Employee Training Practice in Nepalese Health Sector and Organizational Performance

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ABSTRACT

The paper examines the impact of training, gender, job tenure, and effectiveness of training methods in the health sector in Nepal. Fifty-five point five percent of health personnel belong to private hospitals, 32.7 percent to government hospitals, and 11.7 percent to community hospitals. The mainstream of the respondents (206) showed that on-the-job training is more effective than off-the-job training (176). According to the findings of the data analysis, Job Instruction is the most effective method in On-the-Job Training, followed by Internship, Incident Methods, Case Studies, Lectures, and Audio-Visual Techniques in Off-the-Job Training. The analysis found that health personnel with experience of more than 25 years contribute the most to organizational performance, regardless of gender. Training and organizational performance are highly correlated, suggesting that experience and training are highly correlated. On-the-job and off-the-job training methods are highly correlated, with a correlation of 0.415 and a p-value of 0.027. Audio Visual Techniques and Incident Methods are also highly correlated at the 0.01 level (2-tailed). Lastly, the paper shows that 246 respondents have taken training related to the Case Study, 240 to the Lecturer method, 135 to the Simulation, and 162 to other training not mentioned in the analysis.

Keywords: On-the-Job training, Off-the-job training, health, performance, correlation, efficiency

Introduction

Training is the major one that affects the employees' performance. Training has a distinct role in the achievement of an organizational goal by incorporating the interests of the organization and the workforce (Stone, 2002). Training increases the efficiency and effectiveness of both employees and the organization.

The Nepalese health sector lacks proper training and development programs in human resources (Shankar, Mishra, Dubey, 2006). Both rural and urban areas have also facing the same problem since the last decade. Despite significant progress in recent years, service delivery in the health sector remains weak. Although an extensive network of primary health care centers has been constructed nationwide, it has not been

functioning well in many areas due to a lack of trained staff, drugs, etc. The human resource for health production in Nepal has grown significantly in the last 15 years, with the establishment of medical, nursing, and allied health science institutions in both public and private sectors.

Statement of the Problems

This major issue taken up in this study is to examine the impact of training on organizational performance in the health sector of Nepal. The issue is also to analyze the impact of training and development on employee skills, development, knowledge enhancement, motivation, and capability.

Research Questions

Based on the information, the following are research questions are formulated:

- What is the impact of training techniques (On-the-Job Training and Off-the-Job Training) on the organization's performance in the health sector?
- What are the most effective methods of training, which is responsible for the employee's growth and skills development?
- What is the effect of Gender and Job tenure on the employee's performance?

Objectives of the Study

The major objective of this study is to examine the impact of training techniques on the organization's performance. The other objectives are as follows:

- To analyze the impact of training (On-the-Job Training and Off-the-Job Training) on organizational performance in the health sector.
- To find out the most effective methods of training, that are responsible for the employee's growth and skills development.
- To identify the impact of Gender and Job tenure on the employee's performance.

Hypotheses of the Research

H_1: There is a positive relationship between On-the-Job training and organizational performance.

H_2: There is a positive relationship between Off-the-Job training and organizational performance.

H_3: There is an association between On-the-Job Training and Off-the-Job Training methods.

H_4: There is a positive relationship between Job Tenure and employee performance.

H_5: There is a positive relationship between Gender and employee performance.

Literature Review

Concept of Training

Training is a systematic process to increase organizational goal achievements, requiring planned and systematic design and implementation. (Glueck, 1982) Organizations must plan, design, and implement a systematic training program to achieve its objectives. HR systems positively influence organizational performance (Osman et al., 2011). Training enhances employee effectiveness and efficiency in formal and informal ways. (Goldman, Gutek, Stein & Lewis, 2006). Chien (2004) defined Training as the process of providing technical knowledge and skills through systematic procedures.

Training and Organizational Performance, an overview of the previous study

Training develops managerial skills. Spending money on training allows greater efficiency and effectiveness. Ballot et al., (2001), through a study in France, showed that between 1986 and 1992 the industry productivity increased due to increased trained personnel. Research has found a meaningful relationship between training and staff performance, but further research is needed to confirm or reject these findings.

On-the-Job Training

On-the-job training (OJT) is the most common and least expensive method of training, allowing workers to acquire 80 percent of their work-related knowledge and skills as per the research. It includes job instruction, apprenticeship, job rotation, internship, and incident methods.

