JOB SHADOWING AND EMPLOYEE PERFORMANCE AT KIAMBU COUNTY LEVEL FIVE HOSPITALS; KENYA

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# JOB SHADOWING AND EMPLOYEE PERFORMANCE AT KIAMBU COUNTY LEVEL FIVE HOSPITALS; KENYA

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**ABSTRACT**

*Employee performance in the health sector becomes a problem when it fails to meet the expected standards and negatively impact various aspect of health care delivery. Low employee performance can directly affect the quality of patient care, leading to sub-optimal health outcome, increase medical errors and patient dissatisfaction. The study's objective sought to investigate the relationship between job shadowing and employee performance at Kiambu County level five hospitals; Kenya. The study was anchored on Social Learning Theory, Connectivism Theory and Behaviorism Theory. The study applied a descriptive research design. The target population includes 113 employees from Gatundu level five hospital, and 137 employees from Thika level five hospital, making a total of 250 employees. The study employed a stratified sample size of 154. This study employed the questionnaires as an instrument for collecting data. The study used the SPSS version 24 to analyze the data for descriptive statistics that computed percentiles, mean and standard deviation quantitatively and inferential statistics which included correlation and regression analysis. The findings showed that job shadowing had positive significant effect on employee performance at Kiambu County level five hospitals. Study's findings suggest that Kiambu County Level Five Hospitals should prioritize the job shadowing opportunities, hence, comprehensive approach fosters an engaged and high performing work force, benefiting both employees and the organization.*

*Key words: Job Shadowing, On-Job-Training Techniques, Employee Performance*

## INTRODUCTION

Employee performance is a multidimensional construct and an extremely vital criterion for determining organizational success or failure. Employees are the blood stream of any business and are the most valuable assets of every organization as they can make or break the organization's reputation and can adversely affect profitability. Employee performance does not only facilitate achievement of organizational objectives but also act as a source of employee satisfaction since it involves accomplishment of tasks (Muchhal, 2018). It is also defined as the ability of an employee to achieve a specified task measured against predetermined standards of accuracy, completeness, cost and speed (Sendawula, 2018). On-the-job training techniques are designed to facilitate and support development and management of employees (Wood and Wall 2020), with the goal of raising levels of employee performance and satisfaction. The most effective on-the-job training practices are performance appraisal, training and development, reward and compensation, career development, health and safety (Ming, 2021). Past research shows a strong correlation between human resource management practices on employee performance. This is because by following appropriate human resource management practices the employee is felt appreciated, satisfied, motivated, more engaged with training which will improve the performance and encourage the employee to retain (Sims, 2023).

Job shadowing is an effective method for understanding how different employees perform their tasks and how their performance contributes to overall organizational goals. Job shadowing allows researchers to observe firsthand the skills, competencies, and behaviors exhibited by employees in various roles. This observation can help identify the key factors contributing to high performance within specific job roles (Kyle, 2020). In addition to this, Kiambu county level five hospitals always ensures that the job shadowing programs are aligned to the employees' career progression where they are certified by their seniors on the competency levels. This help improve their performance and the general well-being of the organization.

Job shadowing is a type of on-the-job training that enables interested individuals to closely follow, observe, and occasionally carry out duties assigned to another employee performing the role, as defined by Earney (2020). Job shadowing is usually connected with recent graduates seeking to understand their options for a career or with interns beginning their jobs. However, it is also among the best avenues for a worker to learn a new skill or perhaps pursue a different career path. It's an excellent platform for workers to explore several career paths inside the same company. McCarthy (2021) looked at experiential learning, including job shadowing. The term "job shadowing" refers to the ability to observe someone perform their duties at work (Cho and Gao, 2019). The job shadowing can be conducted with an hour-long or several hours visit in the workplace to know someone person work in her/his job (Szymczak et al, 2021); (Gill, Barbour & Dean, 2022).

