Technology Integration:** Investigate the role of digital and e-learning platforms in improving the efficiency and accessibility of training and development in hospitals.

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Training and Development (TD)

TD1: The training programs offered by the bank effectively enhance my job-related skills.

TD2: The training content provided by the bank is directly relevant to my daily job responsibilities.

TD3: I have ample opportunities for professional development within the bank.

TD4: The bank supports me in applying the skills I have acquired through training to my job

Job Satisfaction (JOS)

JOS1: In my role at the bank, I feel that I am contributing to something meaningful.

JOS2: I find my job at the bank to be engaging and stimulating.

JOS3: I am satisfied with my current job at the bank

JOS4: If given the chance to start over, I would prefer a different job than the one I currently have at the bank.

Employee Performance (EP)

EP1: Employees at the bank consistently maintain a high level of productivity.

EP2: The internal work processes at the bank are both efficient and effective.

EP3: Financial incentives motivate employees at the bank to enhance their work efficiency.

EP4: Moral motivations encourage employees at the bank to strive for greater achievements in their work.