

“A STUDY IMPACT OF TRAINING AND DEVELOPMENT PROGRAMMES ON BANK STAFF”

Dr Jagannath Kukkudi

Assistant Professor & Head, Department of Commerce, Govt. First Grade College
KALAGI-585 312, Dist: Kalaburagi

This research paper is an attempt to study and analyze the Impact of Training and Development on Staff Efficiency of a leading Bank in banking industry in Karnataka. The study has been conducted in Karnataka State only. Hence the objectives of this study is to find the way forward for leading bank to improve on the suitable and how to acquired standard training facilities which is pointed out in the introduction of the research paper. The research method used in the collection of data is the questionnaire. Furthermore, the data collected is presented simultaneously in tabular form and analysis of finding is also made. Based on the findings it was ascertained that the staff of leading Bank under study are far better in term of skill and management of risk than other banks. It was therefore recommended that bank undertaken for research study should engage the service of professional personnel in handling the activities of staff Development programme as well as encourage less inter interference by the top management with department of Human Resources.

Key words: Training, Efficiency, Banking Management

Introduction

Human Resources, Attritional Asset, Major contribution, Human being is an intelligent, creative, artistic and a reactive resource in competitive world, Dynamic employees, competition is sky high in banking industry, Banks can achieve their goals through an appropriate policy and practice regarding training and development of their human resources, Success of any bank, organization and activities largely depends upon its trained and developed human resource.

Importance of Training and Development

The need for systematic training and development has increased by rapid changes in the jobs. Because training results in development of human beings. Success of an organization never comes without infrastructure and the good quality of human resource at work. To make a mention few of those premier benefits namely, it helps to achieve skill development of employee, it enables him to perform his job satisfactorily, it helps to sustain production of quality goods with durability and also helps in the better handling of tools and equipment's promote safety and minimize accidents. It also influences to bring change in the interest, attitude, motivation and morale of employee,

Major Hypothesis:

There is no significant difference between assistants and officers as a designation of bank employees with respect to training and development programmes.

Sub Hypothesis:

There is no significant difference between assistants and officers as a designation of bank employees with respect to components of training and development programmes i.e.

1. Expectations from training and development programmes
2. Perception about training and development programmes
3. Impact of training and development programmes on behavioral change

4. Impact of training and development programmes on job performance
5. Perception about training and development programmes administration
6. Climate for transfer of learning after attending training and development programmes
7. Overall opinion about training and development programmes
8. Perception about training centers
9. Impact of training and development programmes on self-development
10. Perception about the trainers

Objectives of the study:

- To evaluate the impact of Training and Development Programmes and development programmes on bank staff by designation wise.
- To suggest measures based on the findings.

Methodology and sample design:

The study has been confined to Karnataka state only. The study is conducted in a leading organization in banking industry. For all practical purposes the name of the organization is not disclosed. The primary data and other relevant information were collected from 480 respondents. The respondents were given a questionnaire. And the researcher has also conducted interview in this regard. The responses were measured on both Likert's 5-point rating scales. Researchers have used necessary statistical techniques to conduct the study and to draw conclusions.

Scope and Limitations of the Study:

1. The study has considered only designation of bank staff.
2. The study has been conducted in Karnataka State only.

Data analysis and interpretation

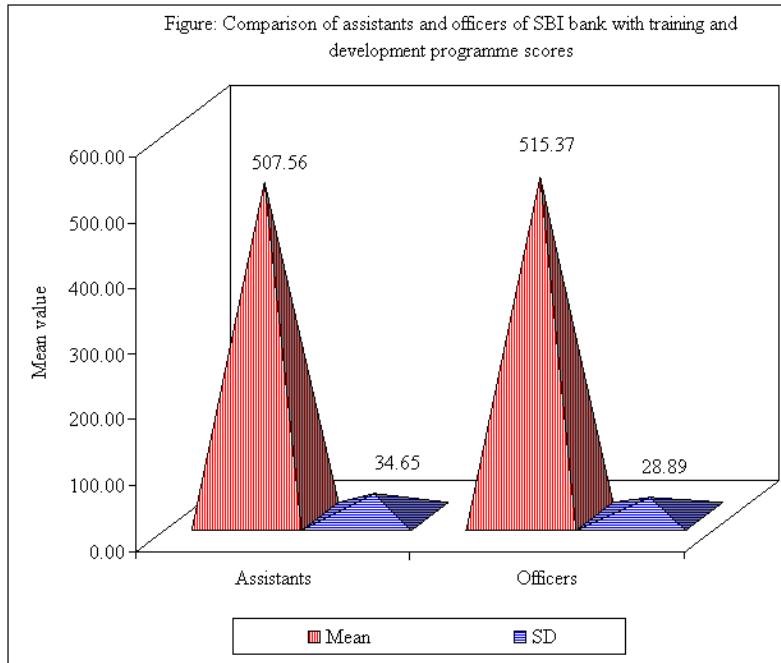
The following Table-1 shows the Mean and SD of training and development programmes and its components among the bank employees by assistants and officers.