Off-the-Job Training

Off-the-job training is the acquisition of work-related skills outside of the workplace to improve work quality, meet new standards, get promotions, or gain better career exposure. Employers may sponsor it, or government agencies may assist with expenses. Some pieces of training include lectures, case studies, simulations, audio-visual techniques, and work assignments.

Relationship between Training and Employee Performance

Public service performance is a multi-faceted concept that can be understood expansively or more narrowly (Jain, 1966). It includes factors such as job satisfaction, organizational citizenship behavior, and organizational commitment. The expansive understanding includes factors internal to an organization such as job satisfaction, organizational citizenship behavior voluntarily helping others in the workplace, and organizational commitment. Moreover, employee performance is an important building block of an organization, and factors that lay the foundation must be analyzed (Chandler & Hanks, 1993). Training has a significant impact on employee performance, as it

increases job satisfaction and commitment to the organization. Training transfer is more likely to increase performance, job involvement, and motivation to learn and transfer.

Measurement of Organizational Performance

Organizational performance is widely recognized, but there is debate about terminology and conceptual bases for measurement (Daft, 2000). No single measure of performance may fully explicate all aspects of the term. Performance is conceptualized using financial and non-financial measures.

Human Resource Practices on Employee Performance

A large number of researchers have forwarded the following classical theories (Arthur 1994). There are five major practices which are shown in the figure below:

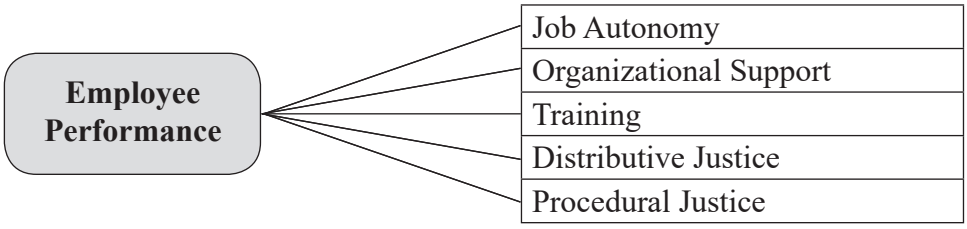

Figure 1. Five Major Practices to Employees' Performance.

Source: Hazucha, J., Hezlett, S. and Schneider, R. (1993), "The impact of 360-degree feedback on management skills development", Human Resource Management, Vol.32 No.2.

Theoretical Framework of the Study

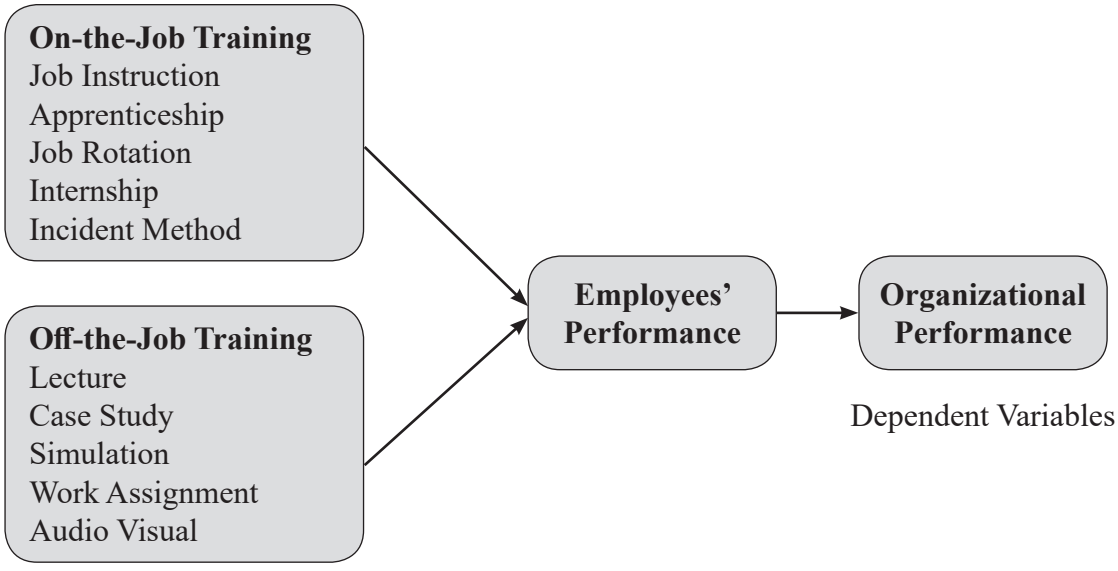

Figure 2. The Impact of Training Techniques on Organizational Performance

Independent Variables

Organizational performance is widely recognized, but there is debate about terminology and conceptual bases for measurement. Performance is conceptualized using financial and non-financial measures from objective and perceptual sources.