Another definition of job shadowing is the process by which an individual gains insight into a specific field of work and experiences another person's role (Kusnoor & Stelljes, 2020). Perhaps they even get the chance to collaborate with each other. Working with experienced colleagues allows the individual to advance in their current position. It entails investing time in observing an expert in that field. An employee can get a solid idea of what their job entails by spending a few hours or a week observing the professional's daily activities. This can be an extremely helpful approach for determining whether an individual is a good fit for a job. It can assist them in determining if their skills match that career field.

In USA, a study conducted by Institute for Corporate Productivity (2022) on job shadowing and employee performance, the study revealed some gaps that low-performing organizations could take advantage of to improve their job shadowing programs. While

over 40% of respondents from high-performing organizations those with considerable growth and market share over the last five years said they allow employees to shadow only their strongest employees, only 9.1% of low-performing organizations said they do the same. Furthermore, a similar percentage of high-performing organizations introduce job shadowing as an option during the onboarding process, whereas only 7.7% of low-performing organizations do the same.

For organizations, this technique is very beneficial, as they do not need to invest much money in training employees. Job shadowing is not a separate trainee program that is very comprehensive and complex; it is rather quite simple and straightforward. All employees need to do is simply follow an existing experienced employee and learn on the job. Job shadowing is on-the-job training that does not really require any handholding. The incumbent employee who was shadowed does not necessarily serve as a supervisor who has to monitor and oversee an employee working under them. The person who is shadowing usually does not work under the person who they are shadowing; they are simply observing or providing input from time to time. It is very easy to develop expertise and boost knowledge without the bureaucracy of a structured layout for training.

The duration of job shadowing can impact the depth of learning and understanding gained by the individual shadowing. Longer durations may allow for more comprehensive exposure to various aspects of the job role, leading to a deeper understanding of responsibilities, workflows, and challenges. Longer durations of job shadowing may provide more time for skill acquisition and practical experience. Individuals may have more opportunities to observe, ask questions, and even participate in tasks under supervision, which can enhance their skill development. The quality of interaction between the person shadowing and the employee being shadowed directly impacts the learning experience. A positive and engaging interaction can result in a more enriching experience for the shadowing individual, allowing them to gain deeper insights into the role, responsibilities, and organizational culture. Positive interaction fosters motivation and engagement during the job shadowing process. When the shadowing individual feels valued and supported through meaningful interactions, they are more likely to remain enthusiastic and committed to the learning experience (Zain, 2022).

**Statement of the Problem**

According to the World Economic Forum report 2019, close to 35% of the global workforce experience skill mismatch. This situation means that many people work in areas they have not been adequately trained to be. An employer must train their staff to ensure that their performance is kept optimum. Research published in the International Journal of Human Resource Management (HRM) indicated that employees who receive on the job training exhibit a 34% increase in performance levels. In addition, The National Center on the Educational Quality of the Workforce (EQW) found that a 10% increase in workforce education levels, including on the job training, leads to an 8.6% increase in productivity. The World Health Organization (WHO) has reported that employee performance in the healthcare sector remains below 50%. Employee performance in the health sector becomes a problem when it fails to meet the expected standards and negatively impact various aspect of health care delivery. Low employee performance can directly affect the quality of patient care, leading to sub-optimal health outcome, increase medical errors and patient dissatisfaction. Additionally, low employee performance hinders the smooth functioning of health care facilities, resulting in longer wait times, insufficient processes and resource wastage. This performance deficit is largely attributed to a shrinking workforce within the sector, along with issues like low job satisfaction and reduced employee motivation, all of which have a direct impact on service quality. Some of these challenges have been linked to insufficient training and

development methods aimed at equipping medical personnel with the necessary skills to excel in their roles. Neglecting the satisfaction of health workers can lead to reduced commitment to their work, and a decline in the performance (Kiplangat et al., 2017.) While various studies have explored the connection between training techniques and employee performance, Nafula et al. (2019), Sikowo et al. (2016), and Wamalwa (2017), the findings have been inconsistent and have not comprehensively assessed all training methods, including on the job training. Hence, there is a need to investigate the relationship between Job Shadowing and employee performance in Kiambu county level five hospitals.

### Study objective

To find out the relationship between job shadowing and employee performance at Kiambu County level five hospitals.

