Original Paper

The Impact of Training on Employee Performance: An Empirical Study of Hospitals in North Lebanon

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Abstract

Nowadays, it's a challenge to maintain high performance among nurses in the healthcare system worldwide, such a phenomenon continues to rise, and this is something that requires proper management. Nurses as caregivers are the products that hospitals deliver to the patients, so it is an indispensable necessity to retain this workforce through effective training programs. This in turn maximizes employee achievement. Such a strategy will surely have a positive impact on the bottom line of healthcare organizations. Therefore, this research paper attempts to examine the training impact has on employee performance. It's plausible, especially since Lebanon is one of the countries where the healthcare system is suffering from low performance among nurses. To do so, a descriptive correlational study is conducted among 100 nurses in different hospitals in Tripoli. A statistical analysis program (SPSS) was used to analyze the questionnaire transcripts. This study disclosed that the absence of efficient strategies related to nurses' training causes low performance. Thus, the creation of well-structured training strategies will positively affect nurses' performance and thus maximize healthcare efficiency.

Keywords

hrm strategies, training, employee performance, job satisfaction, healthcare system.

1. Introduction

Healthcare is everyone's duty. Health services are structures meant to distribute accountability, responsibility, and incentives to patients, physicians, nurses, and other employees within the organization. So, coordination and organization of human resources is the aim of managers to transfer limited resources into effective outcomes. Nurses have higher levels of direct patient contact than any other employee (Schoenbaum, 2013). As a result, they play a pivotal role in the financial performance of healthcare organizations. Many researchers studied the cost of losing qualified nurses and they deduced that losing a single nurse was equal to twice the nurse's annual salary (Grimshaw, 2009).

The healthcare workforce challenges require hospitals and human resource managers to listen to their nurses, consider their needs and motivation and look for innovative solutions while developing their training and development strategies. Indeed, it is important to create an alignment between the strategic goals of an organization and the employees' personal goals to reach the actual meaning of effective quality of care. Without consecutive training and development programs, employees become detached and patients become unfulfilled (Schoenbaum, 2013).

As a result, the lower the focus on training programs, the lower the development of employee performance will be observed. This research aims to create an alignment between human resource strategies, specifically those related to training and improvement of employees and the restoration of nurses' performance.

Naser in his study implies that there is a positive influence of employee coaching on their performance (productivity, service quality, and job satisfaction). Also, there is no effect of the two mediator variables (age and gender) on the relationship between independent and dependent variables (Naser, 2017). While Adam concluded in his study that the implementation of the training needs assessment and setting aside budgets for the execution of the training and development programs have a positive influence on the quality of the services provided through improved employee behavior, attitude, knowledge, and skills (Adam, 2016). However, research conducted in North West Bank governmental hospitals indicated that coaching developmental factors influenced the performance of the skilled nurses (Ahmad, 2015). Thus, to improve the performance of professional nurses in governmental hospitals managers should provide continuous professional coaching programs. Nevertheless, Neelam in his study demonstrates the following findings: the employee will be more qualified when they have the knowledge and skills of doing the task. In another word, coaching provides a new opportunity for the employee to build a better career and get higher positions within an organization (Neelam, 2014).

1.1 Problem Definition

Nurses' performance become a challenging matter within the previous years as the hospital is undergoing poor quality of service provided by nurses. Previous studies illustrate the linkage between tutoring strategies and nurses' performance. Starting from the belief that human resource strategies aim to transfer human capital into noteworthy resources, it could be an issue to specify the connection between satisfaction with HR practice in regard to training and development programs from one side and nurses' performance from the other, since only several researchers took this variable into consideration in the healthcare sector. Also, it is essential to understand to what extent hospitals deal with nurses' performance aspect and whether they took human resource strategies into account to treat this phenomenon since the low performance among nurses is a significant matter that affects the quality, quantity, and cost of patient care and the healthcare services as well (National Quality Forum, 2004). The HR department, within a health facility, struggles to address the factors that affect nurses' performance, this burdens the health institutions worldwide (DePaul et al., 2004). HR takes the lead in implementing the best practices and

policies to generate skilled nurses as part of a health facility staff. HR in their pursuit of answers should confront limited career opportunities, poor support, and weak and routine coaching (Mueller et al., 2007).

1.2 Research Significance

The health care workers, especially the nurses have the longest contact with the patients. Therefore, a special bond is created between nurses and patients. Therefore, enhancing and nourishing nurses' performance is a prerequisite when a health system needs to be properly operational. Therefore, this research helps authenticate the necessity to study nurses' perceptions regarding the training strategies produced by the hospital. In fact, health care facilities are very delicate settings in any society therefore it is essential to handle them very carefully. The importance of the research relies on addressing the nurses' performance phenomena and identifying how training programs designed by human resource managers influence nurses' performance, taking into account several previous studies and theories. Finally, the absence of national studies on such a topic gives it a scientific and significant meaning. Especially maximizing and improving nurses' performance becomes a common challenge worldwide. In order to minimize the impact of these restrictions, the researcher decided to conduct all questionnaires herself.

1.3 Research Objective

This research paper studies the correlation between training strategies, which is specific HR strategies. and its impact on employee performance. Thus, particularly health care systems depend on nurses' performance to achieve high patient satisfaction. Thus, the research will address nurses' perceptions regarding training strategies applied by hospitals and how such strategies impact both their productivity and satisfaction levels. Taking into consideration that satisfying patients act as a major determinant of the viability of any hospital in this highly competitive environment. And the absence of well-trained and qualified staff has a major impact on the bottom line of healthcare services. However, Lebanon is one of the countries where the healthcare system tries to improve patient satisfaction levels which can only be done through improving and developing staff performance. Thus, this research builds a better understanding of the efficiency of training strategies so that hospitals can develop well- structure strategies that meet their staff needs.

