

"Assessing the Impact of Training and Development on Healthcare Staff Performance at Orchid Medical Centre, Ranchi"

Puja Amrit

Research Scholar

Department of Commerce & Business Management
Ranchi University, Ranchi

Abstract

This study investigates the impact of training and development programs on healthcare staff performance at Orchid Medical Centre, Ranchi. A stratified random sample of 200 employees was surveyed to assess their perceptions of training effectiveness, session content, trainer quality, and alignment with hospital objectives. Findings reveal that while training contributes positively to employee motivation, confidence, and service quality, improvements are needed in content relevance, delivery methods, and scheduling. The study underscores the importance of aligning training initiatives with organizational goals to enhance performance, patient care, and staff retention. Recommendations include incorporating practical, role-specific modules and strengthening feedback mechanisms to support continuous professional development.

Keywords

Training and Development, Healthcare Staff, Employee Performance, Orchid Medical Centre, Patient Care, Human Resource Development, Continuous Learning, Organizational Goals

Introduction

India's healthcare industry stands at a pivotal moment. Driven by rapid population growth, increased disease burden, and revolutionary advances in medical science and technology, the sector is expanding at an unprecedented pace. But this expansion is not just about building more hospitals or acquiring the latest machines. At its core, it's about people. And the success of any healthcare system depends significantly on how well its people—doctors, nurses, technicians, administrative staff, and support teams—are trained, nurtured, and developed over time.

In such a dynamic environment, **continuous training and professional development** are not optional add-ons. They are the backbone of excellence. While medical degrees, licenses, and certifications are necessary to enter the profession, the real challenge lies in **keeping up with change**—be it in treatment protocols, technologies, patient expectations, or public health threats. That's where structured, sustained, and strategic training programs come into play.

This article explores the critical role of ongoing learning in healthcare, emphasizing its transformative impact on individuals, institutions, and society at large. Using **Orchid Medical Centre in Ranchi** as a contextual reference point, we delve into how a strong culture of professional development can elevate not just performance but also trust, satisfaction, and long-term sustainability in healthcare delivery.

Why Continuous Training Matters in Healthcare

The modern healthcare system is increasingly complex. Patients today expect more—more empathy, faster diagnosis, personalized care, and access to cutting-edge treatments. Simultaneously, healthcare professionals face rising demands: they must master new medical equipment, follow updated guidelines, and adhere to evolving standards of care. Without continuous skill upgrades, even the most talented professionals can fall behind.

Training is not merely a formality; it is an investment in quality, safety, and credibility. It bridges the gap between theory and practice, between education and real-world application. Whether it's helping a nurse adapt to a new electronic medical record (EMR) system, or preparing a surgeon for minimally invasive techniques, effective training programs are essential at every level.

Moreover, in a country like India—diverse, populous, and still grappling with healthcare disparities—ensuring that professionals across rural and urban settings receive regular training can dramatically improve healthcare equity and outcomes.

The Case of Orchid Medical Centre, Ranchi

Amid this national backdrop, **Orchid Medical Centre**, located in the capital city of Jharkhand, represents a compelling example of an institution that recognizes the strategic importance of continuous learning. Serving a diverse population and providing a wide range of medical services, Orchid has gradually cultivated a culture where **professional development is not seen as a burden, but a shared priority**.

Doctors and nursing staff at Orchid have increasingly embraced the idea that training is not a one-time affair, but a lifelong commitment. From hands-on workshops to role-playing sessions, from bedside mentoring to management training for emerging leaders, Orchid's approach demonstrates that **learning can be made relevant, inclusive, and action-oriented**.

Yet, as with any initiative, the true test lies in results. Do training programs lead to **better patient outcomes**? Do they **increase staff satisfaction** and reduce turnover? Are they helping create **future leaders** within the hospital system? These are the questions that Orchid, like many institutions across India, must continue to reflect on—ensuring that training doesn't just look good on paper but **delivers real impact** on the ground.

Need of the Study

This survey was essential to evaluate the effectiveness of training programs at Orchid Medical Centre and their alignment with organizational goals. By identifying gaps in staff skills and competencies, it enables the HR department to design targeted, impactful training initiatives. The study also helps assess the return on investment (ROI) of training; ensuring resources are being used effectively.

Moreover, the survey supports compliance with NABH/NABL standards, enhances employee engagement and retention, and promotes a culture of continuous learning. It provides a data-driven foundation for improving patient care and making informed decisions about future training strategies.

Objectives of the Study

To evaluate the perceived effectiveness of training and development programs among healthcare staff at Orchid Medical Centre. This includes assessing staff perceptions of content quality, trainer effectiveness, and delivery methods.

- ☐ To analyze the impact of training programs on employee performance indicators such as motivation, confidence, service quality, and job satisfaction.
- ☐ To examine the alignment between current training initiatives and the organizational goals of Orchid Medical Centre, including patient care improvement and staff retention.
- ☐ To identify existing gaps in training content, delivery methods, and scheduling as experienced by various categories of hospital staff.
- ☐ To propose actionable recommendations for enhancing training relevance and effectiveness through practical, role-specific modules and continuous feedback mechanisms.