### Research Question

What is the relationship between job shadowing and employee performance at Kiambu County level five hospitals?

### LITERATURE REVIEW

### Theoretical Literature Review;

### Social Learning Theory

The social learning theory was developed by Albert Bandura (1978), who combined the theories; cognitive learning theory- knowledge is prejudiced by emotional influences and behavioral learning theory, where knowledge is influenced by responses to ecological stimuli. The communal learning theory highlights that an individual acquire knowledge through observation of other people (mentors) who they believe to have more insight. This model also claims that strengthened or satisfied behavior appears to be recurrent. Bandura highlights the significance of training and modelling the actions, perceptions, and psychological reactions of others (Bandura, 1978). Most human behaviors are acquired through mentorship and observation made of people around and give one a clue of how new behaviors are achieved.

According to (Bandura, 1978), the social learning theory proposes that a person's behavior results from contact among situations, people, and significant environment components. Social learning theory advocates that a worker gets into a company with separate traits and/or perspectives that might adjust or familiarize with regard to the occupation atmosphere. The worker's inspirations, behaviors, and situation influence how they act. In relation to performance assessment, specific individuals evolve attitudes about the attainment procedure depending on their incentives and work environment.

Therefore, in a determination for Kiambu county level five hospitals to advance the performance of their healthcare staff, they require to comprehend the impact of social framework and its effects on of-the-job training techniques. The social situation may boost knowledge through forming mentorship and collaborations, teamwork, and adequate time for interactions for more knowledgeable workers to pass on the information to newer workers this model further details the significance of education and coaching in cultivating personnel performance in businesses.

### Connectivism Theory

Connectivism theory was devised by Siemens in 2005, who emphasised the significance of putting together many individuals and diverse learning approaches. The theory suggests that trainees logically look for a way to a better method of presenting advice to them. It places standard in the entities as being complex to how knowledge is obtained and concludes that people can look for the easiest method to study by themselves. A shared demonstration of this kind of education is the tie up of causes used when an innovative learner is trying to comprehend the best way to get a given task completed. They may start by interpreting a text linked to the job's summary. This text is predestined to lead them over a new duty, but it is very compressed and has a bunch detail.

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According to (Siemens, 2005) this connectivity through learning emphasises that this knowledge theory and is very significant in how overall levels of staff, including beginners, now accord with upcoming responsibilities. It would be best if an organization permits Connectivism in their mentorship scheme. The easiest method to do this is to ensure the availability of all resources necessary for the trainees' development. This approach might imply paying for trainees to access relevant information sources and putting in place seminars to ask extra experienced personnel or mentors for direction on how to complete tasks.

If an individual is very excited about joining people as an education aid, then forming a forum where your workers can have interchange and training up with staff from various organizations in the same field would be a great recommendation. Applying this knowledge philosophy in the company's training programme is about presenting the employees the most chance to join with others so that statistically, an organization can get a better explanation from each trainee separately. This training technique can be particularly actual if the exercise scheme is huge as trainees efficiently sort themselves, and there is no desire to invest materials into comprehending how they acquire knowledge as individuals.

These knowledge theories give an understanding of the various methods individuals can grow. Individually is not a whole image, but all highlight the significance of how we acquire understanding. Therefore, it is important to have the ideology in plan when incorporating the training programme. Through this process, an organization offers apprentices the best opportunity to become its crack team in the future. Understanding employees and their needs means that the organization can train them better to achieve the desired results. It also promoted their connection to the business and affect motivation and efficiency.
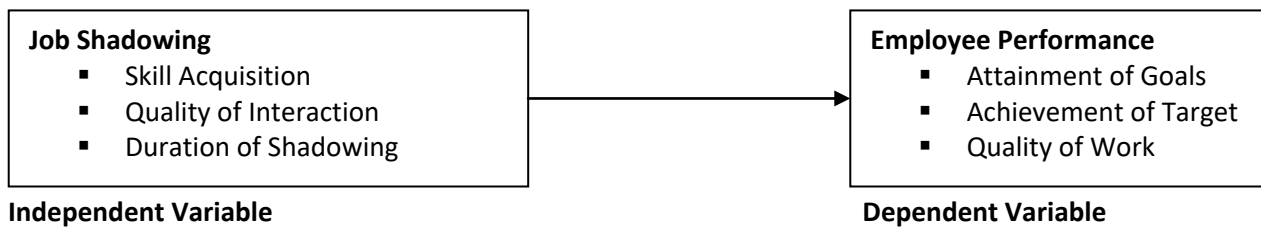
**Behaviorism Theory**

