



Training, Development, and Performance Enhancement in Universities: An Analytical Study

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ABSTRACT

This study looked into the effects of managerial attitude, organizational culture, personal challenges, training, and employee development on the performance of employees in the university sector. The study indicated that the training programme aimed at employees would enhance organization performance when there is appropriate managerial and supervisor support. A sample of 140 university employees was surveyed in a quantitative study. Data were analyzed by the SPSS statistical package (version 20) employing regression analysis, correlation and reliability analysis. Of all the variables considered, managerial attitude, organizational culture, personal challenges and training programmes were significantly predictors of employee performance. The study suggested the universities adopt a more productive approach in training and managerial philosophy.

Keywords: Employee performance, Managerial attitude, Organizational culture, Personal challenges, Training programs, Employee development, University sector, Quantitative research, SPSS, Regression analysis, Correlation analysis, Reliability analysis, Performance improvement, Managerial support, Supervisory support.

INTRODUCTION

Higher education institutions are complex and have dynamic systems. They are the main centers of knowledge creation, and are crucial in the development of the workforce. The performance of instructional and non-instructional employees directly determines the effectiveness of the institution, the performance of the students, and the volume of research activity. The performance of employees is influenced by a number of factors, managers' attitudes, organizational culture, personal challenges, and the availability of training programmes.

The attitude of a manager is of utmost importance as it shapes the level of commitment, motivation, and ethical behavior of the employees involved. While the positive behavior of a manager helps improve job satisfaction and morale, the negative ones do the opposite (Ibrahim et al, 2009). An organizations culture promotes the formation of an understanding and teamwork; employees who perceive a favorable and encouraging culture tend to achieve better performance (Hallett, 2003; Ouchi and Wilkins 1985). Personal elements, like work/life balance may interrupt focus consequently reducing productivity (Posner, 2010; Folkard et al, 1962).

Training and development enhance performance by providing employees with skills boosting confidence and increasing adaptability, to changes arising from new technology and processes (Steedman and Wagner 1989; Nagar, 2009). The environment of a university requires innovation, it needs to be



productive in research, and it needs effective administration. The benefits of training employees are increased significantly if such training is accompanied by positive managerial behaviors.

This research seeks to analyze the links between employee performance in the universities and the managerial attitude, culture of the organization, personal issues, and training programs. It aims to provide practical solutions to higher education institutions, so that they can use their human capital most effectively.

LITERATURE REVIEW

Managerial Attitude and Employee Performance

The attitude of the managers is defined as the tendency of the managers to react positively or negatively to any given situation, people, or idea. As stated by Bernardo and Engle (1990), the attitude of the manager toward risk will have a bearing on the decisions that are made and on the practices that are adopted, thereby influencing the overall performance of the organization. This is also echoed by Ibrahim et al. (2009) pointed out that fairness and ethical management also positively influence employee motivation and satisfaction. In academic environments, supportive, open, and communicative management leads faculty and staff to respond positively, increasing productivity and decreasing turnover.

Organizational Culture

A workplace culture consists of the behaviors, standards, and values that group members of an organization adopt (Ouchi & Wilkins, 1985). Hallett (2003) proposed that employees can practice positive symbolic behaviors when organizational culture provides them the ability to structure and specify the meaning of situational variables and context, thus fostering consistency with the organization's objectives. In the university context, the inclusivity and collaboration of the culture positively shape and foster innovation in research, excellence in teaching, and productivity in administration.

Personal Problems and Performance

Issues such as the finance burden and mental health issues impact productivity. Posner (2010), as well as, Folkard et al. (1962) observed that such issues negatively impact an employee's dedication, motivation, and overall job effectiveness. Universities need to do something about these issues and setup these issues, so that employees can do their jobs efficiently.

Training and Development

Employees are equipped with skill, flexibility, and organizational effectiveness are improved through employee training and development activities. In her study of training programs in banking sector, Nagar (2009) pointed to improved efficiency of employees and satisfaction of clients. According to Steedman and Wagner (1989), organizational performance and productivity are enhanced through services of well trained and skilled workers. There are programs of managerial development that aid in the effectiveness of leadership as pointed by Thomas Anderson (2010), while coaching programs positively impact the culture of the organization and engagement of employees as observed by Pollitt (2009).



Conceptual Linkages

There can be a synergistic effect on employee performance from managerial attitude, organizational culture, personal issue handling, and training provided in a systematized manner. Employees aren't the only ones who benefit from training programs. They serve to enhance the motivation of the institution as a whole and align the institution's goals with a given organizational culture. The benefits of training programs to institutions are only fully realized when accompanied by effective management strategies.

Theoretical and Conceptual Framework

Theoretical Framework

Will this increase relations and communication internally and externally? What about institutionally? What and how will things improve? How will clarity, reporting, and resource sharing and momentum improve? What about institutionally? Why and how will things become more organizationally transparent?