Hypothesis

H1₁: Training and development on health care has positive impact on staff of orchid.

H1₂: Training and development on health care has a positive impact on motivation & Career retention.

These research questions and hypotheses will guide the study in understanding how Training and Development on Healthcare Staff Performance

Research Methodology

The research employed a descriptive design to evaluate the effectiveness of training and development programs on staff performance and patient care at Orchid Medical Centre. The study targeted a population of 707 employees, from which a stratified random sample of 200 individuals—including nurses, medical officers, and consultants—was selected to ensure balanced representation. Data collection involved multiple methods: structured questionnaires were used to gather quantitative data on training content, delivery, and perceived impact; semi-structured interviews with selected staff provided deeper qualitative insights; and training records and evaluation reports were reviewed for additional context. Quantitative data were analyzed using descriptive and inferential statistics, including mean, standard deviation, t-tests, and ANOVA, while qualitative data were subjected to thematic analysis. Key evaluation metrics included improvements in staff performance, quality of patient care, employee motivation, and feedback from training participants. To ensure reliability and validity, the study incorporated pre-testing of instruments, interviewer training, and data triangulation. Ethical standards were strictly followed, with informed consent obtained from all participants and confidentiality and anonymity maintained throughout the research process.

Limitations of the Study

- The study was based on a sample of 200 employees from a total workforce of 707, which may not fully capture the diverse perspectives across roles and departments.
- Despite using stratified sampling, potential selection bias may affect the generalizability of the results.
- Data was self-reported, making it susceptible to response bias or socially desirable answers.
- The focus on employee perceptions may have overlooked other external or organizational factors influencing training outcomes.
- Being limited to Orchid Medical Centre, the findings may not apply to other hospitals or healthcare institutions.
- The short duration of the study restricted assessment of the long-term effects of training programs.

Data Interpretation

The present study evaluated the impact and perception of training and development programs among 200 employees at Orchid Medical Centre. The data reveals strong organizational support for continuous learning and shows how structured training initiatives positively affect individual and institutional performance.

1. Training Frequency and Participation

A vast majority of respondents confirmed regular training participation. As depicted in **Figure 1**, **30%** attend training "very often" and **52%** "often," indicating that over **82%** of the workforce is actively engaged in development sessions. Only **4%** reported rare participation, reflecting consistent training accessibility and organizational emphasis on professional growth.



Figure 1: Training Frequency Participation

2. Session Engagement and Delivery Quality

Engagement levels are notably high. As shown in **Figure 2**, **84 employees (42%)** rated sessions as “very engaging” and **88 (44%)** as “engaging.” These findings demonstrate that the sessions are interactive and well-designed.

Additionally, as seen in **Figure 3**, **98% of employees** expressed satisfaction with trainers, validating their subject mastery and delivery effectiveness. This high satisfaction underscores the trainers’ ability to create a conducive learning environment.

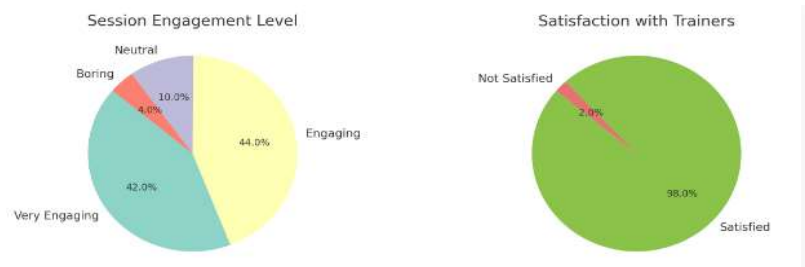


Figure 2: Session Engagement Level **Figure 3:** Satisfaction with Trainers

3. Impact on Work Efficiency and Skill Development

A significant **96%** of respondents indicated an improvement in work efficiency due to training, as shown in **Figure 4**. Furthermore, **62%** reported a substantial increase in subject knowledge, while **32%** experienced moderate improvement. This clearly signals the training’s relevance and effectiveness in enhancing professional capabilities.

Practical application of the acquired skills is also high: **64%** of employees use the learned skills “often,” and **32%** “very often,” indicating a strong transfer of knowledge into daily tasks.

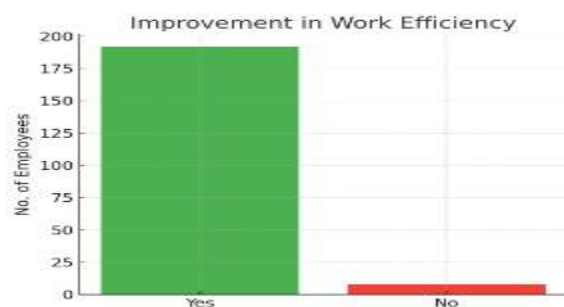


Figure 4: Improvement in Work Efficiency

4. Types of Training Offered

Employees receive a variety of training formats: **on-the-job (78%)**, **technical (10%)**, and **off-the-job (12%)**. However, **non-technical training** (communication, soft skills, etc.) remains absent—highlighting a potential gap in holistic development.