Methodology

Research Design

This research aims to investigate the types of training applied by Organizations for better organizational performance in the health sector in Nepal. It was conducted using SPSS and Microsoft Excel to gather and interpret data from a quantitative and qualitative perspective.

Population and Sample

The population for this study was composed of doctors and nurses from different hospitals in Kathmandu City, Green City Hospital, Civil Service Hospital, Minbhawan, Kantipur Dental Hospital, Kanti Children Hospital, Vinayak Hospital, and Maternity Home Pvt. Ltd., T.U. Teaching Hospital, Grande Int'l Hospital, and Sita Payala Hospital. The samples were selected by using the convenience-sampling method whose result is shown in Table 1 below:

Table 1

Distribution of Sample

Name of Hospital	Questionnaire distributed	Percent	Questionnaire returned	Response Rate
Green City Hospital	18	6.8 %	16	88.89%
Civil Service Hospital, Minbhawan	32	11.4%	29	90.63%
Kantipur Dental Hospital	25	10%	22	88.00%
Kanti Children Hospital	40	6.4%	39	97.50%
Binayak Hospital and Maternity Home Pvt. Ltd.	19	7.8%	18	94.74%
Teaching Hospital	77	14.2%	72	93.51%
Grande Hospital	28	8.9%	26	92.86%
Sita Payala Hospital	10	3.6%	10	100.00%
Helping Hands	22	27.4%	21	95.45%
Vayodha Hospital	10	3.6%	10	100.00%
Total	281	100	263	93.59%

Variables and Measures

Organizational performance is the dependent variable, while Employee Training is the independent variable. For measuring On-the-Job Training, Job Instruction, Apprenticeship, Job Rotation, Internship, and Incident methods were used, while Off-the-Job Training was measured with Lecture method, Case study, Simulation, Work assignment, and Audio-visual techniques.

Measures and Statistical Tools

The dependent variable was Organizational Performance and the independent variable was Training Techniques, measured using a 5-point Likert scale. SPSS V20 and Excel were used for statistical analysis.

Questionnaire Reliability

Table 2

Response of the Health Personnel Based on Types of Training

Attitude	On-the-Job Training		Off-the-Job Training	
	Frequency	**Percent**	**Frequency**	**Percent**
Don't know	1	0.4	4	1.4
Agree	74	26.3	101	35.9
Strongly Agree	206	73.3	176	62.6
Total	**281**	**100**	**281**	**100**

It was found that no respondents were found strongly disagreed or disagreed with both types of training. Regarding the On-the-Job Training, 206 respondents found strongly agreed which is 73.3 percent. About 26.3 percent of the total respondent agreed with the on-the-job training, whereas only one respondent was unaware of the On-the-Job Training. For Off-the-Job Training, there were 176 respondents (62.6 percent) who were found to strongly agree.

Table 3

Reliability Statistics

Cronbach's Alpha	No. of Items
.894	40

Out of 281 responses 263 completed and returned the questionnaire. The questionnaire's internal consistency was tested by using Cronbach's alpha. For the total of the 40 items, Cronbach's alpha was found to be .894.

Result and Discussion

Cross-Tabulation of Sex and Designation in the Hospital

Table 4

Cross Tabulation of the Sample by Sex and Designation

Designation	Sex		
	Male	Female	Total
Doctor	25 (8.90%)	14 (5.00%)	39 (13.90%)
Health Assistant	13 (4.60%)	9 (3.20%)	22 (7.80%)
Lab Technician	6 (2.10%)	1 (0.40%)	7 (2.50%)
MD	34 (12.10%)	7 (2.50%)	41 (14.60%)
Sister In charge	0 (0.00%)	16 (5.70%)	16 (5.70%)
Staff Nurse	2 (0.70%)	154 (54.80%)	156 (55.50%)
Total	**80**	**201**	**281**

Table 4 shows that there are 25 male doctors, 14 female doctors, 154 female Staff Nurses, 13 male and 9 female Health Assistants, 6 male and 1 female Lab Technicians, 25 male Doctors, and 7 female Doctors with a degree of MD.