Behaviourism Theory was founded by Watson (1913). The psychological theory of behaviourism is founded on the supposition that all knowledge is habituated. Essentially, we acquire knowledge by repetitive appealing and challenging situations in our environment. So, when we benefit from performing given duties or are penalised for others, they improve so that we were rewarded or less penalized. This theory is the same old belief of education and is well known in how we train animals. The well distinguished instance of training in the situation of behaviourism is Pavlov's. The formation father of behaviourism Ivan Pavlov used trials to adapt his responses to stimulants by separating and then underpinning specific responses.

Pavlov (1960) argues that this education theory has seen several instances generated from investigation and then comprehensive estimations to humans, it is clarified that behaviourism incorporates an important approach of knowledge acquisition that has been included in numerous of our histories. It is worth it with trainees since there are objectives incorporated in your coaching programmes that you could spread out to positively influence good conducts or valuable skills. An organization may emphasise on these finding and use the behaviourist knowledge theory to encourage and inspire better performance with rewards for attaining or surpassing training needs. An organization may, otherwise, need to incorporate this additional and strengthen and create the habits that are central to attaining these targets within the first phase. Using response could be one approach to accomplish this. Prior to these activities, there is need to ensure that the 'rewards systems' of an organization are proper and permissible and that it can clearly comprehend what a worker will contemplate as a compensation. The organization might discover that fewer is more, and a good response from an esteemed executive or coach might be as operative as a bar tab for a monthly office night out. Whatsoever the facility chooses to style as the rewards, it is important to make sure it positively influences the job.

**Conceptual Framework**

| Job Shadowing | Employee Performance |
|---|---|
| ▪ Skill Acquisition | ▪ Attainment of Goals |
| ▪ Quality of Interaction | ▪ Achievement of Target |
| ▪ Duration of Shadowing | ▪ Quality of Work |

Independent Variable                                        Dependent Variable

**Figure 1: Conceptual Framework**

## METHODOLOGY

**Research Design:** According to Flick (2020), a research plan outlines research methods and tactics used in a study. Au-Yong-Oliveira and Costa (2020) define research design as a strategy that gives an investigator an opening to improve research approaches related to the area under investigation. The study applied a descriptive research design to collect quantitative. Descriptive study design defines a situation as it exists and offers a comprehensive analysis of the problem under investigation, (Novikov and Novikov, 2019). The descriptive research design was applied.

**Target Population:** According to Dawson (2019), a population is a group of people who bear the characteristics that can assist a researcher in making conclusion. Therefore, the study's target population comprised employees from two hospitals in Kiambu County, as detailed in Table 1. Specifically, the target population includes 113 employees from Gatundu level five hospital, and 137 employees from Thika level five hospital, making a total of 250 employees (Kiambu County Government, Ministry of Health, 2024).

**Sample and Sampling Technique:** Sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2015). The study used Slovin's formula (2018) also developed by Yamane (1967) to calculate the sample size of 154.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{250}{1 + 250(0.05)^2}$$

$$n = 154$$

Where;

n= is the required sample size (154)

N= is the population size (250)

E- Sets the accuracy of the sample proportions (set to 0.05).

**Table 1: Sample Size**

|  | No Of Employees | Sample Size |
|---|---|---|
|  |  | 70 |
| Gatundu level five hospital | 113 |  |
| Thika level five hospital | 137 | 84 |
|  |  | 154 |
| Total | 250 |  |

Hence, 154 was the suitable sample size for the population of 250 employees. The number of firms that participated in the study was selected

proportionately based on the population in each strata using simple random sampling. Stratified sampling was preferred in this study because the

target population is not comprised homogenous cluster.