For new recruits, the focus is largely technical: **54%** undergo technical on boarding, **36%** receive induction programs, and **10%** receive orientation. This suggests a technically focused integration, though non-technical areas are underrepresented.

5. Challenges and Areas of Improvement

Despite the overall positive response, respondents highlighted several areas needing attention. As shown in **Figure 5**, the most common complaint (**46%**) was that sessions were too long, followed by content being too basic (**24%**). Other notable concerns include **outdated material (8%)**, **unengaging trainers (8%)**, and **over-theoretical sessions (12%)**.

These critiques emphasize the importance of updating training content, increasing session precision, and customizing material based on job roles and experience levels.

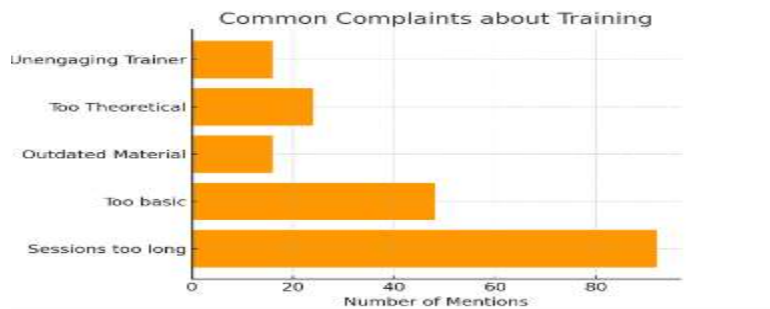


Figure 5: Common Complaints About Training

Findings and Conclusion

- A majority of employees acknowledged the importance of training in improving job performance.
- Many participants felt those sessions were too long or overly theoretical, suggesting a need for more practical, engaging content.
- Trainer satisfaction was generally high, though some suggested updating content more frequently.
- Employees expressed a desire for regular, role-specific training aligned with hospital standards.
- Training programs contributed positively to employee confidence, skill development, and motivation.

The study highlights that training and development at Orchid Medical Centre play a vital role in enhancing employee performance and patient care quality. However, improvements are needed in session structure, content relevance, and feedback mechanisms. Aligning training initiatives with both employee needs and organizational goals will lead to better outcomes and foster a culture of continuous professional growth.

Suggestions

- ☐ **Make Training More Practical:** Include hands-on sessions and real-case simulations to improve engagement and skill application.
- ☐ **Update Content Regularly:** Ensure training materials reflect current medical standards and technologies.
- ☐ **Customize by Role:** Design training modules tailored to specific departments and job functions.
- ☐ **Collect Regular Feedback:** Implement post-training evaluations to identify areas for improvement.
- ☐ **Schedule at Convenient Times:** Align training schedules with staff availability to maximize participation and effectiveness.

Acknowledgment

I, Puja Amrit, would like to express my heartfelt gratitude to all those who supported and guided me throughout the course of this research project.

First and foremost, I am deeply thankful to **Dr. Amar Kumar Chaudhary**, Head and Dean University Department of Commerce & Business Management, for his constant encouragement, expert supervision, and insightful suggestions. His unwavering support and scholarly guidance have played a crucial role in shaping this study.

I extend my sincere appreciation to **Mrs. Eva Shrivastav**, General Manager, and **Mr. Mayank Raj**, Assistant General Manager of Orchid Medical Centre, for granting me the opportunity to conduct this research within their prestigious institution. Their cooperation and facilitation were vital to the successful completion of this project.

I am also genuinely thankful to **Mr. Sunny Dev Singh** and **Mrs. Shivani Sahu** for their continuous guidance, patience, and valuable inputs during the research at Orchid Medical Centre. Their practical insights and professional experience significantly enriched my learning experience and understanding of the healthcare environment.

Lastly, I thank all the staff members and employees of Orchid Medical Centre who participated in the study and contributed valuable time and feedback.

This project would not have been possible without the collective support and encouragement of everyone mentioned above.

Reference

1. Armstrong, M. (2020). *Armstrong's handbook of human resource management practice* (15th ed.). Kogan Page.
2. Noe, R. A. (2020). *Employee training and development* (8th ed.). McGraw-Hill Education.
3. World Health Organization. (2016). *Transformative education for health professionals*. World Health Organization. <https://www.who.int/publications/i/item/9789241510220>
4. Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63–105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>
5. Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74–101. <https://doi.org/10.1177/1529100612436661>
6. Health Workforce Australia. (2013). *Health workforce innovation and reform: Training and development*. https://www.hwa.gov.au/sites/default/files/HWA_Training%26Development_Report.pdf