1.4 Research Questions

In our attempt to find answers to the proposed problem of our research, it is valuable to compose research questions that will help us guide our efforts and thoughts toward finding answers to the proposed problem. The major questions are:

✓ To what extent do hospitals identify employees' needs when designing training strategies?

✓ How do training strategies influence nurses' performance and enhance the quality of care of the overall health system?

✓ How can hospitals improve training strategies and increase employee performance and satisfaction levels?

2. Literature Review

Human resource management involves the management of the human resources needed by an organization for the purposes of promoting the organization's vision, strategy, and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective workforce, which organizations require for both their short and long-term survival in the market.

2.1 Training

In order for HRM to achieve its organizational objectives, managers should perform a number of basic functions. It includes staffing, leading, and controlling, training and development, compensation, and benefits. So, Training considers one of the major functions of human resource management to maintain the efficiency of their staff performance.

2.1.1 Training Definition

"Training refers to a planned intervention aimed at enhancing the elements of individual job performance" (Carrell, Kuzmits, & Elbert, 1989). It is all about enhancing the skills that seem to be necessary for the achievement of organizational goals. Training is often looked upon as an organized activity for increasing the knowledge and skills of people for a certain purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills, and problem-solving ability by undergoing the training program. There are several textbook definitions of training, but the one by Flippo is commonly adopted by organizations. According to Flippo, "Training is the act of cultivating the knowledge and skills of an employee for doing a particular job" So, training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behavior of those trained and to enable them to do their jobs better (Flippo, 2006). Training makes newly hired employees fully productive in a shorter time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing the things. It is an ongoing process and does not stop anywhere. The top management should ensure that any training program should try to bring positive changes in the knowledge, skills, and attitudes of the employees. However, training programs may also help the workforce to decrease their anxiety or frustration, originating from the work. Researcher suggests that training may also be an efficient tool for improving one's job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feels more adjusted to their job (Chhabra, 2004).

2.1.2 Training Identification Strategies

The first strategy is to align training with the mission goals in order to determine the concrete benefits of training, clear connections between training and goals first need to be established. It is necessary to identify the mission and objectives related to performance. The tasks required to accomplish these objectives as well as to determine the knowledge, skills, and attitudes needed to perform these functions effectively. This involves defining and prioritizing the organization's mission and the training unit's

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mission and performance objectives. Identifying the mission tasks needs to accomplish comprehensive performance objectives, allocating tasks to different groups and jobs, determining the required functions, prioritizing the necessary KSAs, identifying knowledge and skill gaps, identifying execution procedures and problems, and finally drawing up an action plan that prioritizes activities (Niazi, 2011).

The second strategy is to improve employees' performance through learning and actions, so when a performance gap occurs, the typical and easiest solution in the majority of organizations is training. However, if the gap is not triggered by a lack of skill or knowledge, training is not necessary. To achieve the desired performance levels and carry out the actions recommended for maximizing return on investment (ROI) on training, it is necessary to collect and evaluate information to find out the problem's root cause. It is also necessary to find realistic solutions to fill the performance gap, identify execution problems, calculate the direct costs and benefits of possible solutions, prioritize recommendations and draw up an action plan (Weldy, 2009).

The third strategy is to select the correct recipe for delivery option by identifying delivery options currently used by the training department and organization, gathering information on training content, target audience, and environmental factors to select possible delivery options, dividing training programs into modules, identifying potential delivery options, making a comparison of the cost of realistic delivery options, considering a mixed delivery strategy, identifying possible implementation problems and lastly, drawing up recommendations (Yamnill & McLean, 2011).

The fourth strategy involves considering both internal and external options by recognizing the advantages and disadvantages of each training option, it is also necessary to define requirements, assess the experience and skills of internal training staff, assess available material, calculate possible benefits, determine the time to achieve competency, and draw up recommendations (Bahlis & Tourville, 2005).

The last strategy is to duplicate effective training programs and to detect problem areas, organizations need to roll-up training program information, assign rights to show who has official access to which information, grade and evaluate the information, draw up a priority list of recommendations and design an action plan to compare levels of effectiveness. So, if training is to raise organizational effectiveness, it must be of strategic importance to the organization, effectively designed and delivered, and it must be transferred to the job. Transferring of training is thought to be the primary leverage point by which training influences organizational-level outcomes (Kozlowski et al., 2010).

These step-by-step strategies and methodologies provide an opportunity for managers to track a training strategy and increase efficiency and cut costs as well as provide performance-based measurements. These strategies also facilitate the monitoring of progress during the implementation phase of the training process, the achievement of desired outcomes, and the avoidance of random training programs and their negative consequences (Milhem et al., 2014).

2.1.3 Types of the Training

One of the training types is the off-the-job. It is a method of training, which is undertaken at a site, away from the actual workplace for a certain time span. The reason behind imparting training at a place other than the job location is to provide a stress-free environment to the employees where they can concentrate only on learning. Study material is supplied to the trainees, for complete theoretical knowledge (Rothwell, 2004). It includes special lectures given to the employees about the job requirements and the necessary skills required for implementing the job. There is generally a classroom or a workshop wherein the complete job knowledge is given to the workers by the experts or specialists from the professional institutes. The main purpose of this training is to make the employees well knowledgeable about their job roles and discuss their queries arising out of the lectures. Another type is a simulation, under this training, the trainee is required to learn the operations of machines and equipment that are reasonably designed to look identical to those installed on the actual work floor (Kneebone, 2003). In addition, vestibule training is another type of training specifically given to the technical staff, office staff, and the employees who learn the operations of tools and equipment assembled at a place away from the actual work floor. This type of training is led to give a realistic feel to the trainees about what they would go through at the actual plant (Giuliani, 2008). Case studies are also one of the training methods where the trainees give the situation or a problem in the form of a case study and ask trainers to solve it as per their learning from the training program (Elam & Spotts, 2004). However, role-playing is a type of training vital in the case of customer services. Since the trainees assume roles and enact as per the given situations. It is also called socio-drama or psychodrama, wherein the employees act as if, they are facing the situation and they must solve it spontaneously without any guidance (Verma & Singh, 2010). Lastly, management games training is a method where the trainees are divided into groups and then they are presented with the simulated marketplace or the situations, wherein they are required to apply their learning and solve the problems accordingly (Brown, 2005). Therefore, under off-the-job training, the worker concentrates only on the learning of a job and is not accountable for the production.