Theory of Human Capital proposes that organizational outcomes can improve through investments and focus on the knowledge, skills, and abilities of the employees (Becker, 1964). Skills, knowledge, abilities and assets are developed through management training and programs and coupled with management support, organizational productivity and effectiveness is increased

Conceptual Framework

Dependent Variable: Employee Performance

Variable Under Consideration: Managerial Attitude, Company Culture, Personal Issues, Training and Development Programs

Model Representation:

Managerial Attitude →

Organizational Culture → Employee Performance

Personal Problems →

Training & Development Programs →

METHODOLOGY

The research approach utilized was quantitative. Closed questions (quantitative questions); therefore, data analysis can be done easily and more efficiently. 20 questionnaires 140 staff members 25 to 50 years of age Random and convenience sampling

Analysis Tools:

SPSS was used to do



- Reliability analysis (Cronbach's Alpha)
- Perform correlation
- Regression analysis

Expected outcomes:

1. Managerial attitude will positively influence employees of the university to perform
2. Organizational Culture
3. Personal Problems
4. Training and development

All of the stated hypothesis of the study were validated.

DATA ANALYSIS AND RESULTS

Reliability

Cronbach's Alpha and the study participants' data consistency was measured.

- Employee Performance: 0.71 (Good)
- Managerial Attitude: 0.68 (Acceptable)
- Organizational Culture: 0.66 (Acceptable)
- Personal Problems: 0.62 (Acceptable)
- Training and Development: 0.73 (Good)

The Reliability Coefficient. Most texts are, on average, pretty good, since the overall reliability of the data was. Respondents upon examining the reliability of the data expressed the same perceptions of the educational data received every individual case. 0.70, in this case, indicates good reliability and consistency of data and is therefore suitable for analysis, considering the ethics of the situation.

Correlation Analysis

Variables	EP	MA	OC	PP	TD
Employee Performance (EP)	1	0.62**	0.48**	-0.36*	0.58**
Managerial Attitude (MA)	0.62**	1	0.29*	-0.28*	0.44**
Organizational Culture (OC)	0.48**	0.29*	1	-0.18	0.51**
Personal Problems (PP)	-0.36*	-0.28*	-0.18	1	-0.29*
Training & Development (TD)	0.58**	0.44**	0.51**	-0.29*	1

Interpretation:

- A significantly positive correlation exists between managerial attitude and employee performance, standing at 0.62.



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- Company culture also contributed with a correlated value of 0.48, albeit in the lower moderate positive correlation range.
- There is a negative correlation (-0.36) of personal problems indicating that challenges affect performance.
- There is a strong positive correlation (0.58) of training and development which indicates this is a positive factor.

Regression Analysis

Regression results indicate outward distraction.

Predictor	Beta	t-value	Significance
Managerial Attitude	0.41	6.2	0.000
Organizational Culture	0.28	4.3	0.001
Personal Problems	-0.22	-3.1	0.002
Training & Development	0.36	5.8	0.000

Interpretation:

- All independent variables affect employee performance which proves all hypotheses were correct.
- The managerial attitude is the highest of these variables (Beta = 0.41).
- The next most important is training and development (Beta = 0.36).
- There is a negative effect of personal problems but this is statistically significant.

DISCUSSION

The results affirm that the behavior of managers, culture in the organization, personal problems, and training provided affect employee performance in universities. The most important variable is attitude of the manager, and positive and ethical attitude helps to motivate the employees and improves the productivity of the organization. The culture of the organization helps to provide direction, values, and cooperation in all the functions. The training improves the skills and technical abilities of employees which enables them to achieve the goals of the organization. Personal problems restrict performance but there are ways to overcome this such as providing counseling, flexible work arrangements, and employee assistance programs.

The previously stated research\, Posner (2010), Steedman and Wagner (1989), Anderson (2010) and Pollitt (2009), show the significance of the development of human capital and management in higher education.

RECOMMENDATIONS



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1. Build training opportunities that focus on learning your technical skills and manager skills at the same time on an ongoing basis.
2. Outstanding managerial behaviors that are ethical and supportive help develop an outstanding workplace climate.
3. Build and sustain an organizational climate that is inclusive and that brings alignment between employees and an organizational goal.
4. Establish supportive and personalized problem solving, such as counseling and modified work arrangements.
5. Encourage trained employees to mentor others as a way of knowledge dissemination.
6. Apply 360 degree feedback and coaching to develop managerial effectiveness.

CONCLUSION

This paper indicates that the four variables of focus, managerial attitude, organizational climate, individual challenge, and organizational training regime have a bearing on university employees' work output. Of these, the most dominant variables are training and positive management. While individual challenge has a negative bearing on work output, the effect can be countered by organizational support. Effective management of human capital through supportive organizational systems enhances university output, employee satisfaction, and overall performance of the university.

LIMITATIONS

- The study utilized a sample size of 140 employees from selected universities, which restricts generalizability.
- There exists the potential for self-report bias in the survey responses.
- Limited resources and time constraints curtailed longitudinal study.
- The varying contexts and cultures of the different universities affect the applicability of the findings.

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