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ENHANCING WORKPLACE PERFORMANCE IN PRIVATE MEDICAL COLLEGES THROUGH STAFF TRAINING: A SYSTEMATIC LITERATURE REVIEW

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Abstract:

This research critically evaluates whether staff training in private medical colleges enhances workplace performance, focusing on effective training techniques and challenges. By adopting a systematic literature review that appraises and synthesizes previous studies to investigate the role of various training techniques in enhancing workplace performance, identifying effective practices, challenges, and areas required for further improvements. Through the PRISMA approach, 24 research articles were systematically selected, and published from 2016 to 2024 in Web of Science, ScienceDirect, PubMed, Researchgate, IEEE, and Google Scholar. Proper screening of studies has been performed for further consideration from an initial list of 648 articles. This finding indicates integrated workshops, soft skills training, and experiential learning boost staff capabilities, job satisfaction, and workplace performance. It also reveals the importance of training needs for stakeholders, emphasizing a structured training framework while its conclusions are restricted by secondary data and geographical limitations of existing research. This study focused on staff training techniques and associated challenges but analysis may not be applicable for digital training, which has become a fundamental aspect of modern workplace learning. Excluding articles published before 2016, the finding may introduce limitations in the accuracy of the result. Existing literature mostly focuses on a single aspect of training either soft skills or technical (hard skills) training without combining all these aspects into one



Keywords:

Staff Training, Workplace Performance, Private Medical Colleges, SLR

Introduction

In the realm of medical education administration, several key factors and indicators stand out as critical components of success. The first and foremost is the quality of staff. Bintoro & Daryanto (2017) firms can succeed through staff performance which requires staff to have the both willingness and ability to complete their tasks (Putri & Hartono, 2023). McKinsey (2006), enhanced abilities, knowledge and skills of expert workforce are key source to achieve a competitive advantage at workplace (Sharma & Taneja, 2018). Brayfield & Crockett (1955) employees are strength for any business landscape. The responsibility of administrator is to retain the human resource for the survival and continuity of the institutions (Shakir et al., 2023). Alkalha, Al-Zu'bi, Al-Dmour, Alshurideh, & Masa'deh (2012) employees are key element that can make institutions mark, without staff nothing in the institution would get done (Anil & Nisa, 2023). Sarkis et al. (2010) training is important in building staff capacity and knowledge (Putri & Hartono, 2023).

Wei-Tai, (2006), well-structured training program contribute to conducive learning work culture for the staff and strengthens staff to handle future problems proactively and promptly (Sharma & Taneja, 2018). Ahmad, Iqbal, Javed, and Hamad (2014) staff performance is important for achieving organizational goals and rely on number of variables, but staff training is top priority because it increases skills, capacities, employee confidence and competencies (Anil & Nisa, 2023). Majumder et al., (2004); Wartman, (2019); Gaur et al., (2020) rapid evolution of healthcare needs globally challenges of medical education system to stay relevant and effective (AzimMajumder, 2023). World Health Organization, (2016) to ensure the proper training and education for healthcare staff is essential to maintain high quality care and achieving better patient results (AzimMajumder, 2023). Chiang, Back, Canter, (2005); Leppel, Brucker, & Cochran, (2012); Sabir et al., (2014) training positively impacts both employee job satisfaction and strengthen commitment to the organizations, Bulut & Culha, (2010); Lamba & Choudhary, (2013); Roehl & Swerdlow (1999) (Hanaysha, 2016). Mueller and Price (1990), at the time of variation between an individual and group existing performance and the desired performance, training is necessary (Anil & Nisa, 2023).

Considering the significance of staff training in private medical colleges, this study undertakes a systematically reviews of the existing literature to explore the impact of employee training, training needs assessment, seminars/workshops, soft skills training and experience-based training in improving workplace performance in private medical colleges. . The structure of the study begins with the research methodology section by describing systematic data collection and analysis through the PRISMA framework. SLR critically examines the existing literature on staff training effectiveness, ensuring transparent, evidence-driven analysis to enhance workplace performance in private medical colleges. The findings section highlights the effectiveness of various training methods in enhancing workplace performance in private medical colleges, emphasizing key practices, challenges, and gaps. The study concludes with main contributions and suggests a future direction.

