

## THE INFLUENCE OF FACULTY MOTIVATION IN LINKING TRAINING WITH COMMITMENT, RETENTION, AND PERFORMANCE IN THE MEDICAL EDUCATION SETTING

Saba Iqbal<sup>1</sup>, Faiqua Yasser<sup>2</sup>, Shazia Sukhera<sup>3</sup> Mahwish Khan<sup>4</sup>, Shahmain Shahzad<sup>5</sup>,  
Ayesha Riaz<sup>6</sup>

<sup>1,4</sup>SHaPE, CMH Lahore Medical College & IOD, Lahore Pakistan

<sup>2</sup>Department of oral Pathology, CMH Lahore Medical College & IOD, Lahore

<sup>3</sup>Department of Physiology, Sahara Medical College Narowal

<sup>5</sup>Department of Medical Education, Akhter Saeed Medical & Dental College Lahore

<sup>6</sup>Department of Physiology, Independent Medical College, Faisalabad

### Corresponding Author:

**Dr. Saba Iqbal**

Assistant Professor SHaPE CMH LMC & IoD

dmeprcmdc@gmail.com

### Abstract:

**Introduction:** Faculty motivation plays a crucial role in the relationship between Faculty Development Programs (FDP) and professional performance. Understanding and nurturing faculty motivation is crucial for improving education quality, retention rates, and institutional reputation. FDP is a key factor include professional development, recognition, autonomy, collaboration, resources, and a positive work environment. The aim of this study is to identifying the factors that can guide institutions in enhancing their educational programs.

**Methodology:** The study is a cross-sectional descriptive survey conducted over a month at CMH LMC & IOD. It involved medical faculty who participated in the FDP program, with consent obtained and data was collected through non-probability sampling. The target population is 140 faculty members. Data will be collected through online questionnaires. The questionnaire has multiple dimensions and showed acceptable reliability (Cronbach's alpha = 0.893).

**Results:** The data analysis showed that faculty members generally have a positive opinion of Faculty Development Programs (FDP) and agree that FDP has a favorable impact on their performance. There was some heterogeneity in responses, and a modest level of job satisfaction was reported. The study emphasizes the importance of addressing variations in training perspectives, improving job satisfaction, and implementing effective retention strategies. Organizations can focus on these areas to enhance overall employee satisfaction and retention rate. FDPs were seen as beneficial for improving teaching standards, competencies, emotional control, and academic/administrative responsibilities.

**Conclusions:** The findings provide valuable insights into the perceived benefits of FDPs in various aspects of faculty development.

**Key words:** Faculty Development Program (FDP), Motivation, Medical Faculty, Job satisfaction, Professional Development, Positive Work Environment.

## **Introduction:**

Teaching faculty motivation in a medical teaching institution is a complex and multifaceted concept. There are different strategies and approaches that may be more effective for different individuals and groups(1). Department professional development Providing opportunities for faculty to engage in professional development activities such as workshops, conferences. Continuing education courses can help to increase motivation for training and improve their teaching skills. Recognizing and rewarding faculty for their achievements and contributions(2). Giving faculty autonomy and empowering them to make decisions about their teaching and motivation for performance(3). Encouraging collaboration and teamwork among faculty members can foster a sense of community and shared purpose, which can increase motivation for commitment and retention(4). Providing necessary resources, and support, creating a stable environment. Clear career growth opportunities, and setting clear, measurable, and achievable goals and expectations can increase motivation for performance. Creating a positive, inclusive and respectful work environment can also increase motivation for commitment and retention(5). The aim of this research is to investigate how faculty motivation plays a role in mediating training, performance, commitment, and retention in medical education institutions. The rationale of the proposed topic lies in the importance of understanding the factors that influence the motivation of faculty members. Faculty motivation is a critical component of the quality and success of teaching institutions. It have a significant impact on a variety of outcomes, including training, commitment, retention, and performance(3). One of the key reasons for studying this topic is that it is essential to understand how faculty motivation can be nurtured and sustained. This will help to improve the quality of education, increase retention rates and enhance the institution's reputation.

Additionally, identify key areas where institutions can focus their efforts in order to improve the overall quality and effectiveness of their educational programs. This could include providing more opportunities for professional development, implementing effective recognition and reward systems, and fostering a positive and collaborative working environment.

## **Literature Review:**

This research helps to identify any gaps in the current literature and provides new insights into the complex relationship between faculty motivation and various outcomes in medical education. Ume Amen contributes to the advancement of knowledge in the field of education and informed the development of more effective policies and practices in a teaching institution(6)

The outcome of the Faculty Development Program (FDP) on the performance and motivation of faculty, and the potential of motivation as an intervening variable in the relationship between employee performance and faculty development. In order to attain the specified goal, information has been gathered from the 311 participants of higher education in India. by, regression analysis, factor analysis and the Sobel test, The results show of his study that FDP improves faculty members' ability to teach, improves their services, helps them manage their feelings, and strengthens their ability to carry out speculative and administrative activities. Furthermore, faculty development training improves faculty performance by increasing work motivation. Enhancing faculty recognition and reputation, increasing job challenge and excitement, offering greater career growth opportunities, and concentrating more on faculty member remuneration perks are all necessary to increase faculty motivation (1).