On the other hand, there is on-the-job training: The workers can learn the skills that are required to be performed in the actual work conditions and get accustomed to the work context. Also, the organizations wouldn't bear any additional cost of setting up a classroom or a simulated setup for imparting training to the workers, away from the actual work floor, as in the case of the -Job training (McNamara Carter, 2008). It includes coaching where the superior or an experienced staff gives instructions to the workers to perform a job. It is one-to-one training designed for the workers where they can find answers to their queries through the instructions and demonstrations given by the superior. Secondly, mentoring is given to the managerial level people, wherein the senior or the manager gives instructions to the immediate subordinate to carry out the day-to-day functioning. It is also a one-to-one training method, where the manager is considered a mentor to the subordinate and guides him in situations of difficulty (Andrews & Chilton, 2010). Another type is the job rotation where the employee is often shifted to the other related jobs, with the intention to make him well versed with other job backgrounds. This helps him to escape

the boredom caused by performing the same kind of work again and again and also helps in developing an affinity with other people in the organization (Barbian, 2002; Ho, Chang, Shih, & Liang, 2009; Wilson, 2000). Also, job instructional training is another training type where a trainer designs a step-by-step training program, wherein the worker is given the instructions to perform the job as required. Firstly, the overview of the job along with the desired results is explained to the trainee, and then the skills required for the job are demonstrated by the trainer. Then a worker is allowed to perform the job as per his acquired skills or expertise, and finally, the workers are asked to give their feedback and ask for any query arising out of the training program (Gist, Rosen, & Schwoerer, 2006; Neri, Mich, Gerosa, & Giuliani, 2008; Russ-Eft, 2002). However, apprenticeship: This type of training is generally given to the people in crafts, trade, and technical fields that require long-term learning before they actually gain proficiency in their respective disciplines (Andrews & Chilton, 2000).

On-the-Job training is based on the principle of "learning by doing", where the workers learn the job while performing it within the actual work environment. This type of training is beneficial for both the workers and the organization.

2.1.4 Benefits of Training

Regular staff training is essential in helping employees' ongoing skills development. This can often be a concern to business managers though, due to its ongoing cost to the business. However, there are several important reasons why ongoing staff training can be beneficial to the business and should therefore be made a priority. With a quality training plan in place, the organization will see a return on its investment within the balance sheet. Major benefits:

Employee Benefits from Training

Employees get a lot of benefits from the employee training and development program. They learn the soft and technical skills as required by their jobs. In the last 30 years, unemployment is at its lowest rate which is not beneficial for the workers to start a new job; if opportunities for growth are fewer (Dobbs, 2000). Employee development programs help employees to survive in the future and develop their abilities to cope with new technologies. Employees understand that training programs can direct them to superior duties and higher salaries. Furthermore, helping workers to improve their skills and knowledge to cope with future requirements, lead to job satisfaction (Arthur et al., 2003). However, employees have no feeling about their organizations, if they think that their organizations are not caring about them. Companies that are willing to spend money on their employees; give value to working with those companies, even though that investment eventually benefits the organization. Companies that are providing the training and development programs for their employees are achieving a high level of employee satisfaction and low employee turnover (Wagner, 2000). Training increase an organization's reliability because employees recognize their organization is spending on their future career. Loyalty with the organization cannot be calculated but it is a considerable intrinsic reward that employees feel. The employee feels comfortable and wants to stay with their organization; when they feel they are putting their efforts and skills into the bottom line for their organization. Employees who are satisfied with their

jobs; believe that their work has a purpose and is significant to their organization (Aguinis et al., 2008). Usually, the best performers do not leave a job for the purpose of financial benefits. Employees are always observing the opportunities to acquire different skills, and duties and looking for personal and professional development. Therefore, nourishing these necessities facilitates a figure up confidence, self-esteem, and job gratification in employees (Kozlowski et al., 2001; Kraiger, 2002).

Organization Benefits from Training Programs

Employee development programs are important for any organization to stay solvent and competitive in the market. Though it is expensive for the organization to spend the money on their employees, this investment is positive for the organization to hold its place in the market. American Society for Training and Development mentioned two motives that are noteworthy for employee's knowledge, first employees identify the worth of training and marketable by the organization and second CEOs of the companies understand how fast information is transferred in the current business environment (Kraiger, 2002). Organizations are required to grow and preserve such a learning environment for the employees that expand the knowledge of the organization and competitive ability. However, employee training programs derived through a high price, but have a positive impact on return on investment. For instance, companies that apply an average of $1,575 to each employee learning got 24 percent growth in gross profit and a 218 percent increase in revenue for each employee instead of those who spend less on employee training and development, investing in employee development is a condition that is suitable for individual and organizations (Rosenwald, 2000; Paradise, 2007; Rivera & Paradise, 2006). Furthermore, employee training and development programs surge the profit of organizations and offer a transformation within their native market. Organizations can exercise training and development opportunities to support the current employees, prospective employees, and customers (Guerrero & Didier, 2004). In addition, organizations can exploit the training and development programs to expand their influence and acceptance as the best employer in the marketplace. Moreover, training lead to the organization's overall efficiency. Examination on such a subject endorses that investing in training and development program can be easily defended by the influence it generates to grow both individual and organizational efficiency. To appraise how efficient the training and development program was it has recommended to examine the association between the training and organizational pledge. Further, it has been definitely discovered that it's related to an organization's efficiency (Bartlett, 2001). Finally, several research well-defined that employee preservation is a challenging concept and there is no technique to hold employees within the organization. Several organizations have discovered that offering the employees better chances for improving their learning can keep them within the institution for longer periods. Therefore, it is confirmed that there is a strong association between employee training and development, and employee retention in an organization (Mabey & Ramirez, 2005). As a result, companies should comprehend that veteran employees are significant resources and companies must suffer the task of keeping them. Therefore, companies that are giving training and development programs to their employees flourish in retaining them. Thus, organizations that are offering employee development programs are getting success