The Need For A Systematic Review

Triansyah, Ramadhaniy, Dwi, dkk., (2023) this research adopts a systematic review to provide a precise and unbiased synthesis of the literature, and reduce potential errors in analysis; Yanti, et al.,(2023) unlike bolometric analysis focusing on research trends and key areas (Triansyah, 2023). This framework was selected as it allows researchers to search systematically, appraise, analyses and synthesize the available evidence based published literature pertaining to research question and topic in a clear and structured way. This study aimed to explore and synthesize empirical studies' finding related to enhancing workplace performance in private medical colleges through staff training.

Methodology

The research method which has been used for this study is the systematic literature review approach that apply systematic and explicit techniques to identify, select and analyses most relevant literature for the purpose of answer a clearly formulated research questions, in a way that assurance repeatability of results(Mwanza et al., 2023). According to Akhtar et al. (2014), Inderyas et al., (2015), Shabbir et al. (2016), Huynh et al. (2022) to conduct this study, the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) has been primarily selected so that criteria for inclusion and exclusion can be performed (Asdullah et al., 2023).

Data Source

Multiple resources used to assure that the search is as comprehensive as possible (Mwanza et al., 2023). Web of Science, ScienceDirect, PubMed, Researchgate, IEEE are selected for their strong evidence of scientific related literature. Google Scholar and sci-hub also served as resource for doing systematic review. Guidelines of PRISMA were followed in conducting the study and synthesize its results. The PRISMA framework became most popular among standard mythologies for doing systematic review.

Formulation of Research Question

Is there any impact of staff training, training need assessment, seminars/workshops, soft skills training and experience-based training in enhancing workplace performance in private medical colleges?

Systematic Literature Review Process

The SLR methodology apply systematic and explicit techniques to identify, select and analyses most relevant literature for the purpose of answer a clearly formulated research questions, in a way that assurance repeatability of results(Mwanza et al., 2023). Akhtar et al. (2014), Inderyas et al., (2015), Shabbir et al. (2016), Huynh et al. (2022) the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) has been primarily selected so that criteria for inclusion and exclusion can be performed (Asdullah et al., 2023).

Identification

Keywords identification is the initial step to collect relevant literature in the systematic literature review process. A detailed search strategy was applied using keywords such as “staff training” ,“training needs assessment”, “seminars/workshops”, “soft skills training”, “experience based training”, impacts on workplace performance with Boolean operators

“AND” and “OR” used to optimize research process. Once finalized the all keywords, search strings were applied in different database are presented in Table1.

Table 1: The Search String

Database	Keywords used in databases
Web of Science	TS= (“Staff training” OR “training effectiveness” OR “employee training” AND “workplace performance” OR “employee performance” AND “healthcare institution” OR “private medical colleges”)
ScienceDirect	“Staff training” AND “training needs assessment” AND “soft skills training” AND “Workshops/seminars” OR “experience Based Training” OR “workplace performance” AND “workplace environment”
PubMed	(“training needs assessment” [Title/Abstract] AND “staff performance” [Title/Abstract]) AND “(work performance” [Title/Abstract] OR “private medical colleges” [Title/Abstract])
Researchgate	“Workshops/seminars” AND “experience Based Training” AND “employee performance” AND “workplace environment” AND private medical colleges”
IEEE	“Training program” AND “employee performance” AND “workplace environment” IN “Document Title” OR “Abstract” OR “Author Keywords”
Google Scholar	“Staff training” AND “training needs assessment” AND “soft skills training” AND “workplace performance” AND “workplace environment” from 2016 to 2024

Screening and Selection

Initial 648 research articles which have been reduced with the concept of PRISMA. After removal of duplicates, mostly due to title/abstract that seems across multiple libraries, and as conference papers later published in journal, 332 research articles with complete metadata were finalized. After this step, 332 research articles have been entirely assessed, of which 260 articles screened from the study and number of eligible files reduced to 72 articles. In next step further 48 items are conclude to fall outside the objective of study and are therefore excluded. Articles published before year of 2016 have been excluded and published other than English language presented below in Table 2.