Eric Richter (2022) demonstrated that job productivity, effectiveness, and satisfaction are

significantly impacted by the process of training transfer. Researchers investigate whether or not employees are motivated to apply their newfound skills on the job based on their satisfaction with their training(7).

Various studies from the past have examined training from a variety of angles as a human resource management approach. Onoro (2015) studies and explores the significance and goal, are to addressing these difficulties as they affect the quality assurance process in the educational system. 150 teachers were chosen at random from ten secondary schools in Kilifi County. It was a descriptive, mix method study. A combination of surveys and interviews was used to gather the data. Both quantitative and qualitative analysis was done on the data that was gathered. The findings revealed a strong correlation between teachers' work performance and motivating variables as well as a connection between teachers' experience and work performance. Some suggestions include hiring classroom instructors who are highly motivated, diligent, and effective, supporting their curiosity. Additionally, factors that have an impact on educational practice included enhancing teachers' dedication to the teaching profession, participating in community and societal activities, etc (8)

Faculty Development Program, help to improve the quality of education, increase retention rates, and enhance the reputation of teaching institutions, by providing a deeper understanding of faculty motivation and its relationship with key educational outcomes.

#### **Research questions:**

- To what extent do faculty development programs (FDPs) influence faculty motivation and academic performance among higher education faculty members?
- How does faculty motivation act as a mediating variable in the relationship between faculty development programs and professional performance among higher education faculty members?

#### **Research Methodology:**

This research involved a cross-sectional descriptive study. A survey was carried out over a month at the Combined Military Hospital, Lahore Medical College, and Institute of Dentistry (CMH LMC & IOD) after completion of the faculty development program. The medical faculty at CMH LMC & IOD who took part in the Faculty Development Programme (FDP) was the intended audience. The teaching faculty of CMH LMC & IOD and FDP program participants were included in the sample, while medical faculty from other institutions and faculty who were not enrolled in the FDP program were excluded. Data from the qualified respondents were gathered using a practical non-probability sampling technique.

The study will be conducted among the faculty of CMH Lahore Medical College & IOD, Lahore. Formal consent from IRB will be taken to conduct the study. Verbal consent will be taken from faculty. Confidentiality of data will be ensured that data will not be utilized except for the academic purpose. The target population will be the faculty of CMH Lahore Medical College & IOD. A total of 140 will be faculty members selected for the study. Any other respondent other than faculty will be excluded from study. The data collection tools will be questionnaire and faculty development program schedules from Department of Faculty Development.

The questionnaire was created with the use of findings from Arreola et al(9). Based on prior research, a structured questionnaire with multiple different dimensions including demographic information, faculty attitudes towards various initiatives for programmed faculty development (i.e18 items), faculty motivation (12 items), and faculty performance (9 items) was developed to collect the data on the variables in this study. After performing a reliability test, it was discovered

that Cronbach's alpha index value was 0.893, which is acceptable for additional statistical investigation.

**Statistical Analysis:**

To determine the central tendency and variability of data (such as numbers, percentages, means, and standard deviation), descriptive statistics were utilized. At a 95% level of confidence, the p-value was statistically significant (p 0.05).

**Results:**

The data will be collected through FDP and questionnaires which will be then entered in computer software SPSS 19.0. Frequency tables and graphs were made and an appropriate test of significance was applied, where applicable.

Gender	Female 50 (55.4%)	Male 41 (45.6%)	-
Marital status	Married 85 (94.4%)	Unmarried 6 (5.6%)	-
Age	(20-40 years) 7 (6.6%)	(41-50 Years) 31 (34.4%)	(51-above years) 53 (58.9%)
Level of education	Graduation 15 (15.5%)	Postgraduation 65 (72.2%)	Doctoral Degree 11 (12.2%)
Job experience	Up to 3 years 11 (11.1%)	4-7 years 28 (31.1%)	8-15 years 52 (57.8%)

Table 1: Demographic characteristics of participants

An overview of the demographics and traits of the population studied is given by the data offered in this paragraph. According to the gender breakdown, out of the total respondents, 55.4% were women and 45.6% were men. According to marital status, 94.4% of people were married, while only 5.6% were single. Age-wise, 6.6% of the population was between 20 and 40 years old, 34.4% were between 41 and 50 years old, and 58.9% were 51 years of age or older. In terms of education, 12.2% held doctoral degrees, 72.2% had postgraduate degrees, and 15.5% held graduates. The respondents' work experience ranged, with 11.1% having up to three years, 31.1% having four to seven years, and the majority, 57.8%, having eight to fifteen years.