in retaining employees. An effective design of a training program can also increase retention among employees. Employee retention is a volunteer move by organizations to create a setting that involves employees for the long term (Chaminade, 2007).

2.2 Employee Performance

Every organization has its own objectives to attain. These objectives can be realized by utilizing the resources like men, machines, materials, and money. All these resources are important but out of these is the manpower, the most important one. It plays a vital role in performing tasks for accomplishing the organization's goals.

2.2.1 Definition of Employee Performance

There is no universal, overarching theory related to employee performance. The effectiveness with which organizations manage, develop and inspire their employee is a significant cornerstone for how organizations perform. Because of this management of resources has a substantial influence on performance (Ekerman, 2006). Performance can be traced back to the behavior of people in the way they perform their job duties. In fact, employees act and behave in a way that contributes to the goals and objectives of the organization. Every employee contributes to the organization's achievements. As a result, employee performance can be described as the job-related activities expected of a worker and how well those activities were implemented. Many business personnel directors evaluate each employee's performance on an annual or quarterly basis in order to help them identify suggested areas for improvement (Papa & Tracy, 1987).

2.2.2 Factors Influencing Employee Performance

Job stress is one of the factors that influence an employee's performance and it is formed when there is a discrepancy between the available resources, job demands, and individual capabilities. Researchers describe that job stress occurs when the employee feels threatened in the working context. In other words, there are unmet expectations by the employer that occurs due to the inability of the employee to reach such results. It is said that the demand surpasses the capacity of an individual which simultaneously fails to satisfy the top management (McVicar, 2003). Moreover, job stress has been known universally as a social problem that interrupts the staff physically and psychologically and affects their health care. Several studies show that stress at work can cause heart disease, gastroenteritis, sleep disorders, and other accidents that will decrease the rate of job performance, and the increased rate of absence and job displacement (McVicar, 2003). Another factor is motivation. Academics define motivation as the willingness or desire to do something, conditioned by the activity or the ability to satisfy some needs. The studies on employees' motivation have widely been experienced in today's companies across all sectors, regardless of their size. Those enterprises realized that encouraging their employees helps to achieve the organizations' goals. The motivated employees are better self-satisfied, self-fulfilled, and committed, so they produce higher work quality and gratify the organization's rules which will broadly emerge effectiveness and competitive advantage (Berman, Bowman, West, & Wart, 2010). Motivation rises job participation by making the work more meaningful and interesting, keeping the employees more

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productive, and progressing their performance. Employee motivation is noticeably important. In fact, it is one of the most important and indispensable aspects of employee achievement, and ultimately the organizational targets and goals (Berman, 2010). Nevertheless, employee motivation serves as a crucial element of business operations whereby high motivation overlaps with job satisfaction, a sense of pride in one's work, and a lifelong commitment to the organization which enhances performance and productivity. In addition, communication act as another factor that influences employee performance. Several professionals have expressed mixed opinions on communication competency used as a predictor of employee success. The importance of communication cannot be denied for organizations as applied to their ability to influence the bottom line as found in growing evidence associated with work productivity (Jaramillo, Mulki, & Marshall, 2005). With effective communication, a company can have good team coordination in an organization whereby the absence of it will reproduce problems in running business operations or critically cause damage between individuals. It has been recommended that the persons who are involved in communication processes need to own both basic skills and abilities, otherwise, the information could be missed to understand appropriately, and furthermore, it depends on the facilities available in organizations and the actions of managers to see the acceptability of information in order to have an accurate deliverance (Mizuno, Yamada, Ishii, & Tanaka, 2006).

2.2.3 Training Role in Improving Employee Performance

In the real world, organizational progress and advance are affected by several aspects. In light of the present research during the development of organizations, employee training plays a vital role in refining performance as well as growing productivity. This in turn leads to placing organizations in better spots to face competition and stay at the top. This, therefore, implies a presence of a substantial variance between the organizations that train their employees and organizations that do not. Existing literature presents evidence of the existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance while others have prolonged to a general outlook of organizational performance. In one way or another, employee performance is a function of organizational performance. In relation to the above, researchers note that employee proficiencies change through effective training programs (Sullivan & Baghat, 1992). It therefore not only improves the overall performance of the employees to successfully perform their current jobs but also enhances the knowledge, skills, and attitude of the workers necessary for their future job, thus contributing to superior organizational performance (Sullivan, 2002). The branch of previous research on training and employee performance had discovered interesting findings regarding this connection. Training has been proven to cause performance improvement related benefits for the employee as well as for the organization, by positively prompting employee performance through the development of employee knowledge, skills, ability, competencies, and behavior (Venkatraman & Ramanujam, 1998). Moreover, other studies elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to one researcher bridging the performance gap refers to applying a relevant training intervention for the sake of developing

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employees' skills, abilities, and performance. He further elaborates the notion by stating that training facilitates the organization to spot when their workers are not performing well and there is a deficiency in their knowledge, skills, and attitudes. It is always so that employees possess a certain amount of knowledge related to different jobs (Wong, 2007). However, it is not enough that the employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous training strategies and retain the employees and thus not wait for occurrences of skill and performance gaps. In fact, employee capabilities change through effective training programs. It not only improves the overall current performance of the employees but also enhances the knowledge, skills, and attitude of the workers necessary for future jobs, thus contributing to superior organizational performance (Ololube, 2006). Training enhance employee competencies, empower them to implement the job-related work efficiently, and attain firm objectives in a competitive method. Further, dissatisfaction complaints, absenteeism, and turnover can be greatly reduced when employees are trained, through direct satisfaction associated with the developed achievement, competencies, and knowledge. Most of the profits derived from training are easily reached when training is planned. This means that the organization, trainers, and trainees are prepared for the training well in advance (Venkatraman & Ramanujam, 1998).