Mean and Standard Deviation of On-the-Job Training

Table 5

Mean and Standard Deviation of On-the-Job Training Variable

S. No.	Sub items for On-the-Job Training	Mean	Std. Deviation
1	I got the instructions about the tools and equipment	4.23	.590
2	I can easily understand how to perform my activities	4.34	.594
3	I get clear information/ instruction about the nature of the Job	4.34	.630
4	It builds my confidence while doing my work	4.53	.548
5	Close guidance from senior Doctors/ Nurses helps me increase my efficiency	4.26	.737
6	It allows me to learn new methods and styles of working	4.34	.657
7	I get benefits from my Senior doctor/nurse experiences	4.38	.621
8	It provides me the sufficient knowledge and skills	4.21	.749
9	I can perform a variety of tasks independently	4.07	.716

10	I can work for multiple departments or teams if needed	4.18	.763
11	I get complete knowledge about my hospital, department, and other units	4.04	.724
12	It enables me to face new challenges and responsibilities	4.04	.832
13	It gives me more knowledge about my job	4.19	.696
14	I get the real working environment and conditions in the hospital	4.09	.726
15	Close guidance from my seniors help me to build my confidence	4.30	.606
16	It helps me to increase my practical knowledge related to the job	4.37	.565
17	It gives me additional information about the case or incident	4.12	.564
18	I find myself more practically involved in the discussion in the class	4.10	.634
19	I can understand the actual environment of the incident by raising the question	4.18	.603
20	It helps me to share my opinions on related issues with friends and colleges	4.22	.600

Table 5 depicts the mean value and the standard deviation for every sub-item used for the on-the-job training. The mean value of S. No. 4 which is 4.34, is the highest which indicates that this variable item has the highest influence on the 'On-the-Job Training'. On the other hand, both S. No. 11 and S. No. 12 have the least influence on the On-the-job Training which is 4.04.

Mean and Standard Deviation of Off-the-Job Training

Table 6

Mean and Standard Deviation of Off-the-Job Training Variables

S. No.	Sub items for the Off-the-Job training	Mean	Std. Deviation
1	It provides me the updated information related to my job	4.04	.776
2	It gives me a clear and detailed understanding of the subject matter of my course	4.12	.720
3	I get the solution to the problem that I face during my working	4.06	.830
4	I get a clear picture of my hospital's working system	3.87	.850

5	Studying the particular case helps me to understand the problem and its solution	4.35	.548
6	It helps to understand the hospital policies, strategies, and plan	4.32	3.470
7	It encourages me to think deeply and make an analysis of a situation	4.32	.582
8	It helps me to develop a positive attitude toward my job	4.23	.766
9	Provides a real working environment which is very useful in performing a job	4.09	.632
10	It helps me to develop skills for solving the problem	4.21	.548
11	It helps me to take appropriate decisions at any time	4.12	.746
12	It helps to develop skills and knowledge for working	4.29	.580
13	It helps me to improve my communication and service skills with the patient	4.15	.622
14	It shows the working system and procedure	4.18	.706
15	It is easy and clear to understand through pictures and movies	4.27	.625
16	I can see, learn, and memorize the working style of other personnel	4.27	.664
17	It helps me to solve the everyday issue effectively	4.06	.679
18	I find the inner balance between mind, body, and spirit	4.05	.693
19	It develops responsibilities, interpersonal skills, and work ethics inside the hospital	4.21	.589
20	It is important for the healthy a long-run survival of the organization	4.23	.639

Table 6 gives the mean and standard deviation of Off-the-Job training. The mean of S. No. 5 is the highest with a value of 4.35. This indicates that this variable item has the highest influence on the 'Off-the-Job Training'. On the other hand, the variable item S. No. 4 has the least influence on the 'Off-the-Job Training with a mean value of 3.87.

Analysis of Moderating Variables

The moderating variables are also called the intermediating variable. The moderating variables used in this research are gender, educational level, service period, and the number of training attended, etc. which are tried to link employee performance to organizational performance.