**Research Instrument:** Cooper and Schindler (2011) define data collection instruments as the tools and procedures used in the measurement of variables in research. This study employed questionnaires as an instrument for capturing data that was used to analyze the study objectives. The questionnaire was developed based on research objectives and hypotheses. The researcher employed closed-ended questions using 1-5 Likert-type statements to collect data. The closed-ended questions would have a high response rate and uniformity of responses with ease in coding. It was used for capturing primary data. Questionnaires form an appropriate tool considering the target population, the nature of the data to be collected, and the research questions used in the study. According to Hair et al., (2019), questionnaires provide space for private and less prejudiced responses.

Pilot Test: Prior to administering the surveys, a pilot test was undertaken. A pilot study is a small study conducted in preparation for a bigger study. It is used to evaluate research methods, data collection instruments, sample recruitment strategies, and other research methodologies (Cooper & Schindler, 2014). During the pilot phase, questionnaires was delivered to 15 employees from Kiambu level five hospitals. Cooper and Schilder (2011) recommended that the pilot test consist of 10% of the total sample size. The questionnaires were self-administered and stamped following receipt throughout the pilot research. They were coded and analyzed using the SPSS software. However, at this stage, the study focused on the reliability and validity of the research tools that have been modified from past pertinent studies.

**Data Analysis:** Data processing is the collection and manipulation of data to produce information that can be used for decision-making (Miles et al., 2019). Bazeley (2020), on the other hand, defines data analysis as the process of transforming, modelling, and cleaning data to get meaningful information

that can be used for decision-making. The nature of the data generated was both qualitative and quantitative. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) version 25. The study used descriptive statistics to analyze the data using percentiles, the mean and standard deviation for qualitative data. Quantitative data collected was analyzed using descriptive statistics technique such as mean, standard deviation, frequencies and percentage. SPSS version 25 was used to analyze the quantitative data. Qualitative data was analyzed using content analysis and presented in prose form. The study will also analyze the data using inferential statistics which include correlation and regression analysis. Pearson Regression correlation was used to measure the strength and direction of linear relationship between variables. If the correlation coefficient is zero, then it indicates that there is no relationship between the two variables. The researcher will use the multiple linear regression model to determine the relationship between the dependent and the independent variables.

$$y = \alpha + \beta_1 X_1 + \varepsilon$$

Where;

Y= Performance of the employee

$\alpha$ =constant

$\beta_1$ = parameter estimate

$X_1$ = Job Shadowing

$\varepsilon$ is the error of prediction.

## FINDINGS AND DISCUSSION

### Response Rate

In this study a total of 146 questionnaires were administered to the different employees of Thika level five hospital and Gatundu level five hospitals including Doctors, Nurses and Medical officers in the two Hospitals. The response rate was analysed as per questionnaire order and presented in table 2 below:

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**Table 2: Response Rate**

|  | No. | Percentage |
|---|---|---|
| Total questionnaire distributed | 146 | 100 |
| Total returned questionnaires | 132 | 90.4 |
| Unusable questionnaires | 7 | 4.8 |
| Usable questionnaires | 125 | 85.6 |

Based on the information presented in Table 2, a total of 125 questionnaires were distributed to employees, resulting in the collection of 132 completed responses. This equated to an impressive response rate of 90.4%. However, after a thorough screening and cleaning process to address missing values and identify outliers, 7 questionnaires were found to be unusable—4 due to missing values and 3 classified as outliers. As a result, the final response rate for usable questionnaires was adjusted to 85.6%, which greatly contributed to the study's success. The drop-and-pick-later method was utilized; questionnaires were initially distributed to respondents who needed additional time to complete them, allowing for efficient collection later.

### Descriptive Statistics of the Variable in the Study;

### Descriptive Statistics for Job Shadowing

Job shadowing is a practical training method where employees observe and follow experienced colleagues in their roles to acquire skills and knowledge that enhance their job performance. This training approach allows individuals to gain insights into day-to-day operations and develop competencies in a real-world setting. In this study, job shadowing is conceptualized through several dimensions, as indicated in Table 3. These dimensions include the effectiveness of job shadowing in skill acquisition, the application of skills gained at work, the adequacy of the duration for learning roles and responsibilities, the contribution of shadowing to understanding practical aspects of the job, the engagement of individuals during the shadowing period, and the influence of shadowing duration on confidence in performing tasks independently.