3. Research Methodology

This part presents a description of the methodology that is employed in this research paper. It spells out the technique and methods of sampling, data collection, data analysis, and the area in which the study is carried out. This research adopts a positivist approach in which the researchers use facts and observations as a strategy to explain both people and their behaviors. Most of the empirical investigations in leadership have been conducted by adopting a quantitative approach in their designs to explore expected relationships which might emerge from the interaction between a set of given research variables. A quantitative descriptive research technique was chosen for the study since it has been used in several studies examining leadership and the factors that influence them at the time of crisis (Kapucu & Van Wart, 2008; Dinkin, 2007; Vlahovic, 2011).

3.1 Sampling and Sample Size

The aim of this research paper is to highlight the relationship between training programs and nurses' performance.

100 Lebanese nurses chosen conveniently working in private hospitals in Tripoli, North Lebanon, who shows a willingness to participate and signed the consent form. According to the Order of Nurses in Lebanon (2020), there are 1,698 nurses in Northern Lebanon whereby 83% work in hospitals reducing the number to 1,410 nurses. Due to the limitation of resources, we targeted nurses working in private hospitals in the main city of Tripoli with approximately a population of 800 nurses. We used Cochran's (1977) formula to find out the sample size:

$n = [Z2 (P)(Q)/e2]$ Where,

Z = 1.96 (95% Confidence level), P = 79% female nurses, Q = 21% male nurses, and e = 8% error (due the lack of precise numbers in Lebanese statistics)

Therefore, the sample size is 100 nurses. Participants were selected from different departments and different hospitals in North Lebanon. The questionnaires were distributed by personnel from the human resource departments. 118 questionnaires were collected back. But 18 questionnaires were not filled adequately thus the researchers discarded them and only 100 questionnaires were analyzed with a response rate of 68.24%.

3.2 Questionnaire Design

The questionnaire is divided into three sections. The first section included four demographic questions including gender, age, educational level, and years of experience. The second section focuses on the satisfaction of the training programs delivered by the hospital and includes seven questions. The third section includes five statements about nurses' performance and its relationship with the training. Sections two and three use a 5-level Likert scale, with responses coded as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

3.3 Reliability Analysis

The Internal Reliability is assessed using the Cronbach's Alpha technique. Table 1 shows that the Cronbach's Alpha for the overall research is 0.691 which matches the range 0.6-0.7 labeled Moderate and acceptable (Burns, 2008). Moreover, Cronbach's alpha for section two is 0.621 and for section three is 0.760. This indicates a moderate and acceptable strength of association and proves that the questions selected are suitable for the questionnaire purpose (Chehimi et al., 2019, p. 1915).

Table 1. Reliability Statistics

Sections	Cronbach's Alpha	Number of Items
Overall	0.691	13
Section two	0.621	7
Section three	0.760	5

3.4 Data Analysis

The collected data were analyzed using the Statistical Product and Service Solutions, SPSS-version 25.0 IBM program. Descriptive analysis is used to identify the relationship between the research variable.

3.5 Research Framework

Figure 1 represents the proposed research framework consisting of four hypotheses that help assess the relationship between the research variables. Next, the hypotheses are as follows:

H1. Number of Training

$H1_o$: There is no relationship between the number of training implemented in the hospital and the employee's performance.

$H1_a$: There is a relationship between the number of training implemented in the hospital and the employee's performance.

H2: Relevancy of Training

$H2_o$: There is no relationship between the relevancy of the training course to the job requirement and the performance of the staff.

$H2_a$: There is a relationship between the relevancy of the training course to the job requirement and the performance of the staff.

H3: Commitment to the Training

$H3_o$: There is no relationship between the employee commitment to the training and employee performance.

$H3_a$: There is a relationship between the employee commitment to the training and employee performance.

H4: Training Courses and Satisfaction

$H4_o$: There is no relationship between whether training courses meet the goals and expectations of the employee and the employee's level of satisfaction.

$H4_a$: There is a relationship between whether training courses meet the goals and expectations of the employee and the employee's level of satisfaction.
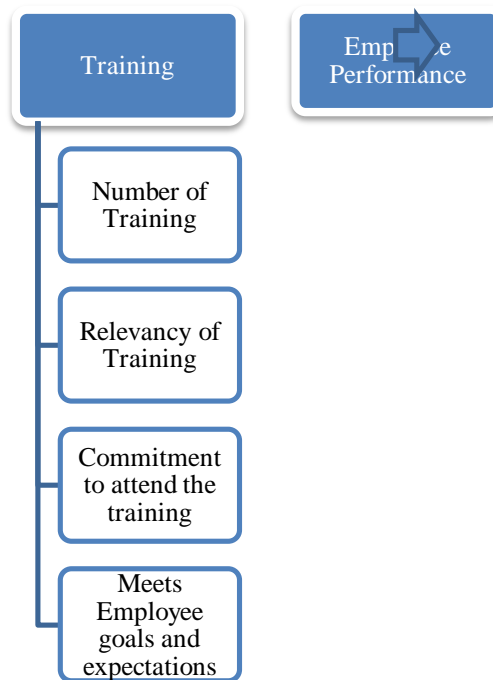
Figure 1. Conceptual Framework

4. Results and Discussions

4.1 Demographics

Results show the frequencies of the sample under study (100 participants). It shows that the highest percentage around 89% belongs to nurses aged between 29-39. As mentioned in the theoretical part as people become more mature, they have a willingness to learn and adapt to the global change which in return increases the need to create training programs with more advanced techniques.