Table 2: Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Type of Literature	Research Articles, systematic analysis	Chapter in Book, conference records
Language	English	Other than English
Timeframe	From 2016 to 2024	Articles published before 2016

Eligibility

At this stage, 24 files of full text articles which have been included in this paper are relevant to research topic and aligned with the key words selected. The screening process of research articles based upon inclusion and exclusion criteria. (Figure 1)

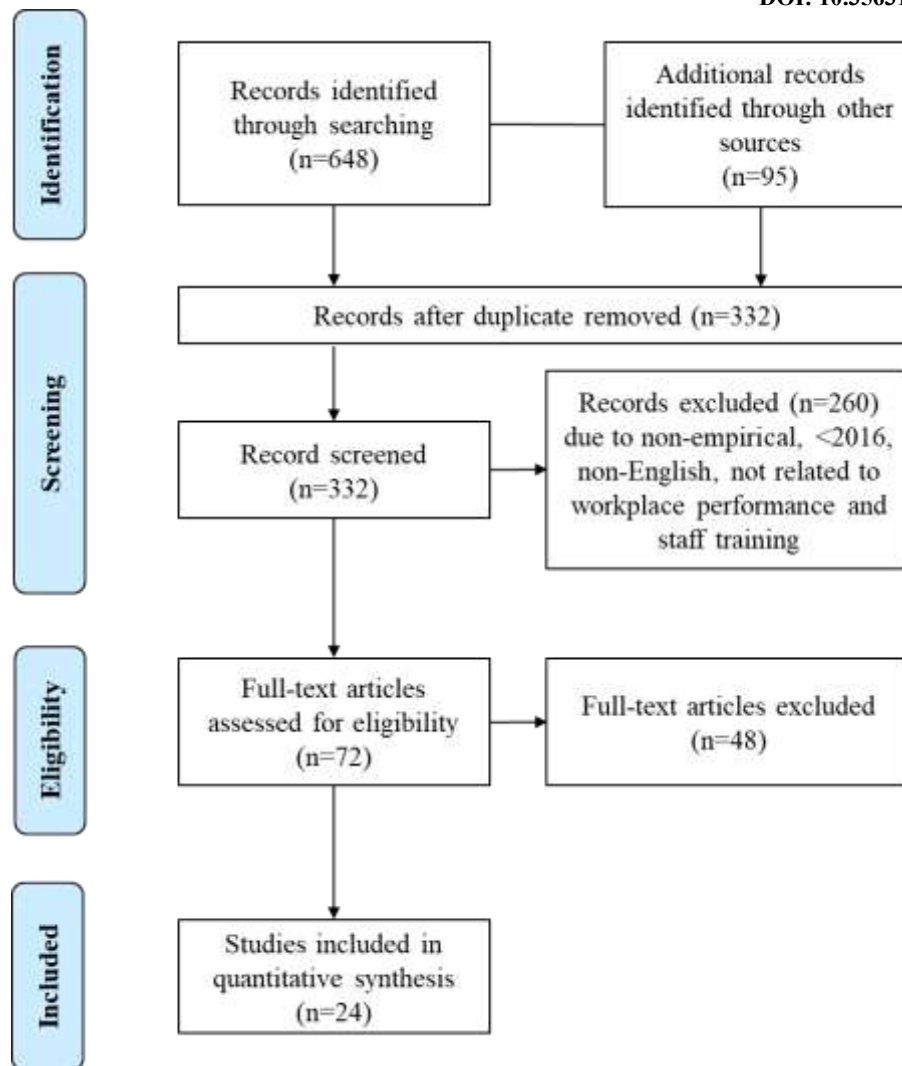


Figure 1: PRISMA Flow Chart of the Study

Quality Appraisal

A thorough quality appraisal process is essential to reduce bias and ensure the validity and reliability of SLR (Fazal et al., 2022). Samson Ojo and Daniel Bailey, to maintain methodological rigor, this systematic review conducted quality appraisals of the included studies. Two independent evaluators reviewed each study based on quality criteria, including study design and data reliability. Studies that failed to satisfy the quality benchmark were excluded (Ojo et al., 2018).