**Table 3: Descriptive Statistics for job shadowing**

|  |  | SD | D | N | A | SA | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|---|
| Job shadowing enhances acquisition of skills which promotes employee's productivity | % | 14.7 | 62.7 | 13.7 | 2.9 | 5.9 | 2.23 | 0.94 |
| The skills acquired during job shadowing are effectively utilized at work | % | 3.9 | 67.6 | 13.7 | 7.8 | 6.9 | 2.46 | 0.95 |
| Duration of shadowing is adequate for individuals to learn and understand their role and responsibilities | % | 2 | 66.7 | 19.6 | 8.8 | 2.9 | 2.44 | 0.80 |
| Shadowing period contributes to understanding of the practical aspects of the job role | % | 6.9 | 25.5 | 20.6 | 41.2 | 5.9 | 3.14 | 1.08 |
| Individuals are actively engaged and involved in the activities during the shadowing period | % | 1 | 32.4 | 39.2 | 13.7 | 13.7 | 3.07 | 1.03 |
| Duration of shadowing influence one's confidence in performing tasks independently | % | 1 | 30.4 | 19.6 | 43.1 | 5.9 | 3.23 | 0.98 |
| **Job Shadowing** |  |  |  |  |  |  | **3.24** | **0.68** |

The analysis from Table 3 shows that 62.7% of respondents felt that job shadowing does not effectively enhance the acquisition of skills that promote employee productivity (Mean = 2.23, SD =

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0.94). This suggests significant concerns regarding the effectiveness of job shadowing in providing the necessary skills to improve performance. Similarly, regarding the perception of whether the skills acquired during job shadowing are effectively utilized at work, 67.6% expressed dissatisfaction (Mean = 2.46, SD = 0.95). This indicates a disconnect between training experiences and their application in the workplace.

Furthermore, concerns arose regarding the adequacy of the duration of shadowing, with 66.7% of respondents feeling that it was insufficient for learning and understanding their roles and responsibilities (mean = 2.44, SD = 0.80). This highlights the need for a longer or more structured shadowing experience to ensure comprehensive learning. In contrast, there was a more positive perception regarding the contribution of the shadowing period to understanding the practical aspects of the job role, with 41.2% of respondents agreeing that it effectively aids comprehension, yielding a mean score of 3.14 (mean = 3.14, SD = 1.08). This indicates that while the shadowing may not enhance productivity significantly, it still provides valuable insights into job functions.

Additionally, the mean score for individual engagement during the shadowing period was 3.07 (mean = 3.07, SD = 1.03), with 39.2% of respondents indicating neutrality about their involvement. This suggests that while there is some level of engagement, improvements could be made to ensure trainees actively participate in the learning process. Finally, the perception that the duration of shadowing influences one's confidence in performing tasks independently received a mean score of 3.23 (mean = 3.23, SD = 0.98), indicating that employees recognize the positive impact of shadowing on their ability to perform independently. Overall, the average score for job shadowing was 3.24 (mean = 3.24, SD = 0.68). While this reflects a generally positive perception of the job shadowing process, it also highlights specific areas for improvement, particularly in enhancing skill acquisition, duration adequacy, and application of learned skills. These findings suggest that focusing on refining the job shadowing experience could significantly benefit employee productivity and overall training effectiveness.

**Inferential statistics**

**Correlation Analysis**

The correlation analysis presented in Table 4 focuses on the relationship between employee performance and several key variables, including job rotation, coaching and mentoring, job shadowing, and employee orientation. The findings reveal significant correlations that highlight how these constructs may correlate with employee performance.

