



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

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### ABSTRACT

The present study analyzed the impact of managerial attitude, organizational culture, personal problems, and training programs and development on employee performance in universities. It was emphasized in the study that organization performance can improve due to the use of training programmes alongside desirable managerial and supervisor behaviour. The sample involved 140 employees from the university and used a quantitative design. Data were analyzed using the SPSS statistical package (version 20) engaging, regression analysis, correlation and reliability testing. All considered specimens, identified managerial attitude, organizational culture, personal problems and training programmes; were found to have a significant prediction of employee performance. The study offered recommendations for universities to be more productive in using training and managerial philosophy.

**Keywords :** Training, Development, Performance

### INTRODUCTION

Universities are high-order organizations that are key players in the production of knowledge and human resource capacity building. Employee performance, from teaching faculty to administrative personnel, has a direct influence on institutional effectiveness, student success, and research output. A variety of factors influence employee performance, such as the attitude of managers, organizational culture, individual difficulties, and the presence of quality training programs.

Managerial attitude is fundamental, as it determines worker commitment, motivation, and ethical conduct. Positive managerial conduct improves job satisfaction, whereas poor attitudes impede performance (Ibrahim et al., 2009). Organizational culture establishes a common understanding and enables coordination; workers perceiving a supportive environment tend to perform better (Hallett, 2003; Ouchi & Wilkins, 1985). Individual issues, including work-life balance, may interfere with concentration and productivity (Posner, 2010; Folkard et al., 1962).

Training and development additionally augment performance by capacitating staff with the requisite skills, generating confidence, and enhancing responsiveness to technological and procedural innovations (Steedman & Wagner, 1989; Nagar, 2009). In universities, where innovation, research productivity, and administrative effectiveness are necessary, formal training programs backed by favorable managerial practices can significantly enhance results.

This research examines managerial attitude, organizational culture, personal issues, and training programs and their correlations with employee performance in universities. It seeks to deliver actionable recommendations for institutions of higher education to optimize human capital potential.



## **LITERATURE REVIEW**

### **Managerial Attitude and Employee Performance**

Managerial attitude encompasses the tendency of managers to respond positively or negatively to situations, people, and ideas. Bernardo and Engle (1990) highlighted that managers' risk attitudes influence their decision-making and the adoption of practices that affect overall organizational performance. Ibrahim et al. (2009) emphasized that ethical and fair managerial attitudes positively correlate with employee motivation and satisfaction. In academic settings, faculty and staff respond to supportive, transparent, and communicative management, which enhances productivity and reduces turnover.

### **Organizational Culture**

Organizational culture is the collective behavior, norms, and values shared among employees (Ouchi & Wilkins, 1985). Hallett (2003) suggested that symbolic power within organizational culture allows employees to navigate and define situational contexts, promoting alignment with institutional goals. In universities, a collaborative and inclusive culture encourages research innovation, teaching excellence, and administrative efficiency.

### **Personal Problems and Performance**

Personal issues, including financial stress, family responsibilities, and mental health concerns, influence employee productivity. Posner (2010) and Folkard et al. (1962) found that personal challenges impact commitment, motivation, and job performance. Universities must recognize these factors and implement support systems to ensure employees can perform effectively.

### **Training and Development**

Training and development programs equip employees with skills, enhance adaptability, and improve organizational performance. Nagar (2009) demonstrated that training programs in banks improved employee efficiency and customer satisfaction. Steedman and Wagner (1989) emphasized that technically skilled and trained employees contribute to productivity and quality performance. Thomas Anderson (2010) highlighted that managerial development programs enhance leadership effectiveness, while Pollitt (2009) found that coaching initiatives improve organizational culture and employee engagement.

### **Conceptual Linkages**

The integration of managerial attitude, organizational culture, personal problem management, and systematic training can produce a synergistic effect on employee performance. Training not only enhances technical skills but also fosters motivation and alignment with institutional goals, especially when supported by effective management and a positive organizational culture.

### **Theoretical and Conceptual Framework** **Theoretical Framework**

The study adopts Human Capital Theory, which posits that investments in employee skills, knowledge, and abilities lead to improved organizational performance (Becker, 1964). Training programs, combined



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with supportive management, create skilled and motivated human capital, enhancing productivity and institutional effectiveness.