Descriptive Analysis of the Service Period

Table 7

Descriptive Analysis of the Service Period

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
below 5	248	103.19	49.275	3.129	97.03	109.35
5 to 10	26	80.46	55.254	10.836	58.14	102.78
11 to 15	2	122.50	94.045	66.500	-722.46	967.46
16 to 20	3	49.33	49.014	28.298	-72.42	171.09
more than 25	2	164.00	.000	.000	164.00	164.00
Total	**281**	**101.08**	**50.664**	**3.022**	**95.13**	**107.03**

In Table 7, the mean of the service period of more than 25 years is 164, followed by the service period from 11 to 16 years. This indicates that health personnel with experience of more than 25 years contribute the most to organizational performance.

Table 8

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29025.396	4	7256.349	2.904	.022
Within Groups	689689.721	276	2498.876		
Total	**718715.117**	**280**			

Table 8 shows that the sig. value of the service period of health personnel is significant, indicating a positive relationship between the service period and employee performance. This supports the alternative hypothesis (H4).

Descriptive Statistics of the Gender of health personnel

Table 9

Descriptive Gender Distribution

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Male	80	28.8250	2.836	.31711	28.1938	29.4562
Female	201	29.3731	2.320	.16368	29.0504	29.6959
Total	**281**	**29.2171**	**2.48550**	**.14827**	**28.9252**	**29.5090**

The data analysis shows that Female health workers (201) are more dominant than male health workers (80), indicating greater participation and contribution in the health sector of Nepal. According to the descriptive analysis of the gender, the mean of the female health personnel which is 29.38 is higher than that of the male which is 28.83. This indicates that female has the greater influence and contribution to the organizational performance in the health sector.

Table 10
ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	17.193	1	17.193	2.801	.015
Within Groups	1712.565	279	6.138		
Total	1729.758	280			

Gender does not have a significant impact on organizational performance, so there is no relationship between gender and employee performance. The alternative hypothesis (H5) is rejected.

Educational level
Table 11
Descriptive Analysis of Education

	N	Mean	Std. Deviation	Std. Error
High school or below	2	26.6021	2.50010	.23400
Intermediate (PCL) level	148	26.4662	2.50011	.20551
Bachelor level	98	28.8980	2.43467	.24594
Master and Above	33	29.0000	2.58602	.45017
Total	281			

Table 11 shows that Health personnel with master's and above educational qualifications have the highest impact on organizational performance, with 148 respondents at the PCL level.

Table 12
ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	21.947	3	7.316	1.187	.315
Within Groups	1707.811	277	6.165		
Total	1729.758	280			

The sig value for the education level is found to be .315 which is higher than .05. Therefore, from the ANOVA table 12, the sig. value is found to be insignificant indicating that education does not play a major role in the performance of the organization.

Number of training attended

The table below shows that the health personnel attending training less than 3 times are larger than those attending between 3 and 6 times, with 79 attending between 3 and 6 and 5 attending between 7 and 10. Highly experienced personnel have trained more than 10 times.

Table 13

Descriptive Analysis of the Number of Training Attended

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Less than 3 times	174	29.2014	2.52372	.19132	28.8638	29.6190
3 to 6 times	79	29.2425	2.47231	.27816	28.6488	29.7563
7 to 10 times	5	28.4000	1.34164	.60000	26.7341	30.0659
more than 10 times	23	29.2609	2.52654	.52682	28.1683	30.3534
Total	**281**	**29.2171**	**2.48550**	**.14827**	**28.9252**	**29.5090**

The number of training attended has an impact on organizational performance. Table 13 shows that most of the health personnel who had taken the training less than 3 times had a low mean but those who had taken the training more than 10 times had the highest mean. This indicates that the higher the number of training taken higher the organizational performance.

Table 14

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.502	3	1.167	.187	0.015
Within Groups	1726.256	277	6.232		
Total	1729.758	280			

From the ANOVA table 14, the sig. value is found to be significant i.e. 0.015. It implies that there is a relation between the number of training attended and organizational performance.

Table 15
Correlation between Training and Organizational Performance

	Training	Organizational Performance
Pearson Correlation	1	0.739**
Sig. (2-tailed)		0.000
N	**281**	**281**

The correlation Table 15 indicates that the training and organizational performance are highly correlated with each other (i.e. 0.739) meaning that the training techniques have an impact on the organizational performance of employees.

Table 16
Correlation Between Off-the-Job Training and OP Variables

	Training	Motivation	Satisfaction	Working Skills	Attitudes
Training	1				
Motivation	0.357**	1			
Satisfaction	0.452**	0.308**	1		
Working Skills	0.274**	0.300*	0.122**	1	
Attitudes	0.334**	0.354**	0.289**	0.492**	1
**. Correlation is significant at the 0.01 level (2-tailed).					

