

Organizational factors to Training Satisfaction: A cross-sectional study on Healthcare Professionals from Western Uttar Pradesh

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Abstract

Background

In order to adapt to evolving clinical practices, technology, organizational needs, and patient-care expectations, healthcare workers need ongoing training and professional development. The availability of training possibilities by itself, however, does not ensure that medical professionals are content with the current training offerings. Access to, involvement in, and perceptions of training opportunities may be influenced by organizational support factors.

Objective

This study analyses at how organizational support affect healthcare professionals, including doctors and nurses' contentment with current training options in Western Uttar Pradesh.

Methods

Healthcare professionals from a few government and NABH private healthcare facilities in Western Uttar Pradesh participated in a cross-sectional quantitative survey. An adapted standardized questionnaire that included questions on training-related experiences, workplace characteristics, organizational support, and satisfaction with current training opportunities was used to gather data. The associations between the research variables were examined using multiple regression, reliability analysis, correlation analysis, and descriptive statistics in SPSS.

Results

The study assesses whether organizational variables, including training calendars, financial assistance, time availability, digital learning facilities, and mentoring, significantly explain variation in training satisfaction for doctors and nurses. The doctors and nurses both have different perception regarding organizational factors affecting the training satisfaction.

Conclusion

The results show how organizational factors affect healthcare professionals' satisfaction with training opportunities and have implications for creating more adaptable and easily accessible professional development programs. The doctors perceive there must be a well-organized training schedule while nurses prefer dedicated time for better training outcomes and training satisfaction.

Keywords: Western Uttar Pradesh, healthcare professionals, training satisfaction, organizational factors, upskilling, professional development

Introduction

Healthcare professionals must constantly upgrade their knowledge and abilities due to continuous technological advancements, shifting patient satisfaction and growing focus on quality and safety. As a result, professional training and ongoing education are now crucial elements of the growth of the healthcare workforce.

Healthcare professionals can improve their clinical, technical, management, communication, research, and other professional abilities through training programs. However, employees' perceptions of training opportunities as accessible, pertinent, sufficiently supported, and sensitive to their professional goals are just as important to the

success of training programs as the training's subject matter and quality. Because professionals who see current training opportunities favorably may be more inclined to engage in future professional development activities, training satisfaction is a significant result. A number of elements of the training environment, such as accessibility, scheduling, institutional support, resources, mentorship, and chances to put learned information into practice, can have an impact on learner's satisfaction. Therefore, among healthcare professionals in Western Uttar Pradesh, the current study investigates the link between organizational support, workplace variables, and satisfaction with current training options.

Review of literature

According to WHO (2022), technological advancements, changing clinical practices, shifting patient expectations, and a growing focus on quality and safety have all had a significant impact on healthcare delivery. Healthcare workers must constantly upgrade their knowledge and abilities due to these developments. Moreover, with the increasing connection of medical services, information, technology and people across national borders, it is becoming important to pay attention to the quality provided in Indian healthcare system. As, stated by Pattanshetty et al. (2024), health interactions between European Union and India might play a significant role in their larger strategic cooperation. While India's assets include pharmaceutical manufacturing, vaccine production, digital public infrastructure, and other health-related competencies, the European Union can make a significant contribution through research, technology, regulatory experience and health-system capabilities.

To et al. (2024), in their study, specifically looked at the relationship between organizational support for training and training satisfaction. The study, which used data from 364 employees in Macao, found that organizational support for training was indirectly linked to training satisfaction through training's perceived value. The results reveal that workers' perceptions of the value of training and the organization's support have an impact on their level of satisfaction with it, in addition to the existence of training.

Another crucial aspect of professional development is the workplace. Professionals' capacity to participate in continuing education can be impacted by a number of factors, including opportunity to apply new knowledge, managerial support, and resource availability. According to Vázquez-Calatayud et al. (2021), in order for nurses to effectively engage in Continuous Professional Development (CPD), organizations and hospitals must provide them with chances and support. Work-family balance was also shown to be important for CPD participation in their review.

The training satisfaction is also crucial because the availability of a training program does not always imply that participants view it as helpful, pertinent, or accessible. Gil-Lacruz, M (2019), in their research analyzed satisfaction in a number of areas, such as the training program, training technique, economic effect, perceived increase in professional competence, and perceived improvement in care quality. It was concluded from the study that the application of learning to the workplace was a significant factor in perceived utility, and participants expressed preferences for interactive learning techniques and practical material. Because it shows that training satisfaction is more than just content satisfaction, this study is especially pertinent to the current research. Participants' opinions on professional competency, job relevance, and methodology might influence how they evaluate the training as a whole.

Instead of assessing satisfaction with a specific training program, the current study expands on this viewpoint by analyzing whether organizational factors are linked to satisfaction with current training options.