The chart shows that 55% of the sample is female and 45% is male. In fact, both genders have similar attention in regard to training, especially since they are willing to learn new knowledge and to be promoted in their job.
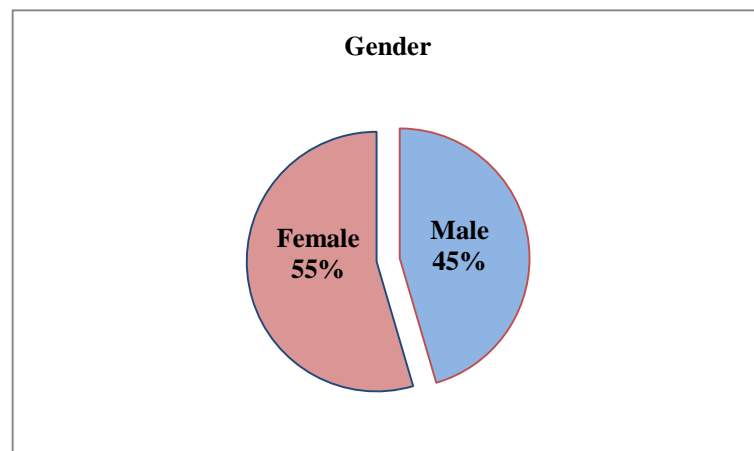

Figure 2. Nurses Gender

The result indicated that 46% of nurses are degree holders, 27% are technical holders and 27% carry higher educational degrees. As mentioned in the literature review, the higher the level of education of the employee, the more likely the employee has the desire to be enrolled in new advanced training programs which enable them to develop superior skills over their colleagues.
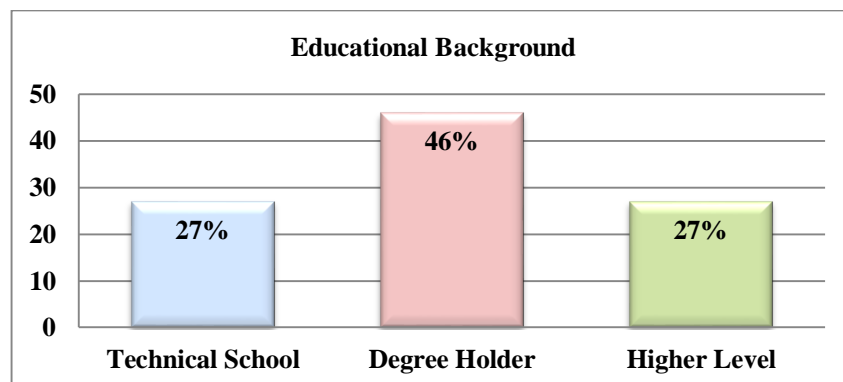

Figure 3. Nurses Educational Background

4.2 Descriptive Statistics

The results indicate that 57.6% of the employee didn't receive general orientation once they arrived at the hospital, and only 42.4% received such training. The absence of general training made it difficult for the employees to identify what is expected from them which reflects negatively on their performance since their task is not clearly defined by the organization. Also, the employee will not be aware of the instruction and strategies applied by the hospital, and thus less commitment and involvement will be shown.
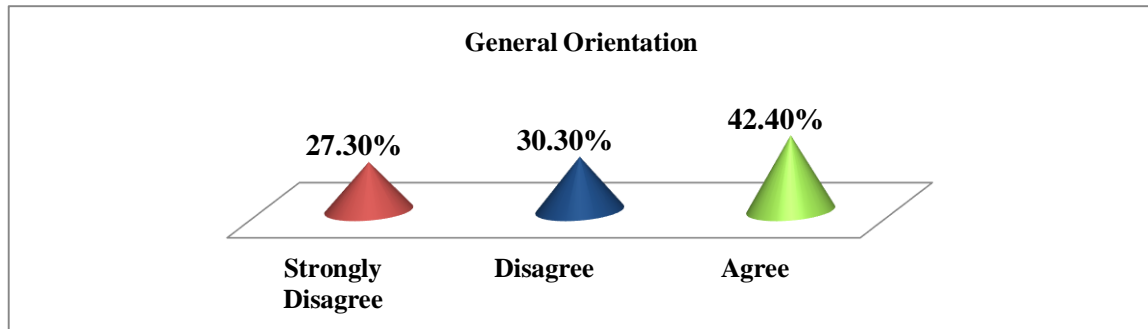
Figure 4. General Orientation Nurses Received

Table 1 shows that 27% of the employee didn't receive at least 3 training per year while the majority indicates that they receive more than 3 training per year. In fact, workload, especially in the hospital domain, makes some departments benefit from more training than others. However, in-hospital domain there is a closed system in some departments which increases the probability of not receiving too much training a year. But a controversial issue is stated among several researchers about the necessity of nurses to receive more than 3 training yearly regardless of the work overload that they undergo.

Table 1. Quantity of Training Employee Undergo (3 times/ Year)

	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12.1	12.1	12.1
Disagree	15.2	15.2	27.3
Agree	42.4	42.4	69.7
Strongly Agree	30.3	30.3	100.0
Total	100.0	100.0	

Table 2 shows that 73% of the employees understand the material that they receive during training only and around 27% didn't understand it. This indicates that the training methods applied are effective but

require little adjustment through getting feedback from the participants. This feedback unable the manager to identify weak areas in the training methodology and thus work to improve it. However, understanding training materials reflect nurses' willingness to learn and absorb data.