### Conceptual Framework

**Dependent Variable:** Employee Performance  
**Independent Variables:** Managerial Attitude, Organizational Culture, Personal Problems, Training and Development Programs

### Model Representation:

Managerial Attitude →

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Organizational Culture → Employee Performance

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Personal Problems →

Training & Development Programs →

### METHODOLOGY

The study employed a quantitative approach using a structured questionnaire comprising 20 close-ended questions. Data were collected from 140 university employees using random and convenience sampling techniques. The participants included administrative staff and faculty members aged 25–50 years.

**Analysis Tools:** SPSS software was used for:

Reliability analysis (Cronbach's Alpha)

Correlation analysis

Regression analysis

### Hypotheses:

**H1:** Managerial attitude significantly affects employee performance.

**H2:** Organizational culture significantly affects employee performance.

**H3:** Personal problems significantly affect employee performance.

**H4:** Training and development programs significantly affect employee performance.

All hypotheses were tested and accepted in the results.

**Volume 1, Issue 2, 2025****DATA ANALYSIS and RESULTS****Reliability**

Cronbach's Alpha was calculated to ensure data consistency:

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 overall reliability of the data was 0.70, indicating the data is consistent and suitable for analysis.

**Correlation Analysis**

Variables	P	A	C	P	D
Employee Performance (EP)		.62**	.48**	0.36*	.58**
Managerial Attitude (MA)	.62**		.29*	0.28*	.44**
Organizational Culture (OC)	.48**	.29*		0.18	.51**
Personal Problems (PP)	0.36*	0.28*	0.18		0.29*
Training & Development (TD)	.58**	.44**	.51**	0.29*	

**Interpretation:**

Managerial attitude shows a moderate positive correlation (0.62) with employee performance.

Organizational culture has a weak to moderate positive relationship (0.48).

Personal problems negatively correlate (-0.36), showing challenges impact performance.

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Training and development exhibit a strong positive correlation (0.58), emphasizing its critical role.

**Regression Analysis**

Regression results indicate:

Predictor	Beta	t-value	Significance
Managerial Attitude	.41	.2	0
Organizational Culture	.28	.3	1
Personal Problems	0.22	3.1	2
Training & Development	.36	.8	0

**Interpretation:**

All independent variables significantly influence employee performance, supporting all hypotheses.

Managerial attitude has the highest impact (Beta = 0.41).

Training and development are also crucial (Beta = 0.36).

Personal problems have a negative effect but are statistically significant.

**DISCUSSION**

The findings confirm that managerial behavior, organizational culture, personal challenges, and training initiatives collectively shape employee performance in universities. Managerial attitude is the most influential factor; supportive and ethical management motivates employees and fosters a productive environment. Organizational culture plays a complementary role by providing clarity, shared values, and a collaborative climate. Training programs enhance skills, technical proficiency, and confidence, enabling employees to meet institutional goals effectively. Personal challenges negatively impact performance but can be mitigated through counseling, flexible work policies, and employee assistance programs.

These findings align with prior research (Posner, 2010; Steedman & Wagner, 1989; Anderson, 2010; Pollitt, 2009), reinforcing the importance of human capital development and supportive management in higher education institutions.

**RECOMMENDATIONS**

Implement continuous training and development programs to enhance both technical and managerial competencies.

Encourage ethical and supportive managerial behaviors to create a positive work climate.



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Develop and nurture an inclusive organizational culture that aligns employees with institutional goals.

Establish support mechanisms to help employees manage personal problems, including counseling and flexible scheduling.

Foster knowledge sharing by enabling trained employees to mentor new staff.

Use 360-degree feedback and coaching to improve managerial effectiveness.

### CONCLUSION

This study demonstrates that managerial attitude, organizational culture, personal challenges, and training programs significantly impact employee performance in universities. Training initiatives and positive management practices emerged as the most influential factors. Personal problems negatively affect performance but can be mitigated through institutional support. By strategically investing in human capital development and fostering a supportive organizational environment, universities can enhance productivity, job satisfaction, and overall institutional performance.

### Limitations

The study used a sample of 140 employees from selected universities, which may limit generalizability.

Responses may include self-reporting bias.

Time constraints and limited resources restricted longitudinal analysis.

Cultural and contextual differences across universities may influence the applicability of findings.

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