Results

Methodological Framework in Staff Training Studies

The methodological review shows a significant preference for quantitative research method representing 54.2% of the research while qualitative research method and survey research design frameworks are equally scarce, each comprising for 20.8%, reflecting a moderate focus on exploring in-depth staff training and workplace performance studies. 4.2% of the study emphasizing Mix-Mode methodology. These results reveal a clear reliance on quantitative

methods and need to expand the methodological diversity by incorporating more qualitative, mix method and systematic review approach. Figure 2

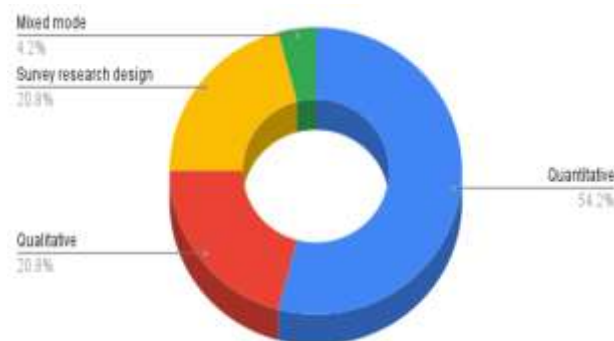


Figure 2: Distributions Of Articles

By analyzing existing literature of staff training workplace performance, this study contributes to the relationship between staff training and workplace performance in private medical colleges. Table 3 supports the study's objective by presenting relevant literature on staff training. Table 3 provides an overview of scientific articles including author's name, research methodologies, country, findings and journal:

Table 3: Studies Included with Research Method

Author's Name	Research Method	Country	Findings	Journal
(Nzimakwe & Utete, 2024)	Qualitative research method	South Africa	Staff training has positive impact on employee performance.	International Journal of Business Ecosystem & Strategy
(Fa'uzobihi, 2024)	Quantitative research method	Indonesia	There is strong influence of training on employee performance	Jurnal ilmu sosial dan pendidikan (jisip)
(Agrasadya et al., 2024)	Qualitative research methods	Indonesia	Regular training improve staff competency, which boosts turnover and promotes employee welfare.	International journal of multidisciplinary research and literature
(Nor Shamsida Mohd Shahidan Lee et al., 2023)	Quantitative research method	Malaysia	Induction, technical, and soft skill training positively influence employee performance in the case company.	International journal of industrial management

(Shakir et al., 2023)	Quantitative and Qualitative research method	Oman	Training improves employee performance as well organizational performance.	International Journal of Recent Research in Commerce Economics and Management
(Zainal et al., 2023)	Quantitative research method	Malaysia	Workplace performance in private Malaysian hospitals driven by benefits and fair pay that leads to motivation and productivity.	Human resources management and services
(Ping Yong & Ling, 2023)	Quantitative research method	Malaysia	Study concludes to guide stakeholders with strategy to close the skills gaps and improve graduate employability in Sarawak.	Online Journal for TVET Practitioners
(Rivaldo & Nabella, 2023)	Quantitative Research Method	Indonesia	Experience gained by staff positively impact on their workplace performance	QUALITY-Access to Success
(Anil & Nisa, 2023)	Quantitative research method	India	Occasional training builds some skills, but it insufficient to affect employee loyalty and organizational success in health sector.	Journal of Advanced Research in Social Sciences and Humanities
(Rajabipoor Meybodi & Forghany, 2021)	Qualitative research method	Iran	Highest priority for staff training standards is identifying needs of educational hospitals.	Journal of Business Strategy, Finance and Management
(Sugiarti, 2021)	Quantitative research method	Indonesia	Workplace performance is positively influenced by training, career development opportunities and supportive work environment.	International Journal of Artificial Intelligence Research