Importance of Faculty Development Program		Professional experience in years			Total
		Up to 3 years	4-7 years	8-15 years	
Influence of faculty training and Development on faculty performance	Completely agree	19	23	02	44
	Partially agree	18	06	05	29
	Disagree	01	05	03	09
	Unsure	04	02	03	09
Total		42	36	13	91

Table 2: Impact of faculty training and Development on faculty performance

Based on the number of years of professional experience, Table #2 shows how training and development for professors have an impact on their performance. Up to three years, four to seven years, and eight to fifteen years of experience are the three sections of the table. The question "Influence of faculty training and development on faculty performance" asks the respondents to

assess their agreement with it on a scale from fully agree to absolutely disagree. There is also a category for those who are undecided about their position. The number of respondents for each category and level of professional experience is shown in the table. For instance, there were 19 respondents who agreed entirely, 18 who agreed partially, 1 disagreed, and 4 who disagreed in the category of respondents with up to three years of experience. According to their years of professional experience, the faculty members' perceptions of the impact of training and faculty development programmes on their performance.

	<b>Reliability (<math>\alpha</math>)</b>	<b>Mean</b>	<b>SD</b>
<b>Institutional benefit orientation</b>	0.764		
FDPs are considered to be an important tool to assure a presence in the health industry		3.68	0.64
Your institute makes FDPs compulsory to share faculty knowledge and promotes word of mouth		3.08	0.8
Faculty training and development through FDPs are in the interest of the institution		3.81	0.47
FDPs are organized to achieve institutional competitiveness		3.71	0.6
<b>Career development</b>	0.823		
Participation in FDPs enhances overall personality and sharpens the knowledge of faculty members		3.92	0.27
FDP is a useful training tool for enhancing professionalism and achieving career growth opportunities		3.89	0.31
FDP is a tool of faculty training helping a lot in meeting a mandatory requirement for my promotion		3.35	0.76
<b>Innovation and faculty resilience</b>	0.736		
FDP is a training tool for enhancing faculty adaptability to changing circumstances.		3.78	0.49
FDP is a training tool for enhancing teaching innovation.		3.88	0.41
In your opinion, Faculty training and development are a must for enhancing teachers' performance		3.97	0.18
<b>Competency motives</b>	0.743		
FDP has a positive effect on the standard of teaching and performance of faculty members		3.86	0.43
FDP enhances faculty members' teaching skills and competencies		3.91	0.28
FDP is an important mechanism of emotion regulation for faculty		3.44	0.73
FDP strengthens the capacity of a faculty member to perform academic and administrative duties more effectively		3.8	0.43
<b>Professional development</b>	0.773		
FDP is set to go in the right direction in the professional development of the faculty		3.77	0.49
FDPs are recognized as an important tool for achieving professional aspirations.		3.64	0.65
FDP facilitates continuous improvement in the learning of teachers, students, and the institute as a whole		3.89	0.31
Management encourages FDPs at your institute to enhance the institutional image		3.19	0.92

Table 3. Analysis of Different Factors of faculty Development program

## **Discussion:**

### **FDP influences faculty motivation and academic performance among higher education faculty members**

The data was analyzed on the base of the respondents' professional experience, the significance of Faculty Development Programmers (FDP), and check their impact on faculty performance. As our results show that faculty members have an overall favorable opinion of FDP(10). And they absolutely concur that FDP has a favorable impact on their performance(11). Furthermore, a sizable portion of responders in these categories also somewhat concur. Across all experience categories, a small percentage of respondents' express disagreement, while some express uncertainty(12). With some heterogeneity in their responses, the result of data analysis shows that the participants' perception of training and development possibilities is generally favorable. The modest level of reported job satisfaction suggests that organizational elements that affect job satisfaction need to be improved(13). On the other side, attempts to retain employees are well received, demonstrating a consensus on the value of the adopted approaches. The results of our study highlight the significance of resolving variation in training and development perspectives, improving elements that enhance job satisfaction, and boosting techniques that successfully retain employees(1,14). Organizations can work to increase overall employee satisfaction and retention rates by concentrating on these areas(6).