In Table 16, training is found to be correlated with all the variables of the organizational performance at 0.01 levels (2-tailed). It is found that, out of all the variables, satisfaction is highly correlated with training. This training has the highest impact on satisfaction (i.e. 0.642**).

Regression between Training and Organizational Performance Variables
Table 17
ANOVA

Motivation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	15.398	1	15.398	9.534	0.000
Residual	300.342	279	1.615		
Satisfaction					
Regression	27.497	1	27.497	18.368	0.000
Residual	278.375	279	1.497		
Working Skills					

Regression	29.611	1	29.611	17.206	0.000
Residual	320.027	279	1.721		
Attitudes					
Regression	35.003	1	35.003	34.486	0.000
Residual	188.737	279	1.015		

Table 17 shows that it is found that all the variables of organizational performance i.e. motivation, satisfaction, working skills, and attitude are highly significant. This shows that these variables are associated with the training. Employees obtaining the training have greater organizational performance since it contributes to the hither employee's performance.

Relation between Organizational Performance and On-the-Job Training

H_1: There is a positive relationship between On-the-Job Training and Organizational Performance.

Table 18

Correlations Between Organizational Performance and On-the-Job Training

	Organizational Performance	On-the-Job Training
Pearson Correlation	1	0.438** (0.02)
N	281	281

Note: The figure within parenthesis is the p-value

Table 18 shows that organizational performance has a positive relationship with On-the-Job Training, with a correlation coefficient of 0.438 and a p-value less than the level of significance.

Table 19

Analysis of Variance (ANOVA) of the Test

	Sum of Squares	Df	Mean Square	F	Sig.
On-the-Job Training	15.143	1	15.143	113.0075	0.018
Organizational Performance	24.916	279	0.134		
Total	40.059	180			

Here, organizational Performance and On-the-Job Training have a positive relationship, as demonstrated by the ANOVA's sig. value of p=0.018. This verifies hypothesis H_1.

Table 20
Coefficients

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
(Constant)	1.690	0.286		5.906	0.000		
On-the-Job Training	0.638	0.06	0.615	10.632	0.000	1.000	1.000

Table 20 shows that on-the-job training is highly significant in the organization's performance. One-unit changes in the variable of On-the-Job training will change the organizational performance by 0.638 units. Similarly, the value of the tolerance and VIF is normal which means the multicollinearity problem is not found in the collected data.

Relationship between Organizational Performance and Off-the-Job Training

H_2: There is a positive relationship between Off-the-Job Training and Organizational Performance.

Table 21
Correlations between Organizational Performance and Off-the-Job Training

	Organizational Performance	Off-the-Job Training
Pearson Correlation	1	0.471**
		0.046
N	**281**	**281**

Note: The figure within parenthesis is the p-value

Table 21 indicates that Organizational Performance and Off-the-Job Training have a high level of association, with the p-value (0.046) being highly significant at a 0.05 level of significance.

Table 22
Analysis of Variance (ANOVA) Test of off-the-job Training with the Organizational Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	109.192	37	2.951	1.802	.005
Within Groups	397.947	243	1.638		
Total	507.139	280			

Table 22 indicates that Organizational performance and Off-the-Job Training have a positive relationship, confirming hypothesis H_2.

Table 23
Coefficients

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
(Constant)	2.345	0.311		7.85	0.000		
Off-the-Job Training	0.592	0.250	0.547	11.41	0.000	1.000	1.000

Table 23 shows that Off-the-Job Training has a significant impact on organizational performance, with normal tolerance and VIF values.

Relationship between On-the-Job Training and Off-the-Job Training

H_3: There is an association between On-the-Job and Off-the-Job Training Methods.

Table 24
Correlations between On-the-Job Training and Off-the-Job Training

	On-the-Job Training	Off-the-Job Training
Pearson Correlation	1	0.415**
Sig value		0.027
N	**281**	**281**

Note: The figure within parenthesis is the p-value

Table 24 shows that the correlation between On-the-Job and Off-the-Job training methods is highly correlated (0.415), with a p-value of 0.027. This supports the alternative hypothesis (H_3) that there is an association between them.