(Rasool et al., 2021)	Quantitative research method	China	Toxic workplace environment decrease employee engagement but well-being and organizational support improve it.	International Journal of Environmental Research and Public Health
(Panagiotakopoulos, 2020)	Qualitative research method	UK	Management training positively influences organizational performance in small business.	Journal of Workplace Learning
(Samarasekera et al., 2020)	Survey questionnaire method	Multiple Countries (Asia)	Seminars/Workshops are the key methods used by departments to conduct faculty development programs to enhance the learning abilities of trained clinical staff.	Korean Journal of Medical Education
(Yosiana et al., 2020)	Survey approach by applying path analysis	Indonesia	High workloads due to limited staff increase stress but supportive work environment aid stress control and enhance performance.	Journal of Socioeconomics and Development
(Md. Mobarak Karim, Musfiq M. Choudhury, 2019)	Quantitative research method	Bangladesh	Study indicates that training and development should be compulsory for all staff in order to improve performance.	Noble international journal of business and management research
(Ananthalakshmi Mahadevan, 2019)	Quantitative research method	Malaysia	On-the-job training and off-the-job training positively affect employee performance.	Journal of business and management
(Mahmud et al., 2019)	Survey questionnaire method	Bangladesh	Training needs assessment in the organization had a notable impact on staff performance in	Cogent Social Sciences

(Lee & Kusumah, 2019)	Quantitative research method	Indonesia	line with expectations Soft skills, interpersonal and intrapersonal enhance motivation and employee performance.	International Entrepreneurship Review
(Sani Abdullahi et al., 2018)	Quantitative research method	Nigeria	Training methods, design and delivery styles significantly impact on academic staff productivity.	Asian People Journal (APJ)
(Okechukwu, 2017)	Quantitative research method	Malaysia	A significant relationship between T&D, employee performance and job satisfaction. T& D serve as key strategy for organizational and employee success.	Journal of technology management and business
(Khan & Masrek, 2017)	Survey questionnaire method	Pakistan	Training and task allocation to optimize job utilization and enhance job fit.	Collection Building
(Ejakait, 2016)	Survey research design	Kenya	Prioritize training needs assessment as prerequisite for training.	Research on Humanities and Social Sciences
(Maksoud & Saknidy, 2016)	Quantitative research method	Egypt	Educational technology is strongly recommended to conduct faculty training programs.	Journal of human resource and sustainability studies

Staff Training Program

Training programs assists employees to learn advanced technologies and strengthen their capacities to work efficiently (Nzimakwe & Utete, 2024). Sireesha, Ahmed, & Venkatesh (2019) insufficient training programs negatively impact staff performance (Nor Shamsida Mohd Shahidan Lee et al., 2023). Staff training is process for skills enhancement, knowledge development and socio-economic understanding (Hilton et al., 2016)(Mahmud et al., 2019). Bariqi (2020) staff training focuses to build an individual's abilities and provide them with necessary skills to enhance workplace performance (Fa'uzobihi, 2024). Staff training includes initiatives that offer employees the knowledge, skill set, and career advancement (Nzimakwe

& Utete, 2024). Success of staff training is determined by various elements, categorized as below:

Staff Training Design and Delivery Style

A well-designed training program enables staff to apply their learning at workplace (Holton, 2002); Tsaur & Lin (2004) while poor training design contributes to resource depletion (Sani Abdullahi et al., 2018). Proper training designed programs plays crucial role for ensuring in achieving the goals of the implementer (Rivaldo & Nabella, 2023). Liu et al. (2022) well designed training programs can lead to improve employees self-efficacy (Nor Shamsida Mohd Shahidan Lee et al., 2023). Effectiveness of Staff training depends on an engaging delivery style (Armstrong, 2000); poorly delivering training leads to unproductive, disengagement of staff and loses its effectiveness (Mark & Andrew, 2000); trainers must ensure to involve their trainees for successful learning (Phillip & Eves, 2005) (Sani Abdullahi et al., 2018).

Frequency and Duration

Ongoing training session enhance employees necessary skills, enabling them to deliver quality tasks and fostering a positive workplace environment (Agrasadya et al., 2024). Regularly updated training programs with clear career paths, leads to higher job satisfaction and enhanced productivity (Anil & Nisa, 2023). Training is short-term, structured process that impart technical skills for non-managerial staff (Sugiarti, 2021). Khan & Ali (2014) training program fails due to limited training time, poor trainee selection, budget shortage and weak needs assessment (Mahmud et al., 2019).