### **Relationship between faculty development programs and professional performance, faculty motivation serves as a mediating factor.**

Our study findings showed how faculty motivation act as an arbitrating variable in the relationship between FDP and professional performance among higher education faculty members. In terms of institutional benefit orientation, participants acknowledged that FDPs are essential for making a name for oneself in the healthcare sector and that their institute encourages information exchange through required FDPs(15). Additionally, according to the participants, FDPs support institutional competitiveness and align with the institution's goals. FDPs were regarded as helpful for boosting faculty members' general personalities, knowledge, professionalism, and career growth chances in terms of career development. In this study, some participants mentioned how important FDPs were in fulfilling promotion requirements. FDPs were seen as useful training tools for improving flexibility to change and developing innovative teaching in the context of innovation and faculty resilience. Participants overwhelmingly concurred that faculty development and training were crucial for enhancing teachers' performance. (15) Suggested that FDPs had a favorable influence on teaching standards, faculty members' competencies, emotional control, and their ability to carry out academic and administrative responsibilities. Last but not least, participants agreed that FDPs can help academics advance their careers, advance their professional development, and support ongoing improvements in teaching and learning. The findings offer insightful information about the perceived advantages of FDPs in several areas of faculty development.

The most crucial tool for the training and development of faculty is FDP. This study aims to comprehend the implication of FDP as seen by a faculty member, the impact of FDP on faculty performance and their motivation, and the possibility that faculty motivation may act as a mediator in the interaction between FDP and employee performance.

## **Conclusion:**

These findings reveal that while more experienced faculty have a mixed opinion of FDP, younger

faculty members firmly believe it to be useful. It emphasizes the necessity of focused strategies and additional research into the particular requirements and preferences of faculty members at various phases of their careers.

### **Ethical Issues**

The authors report no conflicts of interest. The Ethics Committee of the CMH Lahore Medical College & IOD gave the study its blessing in terms of ethics.

### **Reference:**

1. Chahar B, Jain SR, Hatwal V. Mediating role of employee motivation for training, commitment, retention, and performance in higher education institutions. *Problems and Perspectives in Management*. 2021;19(3):95–106.
2. Kivinen K. *Assessing Motivation and the Use of Learning Strategies by Secondary School Students in Three International Schools*. Tampere University Press. 2003. 1–227 p.
3. McLean M, Cilliers F, van Wyk J. Faculty development: Yesterday, today and tomorrow. *Med Teach*. 2008;30(6):555–84.
4. Al-Eraky MM, Donkers J, Wajid G, van Merriënboer JGG. Faculty development for learning and teaching of medical professionalism. *Med Teach*. 2015;
5. Lewis KO, Baker RC. Expanding the scope of faculty educator development for health care professionals. *Journal of Educators Online*. 2009;6(1):1–17.
6. Ume Amen UAB. The Impact of Training & Development in Educational Institutions of Pakistan For Job Satisfaction and Employee Retention. *Multicultural Education*. 2021;7(10):305–15.
7. Richter E, Lucksnat C, Redding C, Richter D. Retention intention and job satisfaction of alternatively certified teachers in their first year of teaching. *Teach Teach Educ*. 2022 Jun 1;114.
8. Onjoro V, Bwari R, Henry A, Embeywa E. Leadership Motivation and Mentoring Can Improve Efficiency of a Classroom Teacher and Workers in Institutions [Internet]. Vol. 6. Online; 2015. Available from: [www.iiste.org](http://www.iiste.org)
9. Arreola R, Aleamoni LM, Arreola RA, Theall M. Beyond Scholarship: Recognizing the Multiple Roles of the Professoriate [Internet]. 2003. Available from: <https://www.researchgate.net/publication/228865335>
10. Rahman MHA. Faculty development programs (FDP) in developing professional efficacy: A comparative study among participants and non-participants of FDP in Bangladesh. *Social Sciences and Humanities Open*. 2023 Jan 1;7(1).
11. Kamel Ashraf MF. Role of faculty development programs in improving teaching and learning. *Saudi Journal of Oral Sciences*. 2016;3(2):61.
12. Shanker Chaubey D, Kala D. Attitude of Faculty Members towards Faculty Development Programs and their Perceived Outcomes Analysis of consumer cognitive process for influencing intention and purchase behavior of organic food : A structural Equation Modeling View project [Internet]. 2015. Available from: [www.pbr.co.in](http://www.pbr.co.in)
13. Sarkar A. EFFECTIVENESS OF FACULTY DEVELOPMENT PROGRAMS IN DEVELOPING TEACHERS FOR HIGHER EDUCATION Animal assisted intervention and autism View project ISOLATION OF L-ASPARAGINASE FROM BACTERIA, STUDY OF ITS ENZYME KINETICS AND MITIGATION OF ACRYLAMIDE FROM POTATO CHIPS View project [Internet]. Available from: <https://www.researchgate.net/publication/289790676>
14. Zhao Y, Lu Z, Cheng X, Li J. The Effect of Organizational Trust on Turnover Intention

of Rural Kindergarten Teachers: The Mediating Role of Teaching Efficacy and Job Satisfaction.  
Int J Environ Res Public Health. 2022 Oct 1;19(19).

15. Mahmood A. IMPACT OF TRAINING ON COMMITMENT, RETENTION AND PERFORMANCE. 2012.