**Table 4: Correlation Analysis**

|  |  | Employee performance | Job shadowing |
| --- | --- | --- | --- |
| Employee performance (EP) | Pearson Correlation | 1 |  |
|  | Sig. (2-tailed) |  |  |
|  | N | 102 |  |
| Job shadowing | Pearson Correlation | .530** | 1 |
|  | Sig. (2-tailed) | 0.000 |  |
|  | N | 102 | 102 |

Findings showed that there is a strong positive correlation between employee performance and Job Shadowing, with a Pearson correlation coefficient of 0.530 (p < 0.01). This suggests that higher levels of job shadowing are associated with improved employee performance, indicating that effective support and guidance can significantly enhance employees' skills and contributions.

**Analysis of linear regression;**

**Linear influence of Job Shadowing on performance**

This tested the direct influence Job Shadowing on performance. The results are shown in table 5.

Regression analysis was used to determine the relationship between the independent or predictor variables and a dependent variable.

**Table 5: Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .802a | 0.643 | 0.628 | 0.48837 |

a Predictors: (Constant), job shadowing,

With an R-squared of 0.643, the model shows job shadowing, contribute up to 64.3% on employee performance while 35.7% of this variation is explained by other indicators which are not inclusive in this study. This demonstrates a strong relationship between the identified variables and employee performance outcomes, suggesting that they significantly impact employee effectiveness.

From the results in table 5, analysis of variance statistics was conducted to determine the differences in the means of the dependent and independent variables to show whether a relationship exists between the two. The P-value of 0.005 implies that employee performance has a significant relationship with performance, which is significant at 5 % level of significance.

**Table 6: ANOVA TEST**

**ANOVA for goodness of fit**

ANOVAa

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 41.695 | 1 | 41.695 | 179.7 | .000b |
| | Residual | 23.135 | 100 | 0.232 | | |
| | Total | 64.83 | 101 | | | |

a Dependent Variable: employee performance

b Predictors: (Constant), job shadowing

$y = -0.007 + 0.259X_1$

Where;

Y is Performance

$X_1$ is Job Shadowing

**CONCLUSIONS AND RECOMMENDATIONS**

The descriptive analysis revealed significant concerns regarding the effectiveness of job shadowing in enhancing skill acquisition and improving productivity, contributing to a low average score of 2.23. Many respondents expressed dissatisfaction with the transferability of skills learned during shadowing, indicating a disconnect between training experiences and their practical application. Additionally, concerns were raised about the adequacy of the shadowing duration, which many felt was insufficient to fully understand their roles. However, there was some recognition of the benefits of job shadowing in grasping job functions, leading to a more favorable mean score of 3.14. Overall, the average score for job shadowing was 3.24, reflecting a mixed perception and emphasizing the need for enhancements to improve its effectiveness in promoting employee performance. Correlation findings showed that

employee performance correlates moderately with job shadowing (r = 0.530, p < 0.01). regression analysis indicated that job shadowing also demonstrated a significant positive effect on employee performance (β = 0.259, p = 0.002).

Regarding job shadowing, significant concerns exist about its effectiveness in skill acquisition and productivity. Employees express dissatisfaction surrounding the transferability of skills learned during these sessions. Nevertheless, job shadowing also provides some positive outcomes, particularly in helping employees understand job functions. Addressing the perceived inadequacy of shadowing duration is essential to maximize its effectiveness.

Developing a structured policy that outlines the objectives, duration, and processes of job shadowing will ensure alignment with organizational training goals. It is important to design job shadowing assignments with specific learning outcomes in mind, providing opportunities for employees to engage actively in the process, ask questions, and deepen their understanding of different job functions. Managers should take an active role in facilitating job shadowing experiences, guiding both the employee being shadowed and the individual shadowing. Regular assessment and refinement of the shadowing process based on employee feedback will enhance its effectiveness.

**Areas for further studies**

The scope of this study was limited to a single hospital, which may restrict the generalizability of the findings. Future research should replicate this study across multiple hospitals to assess whether the observed effects of on-the-job training are consistent in different healthcare settings. By expanding the research to include various hospitals and a broader range of training practices, future studies can provide more robust insights into how different training methods influence employee performance in the healthcare sector. This expanded knowledge will ultimately contribute to the development of more effective training programs that enhance employee engagement and productivity across various organizational contexts.

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