Training Feedback Mechanism

Staff training program plays crucial role in organizational success and it should be evaluated in line with their mission and goals (Md. Mobarak Karim, Musfiq M. Choudhury, 2019). Saeed et al., (2014) managers must evaluate that how behavior is learned to justify, forecast and influence. Unfortunately, a major gap in PMS (performance management system) fails due to lack of focus on staff training which results in effective feedback (Rajabipoor Meybodi & Forghany, 2021).

Staff Training and Workplace Performance

Cooke et al., (2019); Bahodirovich & Romilovich (2021) workplace productivity depends on the quality of training (Nor Shamsida Mohd Shahidan Lee et al., 2023). The training needs assessment is a factor that has the potential to motivate staff through their specific training needs and achieving higher performance (Mahmud et al., 2019). Dolce et al. (2020) workplace performance influenced by soft skills, being non-technical attributes in nature (Nor Shamsida Mohd Shahidan Lee et al., 2023). Seminars/Workshops are prioritized in medical or health education departments to enhance the teaching and training capabilities of clinical staff (Samarasekera et al., 2020). Employees with more experience significantly achieve better performance at workplace (Rivaldo & Nabella, 2023). About 66.7% of staff agree training programs are essential to enhance performance while 33.33% disagreed (Karim, 2019).

Discussion

Correlation Between Staff Training and Workplace Performance

There is a significant relationship between staff training and workplace performance evidenced by a strong correlation of 0.644, a determination coefficient of 41.5%, and a t-test validation finding of (8.746 > 1.980) (Fa'uzobihi, 2024). A study conducted by K.Ludwikowska, finding

indicates training needs assessment, transfer of training and workplace efficiency are strongly correlated (Ludwikowska, 2018). Feedback and training programs are fundamental aspects of performance management that drive professional growth (Triansyah, 2023). Effective Staff training significantly improves workplace performance by enhancing the quality of work (Nzimakwe & Utete, 2024).

Private Medical Colleges' Overall Performance

Medical colleges play a vital role in equipping a skilled workforce through effective staff training programs, which contributes to high-standard healthcare services (Gaemi Amiri et al., 2017). To ensure accessibility and affordability in the healthcare sector, workplace performance must be a priority. HRM practices are essential for effectively handling workplace demands (Zainal et al., 2023).

Significance Of Staff Training in Private Medical Colleges

Boniol et al., (2022) well-trained medical staff ensures precise diagnosis, and optimal treatment plans and communicates clearly with all stakeholders. Singh et al., (2020) the pandemic's impact on medical education highlights the need to redefine future training methods (AzimMajumder, 2023). Salleh, Sulaiman, and Talib, (2010) higher education colleges rely on soft skills to determine the future ability of staff and students (Tang, 2020). Staff training boosts personal morale, motivation, innovation, and efficiency. It also strengthens adaptability and reduces staff turnover (Sharma & Taneja, 2018).

Conclusion

Conclusion

The finding of Systematic review indicates that researchers employ various frameworks to measure the workplace performance through staff training. Workplace performance plays a crucial role in private medical colleges in achieving institutional objectives. Well-designed regular training programs enhance operational efficiency, and knowledge application, and contribute to better healthcare services. Studies support that workplace performance is influenced by effective training programs and the work environment. To maintain a competitive edge, private medical colleges must invest in training programs to enhance productivity and institutional performance. Among the 24 studies analyzed, a significant number were published in 2019 and 2023 with focus on quantitative research methodologies and were mostly carried out in Southeast Asia region. Workplace environment serve as a mediator between independent variables and dependent variable.

Limitation And Future Research Direction

Despite offering this paper reinforces the importance of staff training and workplace performance in private medical colleges but it has certain limitations. This research primarily addresses the training techniques and institutional challenges but it does not extensively investigate the effectiveness of online training programs which has become critical element of modern learning workplace environment. Digital training methods have specific challenges including staff engagement, accessibility to resources and adoptability in institutions. Furthermore, successful training program influenced by some elements like organizational procedure and policies, training budget and organizational culture. Therefore, there is a need to conduct empirical research of online training and its impact compared to in-person training.

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