Table 2. Understanding of the Training Course

	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12.1	12.1	12.1
Disagree	15.2	15.2	27.3
Agree	57.6	57.6	84.8
Strongly Agree	15.2	15.2	100.0
Total	100.0	100.0	
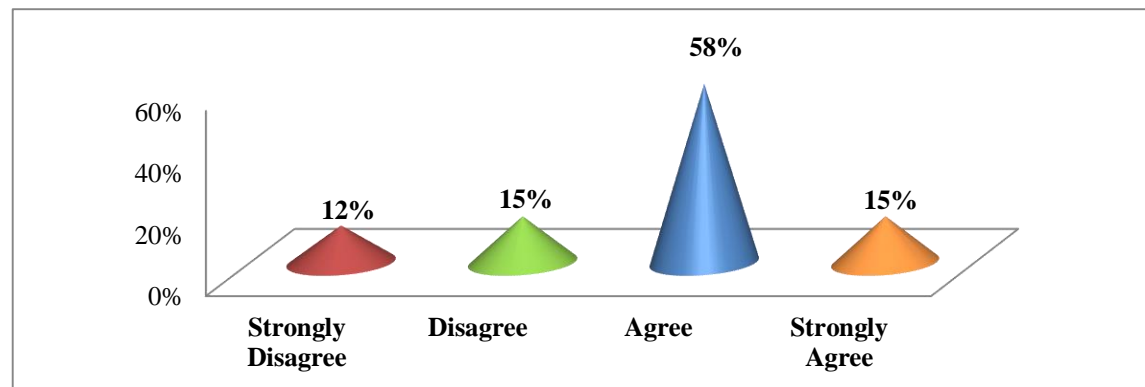
Figure 5. Employees' Understanding of the Training Course

According to Table 3, most of the employees (54.5%) consider the training that they receive irrelevant to the job and task that they perform. In fact, the idea of doing training if will not add value to the staff it is a waste of time. The aim of the training should be to improve the way of doing certain tasks, thus if it didn't make adjustments in the behavior it didn't achieve its goal. As a result, the efficacy of the training in relation to the job is poor.

Table 3. Relevancy of Training to The Job

	Percent	Valid Percent	Cumulative Percent
Disagree	54.5	54.5	54.5
Neutral	15.2	15.2	69.7
Agree	30.3	30.3	100.0
Total	100.0	100.0	

Table 4 indicates that 42% of the employees consider that the training received by the hospital didn't meet their goals and expectation while only 39% of the employees feel that their expectation regarding the training meets their expectations. In reference to Table 4, we can notice that the absence of relevance between the training materials and the job duties is one of the causes of this dissatisfaction with the training done. In fact, based on the literature review training should meet employees' expectations to show its benefits otherwise adjustment in employee performance will not occur.

Table 4. Training Meet Employee Expectations

	Percent	Valid Percent	Cumulative Percent
Disagree	42.4	42.4	42.4
Neutral	18.2	18.2	60.6
Agree	24.2	24.2	84.8
Strongly Agree	15.2	15.2	100.0
Total	100.0	100.0	

Table 5 shows that 60.6% have no clear idea about their job, they are doing tasks in an irrational way and this can easily be noticed if we go back to chart 1 where the majority didn't receive general training. So, it is obvious that the absence of training results in a bad performance and in a low understanding of the employee duties and responsibilities.

Table 5. Clear Idea About Job Duties

	Percent	Valid Percent	Cumulative Percent
Disagree	60.6	60.6	60.6
Neutral	12.1	12.1	72.7
Agree	27.3	27.3	100.0
Total	100.0	100.0	
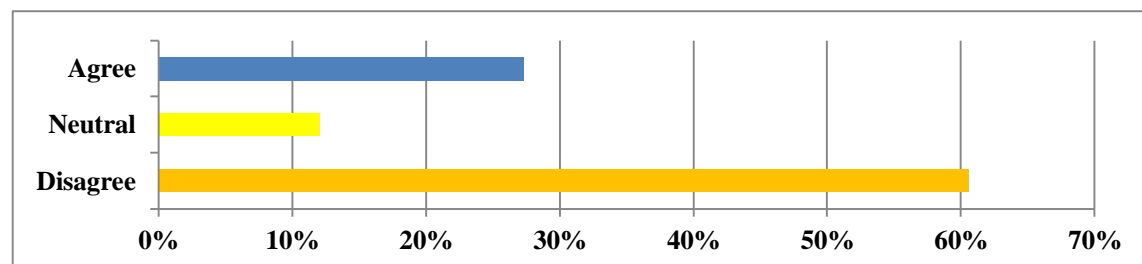
Figure 6. Nurses Have Clear Idea About Their Job Duties

Table 6 shows that 58% of the nurses consider that training didn't improve their performance simply because the training they receive is not relevant to the job. So, as a result, no improvement will take place since the training didn't meet the requirement of the job duties.

Table 6. In Employees' Opinion, Training Could Improve their Performance

	Percent	Valid Percent	Cumulative Percent
Disagree	57.6	57.6	57.6
Neutral	15.2	15.2	72.8
Agree	27.2	27.2	100.0
Total	100.0	100.0	

Table 7 shows that the majority of employees (60.6%) ask for further training for the purpose of improving their performance. This high percentage reflects the need for employees to undergo efficient and relevant training programs that meet their goals and that will lead to improvement in their performance, skills, and abilities. In fact, employees are aware of the importance of training in enhancing their performance.