Table 25
Correlation between Variables of Training

	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_{10}
Job Instruction(X_1)	1									
Apprenticeship(X_2)	.432**	1								
Job Rotation(X_3)	.417**	.560**	1							
Internship(X_4)	.344**	.586**	.518**	1						
Incident Method(X_5)	.297**	.451**	.444**	.398**	1					
Lecture Method(X_6)	.159**	.444**	.374**	.357**	.511**	1				
Case Study(X_7)	0.085	.261**	.235**	.300**	.320**	.462**	1			
Simulation(X_8)	.219**	.461**	.340**	.336**	.466**	.529**	.4412**	1		

Audio Visual(X_9)	.112*	.397**	.315**	.220**	.594**	.402**	.264**	.499**	1	
Work Assignment(X_{10})	.240**	.363**	.409**	.297**	.530**	.436**	.402**	.401**	.483**	1

Correlations between training variables

** Correlations are significant at the 0.01 level (2-tailed)
* Correlations are significant at the 0.05 level (2-tailed)

Table 25 shows that Audio Visual Techniques and Incident Methods are highly correlated with each other, with a correlation value of 0.594 and a p-value of 0.000. This suggests that the variables are eligible for research study due to their high correlations.

Rating the different types of Training according to their effectiveness

Table 26

Rating the Different types of Training According to their Effectiveness

	On-the-Job training		Off-the-Job training	
Position	**Types**	**Rating**	**Types**	**Rating**
1st	Job instruction	538	Case Study	555
2nd	Internship	587	Lecture	606
3rd	Apprenticeship	695	Work assignment	688
4th	job rotation	731	Simulation	739
5th	Incident method	825	Audio Visual Techniques	785

In Table 26, the data analysis found that Job Instruction methods were the most effective for On-the-Job Training, followed by Internship and Incident Methods. Off-the-job training was rated the most effective, followed by Case Study and Lecture Methods, and Audio Visual Techniques were the least effective. This suggests that Audio Visual Techniques are less effective in Off-the-Job Training.

Conclusion

This study was carried out to examine employee training practices in the Nepalese health sector and their impact on organizational performance. This study found that most of the respondents' age range was between 20-25, with only 3 being more than 50. This suggests that most employees working in the hospital sector belong to the younger age group.

The data analysis found that 55.5 percent of health personnel in Nepal are working in private hospitals, 32.7 percent in the government, and 11.7 percent in community hospitals. Male health personnel is the highest in teaching and Kanti Children hospitals

which are 22 and 16 respectively, while female workers are the highest in Teaching, Civil service, and Grande Hospitals which are 55, 22, and 22 respectively. No respondent was found to strongly disagree or disagree with both types of training, with 206 of the respondents strongly agreeing with On-the-Job Training and 176 of them strongly agreeing with Off-the-Job Training. This suggests that providing the training during On-the-Job Training and Off-the-Job Training seems to be very effective.

The data analysis found that no respondent strongly disagreed with both types of training, with 206 of the respondents strongly agreeing with On-the-Job Training and 176 strongly agreeing with Off-the-Job Training. Male doctors are more involved in the nursing profession, and there are few male staff nurses. The mean value of the On-the-Job Training sub-variables is the highest, while the sub-items "I get complete knowledge about my hospital, department, and other functional units" and "It enables me to face new challenges and responsibilities" have the least influence.

The mean value of On-the-Job training sub-variables is the highest, while Off-the-Job Training has the least influence. Health personnel with experience of more than 25 years contribute the most to organizational performance, while those with experience between 16-20 years have the least contribution. Gender does not have a significant impact on organizational performance, rejecting the alternative hypothesis (H5) that there is a significant relationship between gender and performance.

The correlation analysis of the data showed that higher job experience in the same organization leads to higher training obtained. Additionally, there is a positive relationship between organizational performance and On-the-Job Training and Off-the-Job Training. The correlation between On-the-Job Training and Off-the-Job Training is 0.415 and the p-value is highly significant ($p=0.027$). Additionally, Audio Visual Techniques and Incident Methods are highly correlated with each other at the 0.01 level (2-tailed). The highest rating on different types of training was done on Job Instruction methods of training followed by the Internship, whereas the Incident Methods were rated the least. This indicates that the Job Instruction methods in the training are found to be very effective methods of On-the-Job Training.

Off-the-Job training was rated highest by respondents with the Case Study method being the highest, followed by the Lecture Method with 240 and Simulation with 135. The other types of training taken by 162 respondents are not mentioned in the analysis.

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