Objectives of the study

Primary objectives

To evaluate the influence of organizational support on the satisfaction of healthcare professionals with existing training opportunities in Western Uttar Pradesh.

Secondary objectives

- To analyze the satisfaction of healthcare professionals with existing training opportunities.
- To study the relationship between organizational support and training satisfaction for doctors.
- To study the relationship between organizational support and training satisfaction for nurses.



Research Methodology

The study was conducted in government and NABH accredited private hospitals of Western Uttar Pradesh. 200 doctors and 200 nurses from six divisions of Western Uttar Pradesh including Agra, Aligarh, Bareilly, Moradabad, Meerut and Saharanpur were respondents. The research design was quantitative and cross-sectional and the data collection was done using questionnaire adapted from Hennessy and Hicks TNA tool.

Null hypothesis (H_{01}): Organizational support is not significantly associated with doctor's satisfaction with existing training opportunities.

Null hypothesis (H_{02}): Organizational support is not significantly associated with nurse's satisfaction with existing training opportunities.

Statistical Analysis

The internal consistency of the questionnaire for these 6 items was evaluated using Cronbach's Alpha. The findings are shown below:

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.818	.799	6

Above result generated from SPSS, shows Cronbach's alpha coefficient of 0.818 and the Cronbach's alpha based on the standardized items was 0.799. These values determine good internal consistency and the scale was adequately reliable for subsequent statistical analysis.

For null hypothesis (H_{01}): Organizational support is not significantly associated with doctor's satisfaction with existing training opportunities.

The linear regression was applied to study the association between satisfaction among doctors and organizational support in SPSS.

Descriptive Statistics				
	Mean	Std. Deviation	N	Interpretation
Mean_Satisfaction	3.4950	.75686	200	Moderate level of satisfaction
TrainingCalendartoupskill	4.24	1.099	200	Relatively highest support
FinancialAidtoupskill	4.17	1.001	200	Relatively higher support
TimeOfftoupskill	3.68	1.142	200	Relatively lower support
Digitaltoolstoupskill	3.95	.998	200	Relatively moderate support
Mentoringtoupskill	4.20	1.121	200	Relatively higher support

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	8.639	5	1.728	3.181	.009 ^b
	Residual	105.356	194	.543		
	Total	113.995	199			
a. Dependent Variable: Mean_Satisfaction						
b. Predictors: (Constant), Mentoringtoup skill, FinancialAidtoup skill, TimeOfftoup skill, TrainingCalendartoup skill, Digitaltoolstoup skill						

Interpretation

Since the mean satisfaction score is 3.495, there is moderate level of satisfaction among doctors relative to training satisfaction.

The overall regression model was found statistically significant, $F(5,194) = 3.181$ with p value equals to .009, showing the factors taken in the organisational support were collectively explained a substantial percentage of variation in satisfaction with existing training opportunities.

Thus, the null hypothesis gets rejected that organisational support is not significantly associated with training satisfaction for doctors, at 5% level of significance.

Coefficients ^a												
Model		Unstandardized Coefficients		t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error			Lower Bound	Upper Bound	Z	Partial	Partial	Tolerance	VIF
1	(Constant)	3.309	.252	13.114	.000	2.812	3.807					
	TrainingCalendartoup skill	.225	.080	2.835	.005	.069	.382	.177	.199	.196	.357	2.801
	FinancialAidtoup skill	-.014	.086	-.164	.870	-.183	.155	.104	-.012	-.011	.369	2.707
	TimeOfftoup skill	-.033	.070	-.464	.643	-.171	.106	-.048	-.033	-.032	.424	2.361
	Digitaltoolstoup skill	.035	.121	.290	.772	-.203	.273	-.044	.021	.020	.188	5.321
	Mentoringtoup skill	-.174	.091	-1.915	.057	-.353	.005	-.076	-.136	-.132	.264	3.792
a. Dependent Variable: Mean_Satisfaction												

As per above coefficient table, only training calendar was found statistically significant with $p = 0.005$ among all the organisational factors taken in the study.

$$\text{Mean Satisfaction} = 3.309 + 0.225(\text{Training Calendar}) - 0.014(\text{Financial Aid}) - 0.033(\text{Time Off}) + 0.035(\text{Digital Tools}) - 0.174(\text{Mentoring})$$

Thus, the regression equation shows the positive coefficient of training calendar which means availability of a structured training calendar was associated with higher satisfaction among doctors.

For null hypothesis (H_{02}): Organizational support is not significantly associated with nurse's satisfaction with existing training opportunities.

Again, the linear regression was applied to study the association between satisfaction among nurses and organizational support in SPSS.