Table 7. Employees Ask for Further Training to Improve Their Performance

	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15.2	15.2	15.2
Disagree	09.0	09.0	24.2
Neutral	45.5	45.45	69.7
Agree	30.3	30.3	100.0
Total	100.0	100.0	

Table 8 studies the correlation between the relevancy of training materials and nurses' improvement in their performance. It shows that R = 0.746, which reflects a strong correlation between the two variables. In fact, previous studies indicate that training ensures the progress of each nurse's career and strengthens them to face specific problems encountered within the hospital. However, based on Table 8, the less the nurses receive training that is relevant to their job, the less the nurses' improvement in their performance will be. Hence, H2 is confirmed.

Table 8. Correlation Analysis between Relevance of Training Material to the job & Nurses' Turnover Intention

	Correlation		
		Training received is relevant to my work	Feel improvement in their performance
Training received is relevant to my work	Pearson Correlation	1	.746**
	Sig. (2-tailed)		.000
	N	100	100
Feel Improvement in their Performance Outside hospital (Turnover Intention)	Pearson Correlation	.746**	1
	Sig. (2-tailed)	.000	
	N	100	100

Table 9 shows that the data is very close to each other to fit the regression line (r square = 80%) and the coefficient for regression analysis is statistically significance (0 > 0.05) which enables us to identify valuable data regarding the relationship between two variables, Thus this table shows that appraisal system has a strong negative influence in training programs. The nurse's weak performance in the appraisal system is not reflected by actions regarding training from the hospital side. Which in turn leads nurses to feel dissatisfied and demotivated by both the appraisal system and the training programs.

Table 9. Regression Analysis between Employee Performance Appraisal & Training Programs

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.894a	.800	.789	.70373

ANOVAa

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	73.276	2	36.638	73.981	.000b
1	Residual	18.324	37	.495		
	Total	91.600	39			

a. Dependent Variable: Employee Performance Appraisal

b. Predictors: (Constant), evaluation highlights my strength & improves weaknesses, performance feedback.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.956	.376		18.497	**.000**
Performance feedback.	**-.770**	.155	-.521	-4.969	**.000**
Evaluation highlight my Strength & improve weaknesses	**-.635**	.150	-.445	-4.238	**.000**

a.   Dependent Variable: Employee Performance Appraisal

4.3 Remodeling

Table 10. Regression Analysis between Employee Performance Appraisal & Training Programs

Hypothesis	Description	Results
H1o	There is no relationship between the number of training implemented in the hospital and the employee's performance.	Rejected
H1$_a$	There is a relationship between the number of training implemented in the hospital and the employee's performance.	Verified
H2$_o$	There is no relationship between the relevancy of the training course to the job requirement and the performance of the staff.	Rejected
H2$_a$	There is a relationship between the relevancy of the training course to the job requirement and the performance of the staff.	Verified
H3$_o$	There is no relationship between employee commitment to the training and employee performance.	Rejected
H3$_a$	There is a relationship between employee commitment to the training and employee performance.	Verified
H4$_o$	There is no relationship between whether training courses meet the goals and expectations of the employee and the employee's level of satisfaction.	Rejected
H4$_a$	There is a relationship between whether training courses meet the goals and expectations of the employee and the employee's level of satisfaction	Verified

5. Conclusion and Recommendation

5.1 Conclusion

The workplace is a combined effort of nurses, doctors, and other workers to enhance the health and well-being of sick people. In fact, nurses have the highest level of direct patient contact among employees. Motivating this workforce will surely have a positive influence on the bottom line of healthcare organizations. The survey conducted shows the deficiency of training practice at different levels. This deficiency creates dissatisfaction and demotivation among nurses. Thus, the result of the research highlights the importance of establishing well-structured training programs that enable staff to achieve high performance, which in return enhances the quality of care. Therefore, training is an important factor that influences nurses' job satisfaction and their intention to work. Motivated and satisfied nurses are more likely to remain within their job than those who are not satisfied. Based on the survey results, nurses are more likely to feel dissatisfied when the training programs are irrelevant to their job duties, only a few training are done per year, and the training didn't meet their expectations and goals in other words ineffective training programs result in a displeased employee. As a result, the key point for improving employees' performance is to change the style of working with employees by encouraging independence, career planning, open communication, and sharing information, increasing their feelings of importance, satisfaction, and usefulness for the hospital through effective training programs that mirror their needs and wants. As we discussed, the problems associated with nurse demotivation, and dissatisfaction are complex and cannot be fully addressed through a single intervention because there are many reasons behind the low performance. The challenge lies in prioritizing and implementing several solutions in a manner that provides greater satisfaction and performance which in return lead to the highest patient quality of care.

5.2 Recommendations

Referring to theories of nurses' performance and organization training programs and based on the results analyzed after conducting the research survey, here are some possible solutions that could be executed to improve training programs within hospitals.

A. Align the nurses' purposes with that of the hospital especially that clear expectations promote longer periods of sustained effort to achieve desired outcomes. Also, it is essential for the manager to encourage employees to share their barriers or challenges that they face daily.

B. Ensure opportunities for nurses' success by assigning tasks that are neither too easy nor too difficult. Many researchers conclude that people learn best when incentives for learning satisfy their own motives for enrolling in a career and this can be done through training programs that ensure the relevancy of material to job tasks.

C. Encourage employees to undoubtedly specify their training needs and always ask for feedback. Such a process enables, clarify the weaknesses that took place in the training and thus work to improve them. Letting employees be involved in the training strategies will

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ensure their commitment to the organization that they work for and will improve their satisfaction level.

D. Encourage feedback that shapes performance; builds confidence, and sustained effort. Managers can achieve effective feedback in several ways, such as:

✓ Create a challengeable atmosphere that encourages a free flow of performance feedback.

✓ Give specific and accurate feedback on each employee's behavior, thus this enables each member to identify their weakness and strength.

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