Descriptive Statistics				
	Mean	Std. Deviation	N	Interpretation
Mean_Satisfaction	3.5350	.80749	200	Moderate satisfaction
TrainingCalendartoup skill	4.05	1.287	200	Relatively high support
FinancialAidoup skill	3.95	1.168	200	Moderate high support
TimeOfftoup skill	4.18	1.068	200	Relatively high support
Digitaltoolstoup skill	3.83	1.066	200	Relatively lower support
Mentoringtoup skill	4.24	1.042	200	Relatively highest support

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.650	5	1.730	2.771	.019 ^b
	Residual	121.105	194	.624		
	Total	129.755	199			
a. Dependent Variable: Mean_Satisfaction						
b. Predictors: (Constant), Mentoringtoup skill, TrainingCalendartoup skill, Digitaltoolstoup skill, FinancialAidoup skill, TimeOfftoup skill						

Interpretation

As the mean satisfaction score is 3.535, there is moderate level of satisfaction among nurses also relative to training satisfaction.

According to SPSS linear regression analysis results, the above descriptive statistics shows mean satisfaction 3.535 and among organisational factors mentoring is the highest support factor with mean = 4.24, followed by time-off (mean=4.18) and training calendar (mean=4.05). Also, according to ANOVA analysis, overall regression model was statistically significant, $F(5,194) = 2.771$ and $p=.019$ which is less than 0.05 thus the null hypothesis (H_{02}) is rejected that organisational support is not significantly associated with training satisfaction for nurses, at 5% level of significance.

Coefficients ^a													
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.240	.256		16.542	.000	3.735	4.746					
	TrainingCalendar to upskill	.103	.077	.165	1.348	.179	-.048	.254	-.113	.096	.094	.323	3.096
	Financial Aid to upskill	.039	.092	.057	.430	.668	-.142	.221	-.153	.031	.030	.273	3.669
	Time Off to upskill	-.326	.120	-.431	-2.707	.007	-.563	-.088	-.226	-.191	-.188	.190	5.269
	Digital tools to upskill	.058	.082	.076	.701	.484	-.105	.220	-.127	.050	.049	.409	2.448
	Mentoring to upskill	-.033	.077	-.042	-.425	.671	-.186	.120	-.150	-.031	-.030	.483	2.071
a. Dependent Variable: Mean_Satisfaction													

Further, above coefficients table shows the time-off factor is only significant with $p=0.007$ which is less than 0.05.

Regression equation:

Mean satisfaction = 4.24 + 0.103 (training calendar) + 0.039 (financial aid) – 0.326 (time-off) + 0.058 (digital tools) - 0.033(mentoring)

The above regression equation shows highest coefficient for time-off which is in negative direction which means the nurses needs protected time for training.

Findings and Implications

- The total regression models were found statistically significant for both professional groups, which means that training satisfaction variation was influenced by organizational support characteristics.
- Among doctors, the only individual predictor of satisfaction that was found statistically significant was the training calendar ($p=.005$) and the positive coefficient shows that more access to a planned training schedule was linked to better satisfaction.
- Among nurses, time-off was emerged as the only significant individual predictor with p value equals to 0.007. The negative coefficient shows the absence of dedicated training time. So, the negative correlation suggests that poorer satisfaction with current training possibilities was linked to increased difficulties in acquiring dedicated training time.
- It is clear from above findings that upskilling efforts should be profession-specific rather than fully uniform. Doctors and nurses may confront distinct organisational hurdles to participate in professional development activities.
- The findings show that organizational measures for boosting training satisfaction may need to be tailored according to the actual work conditions and profession-specific rather than completely uniform for all the healthcare professionals.

Discussion

The results show that, although the organizational support that emerged as important factor between the two professional groups, organizational support is strongly connected with training satisfaction in both doctors and nurses. The only important positive indicator of satisfaction among doctors was the training calendar. The positive correlation indicates that the organization, regularity, and timing of chances for professional growth are specifically linked to doctors' satisfaction. This result is in line with the research on ongoing professional development, which highlighted the significance of organizational support in promoting professional learning by (To et al., 2024) which was discussed earlier. Similarly, for nurses, the significant individual predictor of satisfaction was lack of dedicated training time. This was supported with the existing literature were, Vázquez-Calatayud et al. (2021) acknowledged that the organisational support and working conditions as important factors for nurses 'professional development.

The research on ongoing professional development also emphasizes management and organizational support as learning promoters. Therefore, rather than indicating that these types of support are worthless, the non-significant regression coefficients in the current study should be treated as the absence of a statistically significant independent connection in this specific model.

Conclusion

Both doctors and nurses showed an important correlation between organizational support and training satisfaction; however, the important organizational driver varied depending on the professional group. Lack of dedicated training time was a major negative predictor of satisfaction among nurses which means the nurses needs dedicated time for training, whereas the training calendar was a substantial positive predictor among doctors which implies that doctors need scheduled and organised training program which are informed in anticipation for participating effectively in professional development programs.

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