Table-1

Variable		Assistants	Officers	Total
		n	300	180
Training and development programmes	Mean	507.5567	515.3667	510.4854
	SD	34.65	28.89	32.80
Expectations from training and development programmes	Mean	29.20	29.41	29.28
	SD	1.80	1.76	1.78
Perception about training and development programmes	Mean	36.70	37.34	36.94
	SD	2.97	2.43	2.79
Impact of training and development programmes on behavioral change	Mean	63.17	64.46	63.66
	SD	5.39	4.46	5.09
Impact of training and development programmes on job performance	Mean	54.42	55.24	54.73
	SD	4.38	3.72	4.16
Perception about training and development programmes administration	Mean	40.81	41.37	41.02
	SD	3.66	3.14	3.48
Climate for transfer of learning after attending training and development programmes	Mean	40.66	40.52	40.61
	SD	1.47	1.44	1.46
Overall opinion about training and development programmes	Mean	26.34	26.07	26.24
	SD	1.01	0.66	0.91
Perception about training centers	Mean	139.50	142.78	140.73
	SD	12.64	10.32	11.93
Impact of training and development programmes on self-development	Mean	39.99	41.22	40.45
	SD	4.33	3.45	4.06
Perception about the trainers	Mean	36.78	36.96	36.85
	SD	3.22	2.79	3.06

Source: Computed from primary data

The result of the above table represents the mean and SD of evaluation of training and development programmes and its components of bank employees by assistants and officers as designations. The mean of training and development programmes is 510.49±32.80, in which the bank employees belonging to officer’s category have higher mean of training and development programmes score (515.3667±28.89) as compared to assistant’s category (507.5567±34.65). The mean and SD of components of evaluation of training and development programmes are also presented according to assistants and officers as designations in the above table and in the following figure.



Major Hypothesis:

There is no significant difference between assistants and officers as a designation of bank employees with respect to training and development programmes. To achieve this hypothesis, the t test was applied and the results are presented in the following table.

Table: Results of t-test between assistants and officers as a designation of bank employees with respect to training and development programmes.

Designations	n	Mean	SD	t-value	p-value	Significant
Assistants	300	507.5567	34.6484	-2.5401	0.0114	S
Officers	180	515.3667	28.8926			

From the results of the above table showed that, the bank employees working as a assistants and officers differ statistically significant with respect to training and development programmes scores ($t=-2.5401$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the officers have higher training and development programmes scores than assistants.

Sub Hypothesis:

There is no significant difference between assistants and officers as a designation of bank employees with respect to components of training and development programmes i.e.

1. Expectations from training and development programmes
2. Perception about training and development programmes
3. Impact of training and development programmes on behavioral change
4. Impact of training and development programmes on job performance
5. Perception about training and development programmes administration

6. Climate for transfer of learning after attending training and development programmes
7. Overall opinion about training and development programmes
8. Perception about training centers
9. Impact of training and development programmes on self-development
10. Perception about the trainers

To achieve this hypothesis, the t- test was applied and the results are presented in the following table.

Table: Results of t-test between assistants and officers with respect to components of Training and Development Programmes

Variable	Designations	n	Mean	SD	t-value	p-value	Signi.
Expectations from training and development programmes	Assistants	300	29.1967	1.7987	- 1.2430	0.2145	NS
	Officers	180	29.4056	1.7551			
Perception about training and development programmes	Assistants	300	36.7000	2.9675	- 2.4616	0.0142	S
	Officers	180	37.3444	2.4250			
Impact of training and development programmes on behavioral change	Assistants	300	63.1733	5.3876	- 2.6988	0.0072	S
	Officers	180	64.4611	4.4626			
Impact of training and development programmes on job performance	Assistants	300	54.4167	4.3788	- 2.1049	0.0358	S
	Officers	180	55.2389	3.7167			
Perception about training and development programmes administration	Assistants	300	40.8067	3.6552	- 1.7113	0.0877	NS
	Officers	180	41.3667	3.1390			
Climate for transfer of learning after attending training and development programmes	Assistants	300	40.6567	1.4740	0.9759	0.3296	NS
	Officers	180	40.5222	1.4395			
Overall opinion about training and development programmes	Assistants	300	26.3400	1.0138	3.1631	0.0017	S
	Officers	180	26.0722	0.6604			
Perception about training centers	Assistants	300	139.500	12.6381	- 2.9406	0.0034	S
	Officers	180	142.777	10.3187			
Impact of training and development programmes on self-development	Assistants	300	39.9876	4.3308	- 3.2578	0.0012	S
	Officers	180	41.222	3.4472			
Perception about the trainers	Assistants	300	36.7800	3.2165	- 0.6077	0.5436	NS
	Officers	180	36.9556	2.7903			

The results of the above table showed that,

Ø The bank employees working as assistants and officers do not differ statistically significant with respect to component of training and development programmes i.e. expectations from training and development programmes scores ($t=-1.2430$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the assistants and officers have similar expectations from training and development programmes scores.

Ø The bank employees working as assistants and officers differ statistically significant with respect to component of training and development programmes i.e. perception about training and development programmes scores ($t=-2.4616$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the officers have higher perception about training and development programmes scores as compared to assistants.

Ø The bank employees working as assistants and officers differ statistically significant with respect to component of training and development programmes i.e. impact of training and development programmes on behavioral change scores ($t=-2.6988$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the officers have higher impact of training and development programmes on behavioral change scores as compared to assistants.

Ø The bank employees working as assistants and officers differ statistically significant with respect to component of training and development programmes i.e. impact of training and development programmes on job performance scores ($t=-2.1049$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the officers have higher impact of training and development programmes on job performance on behavioral change scores as compared to assistants.

Ø The bank employees working as assistants and officers do not differ statistically significant with respect to component of training and development programmes i.e. perception about training and development programmes on administration scores ($t=-1.7113$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the assistants and officers have similar Perception about training and development programmes administration scores.

Ø The bank employees working as assistants and officers do not differ statistically significant with respect to component of training and development programmes i.e. climate for transfer of learning after attending training and development programmes scores ($t=0.9759$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the assistants and officers have similar climate for transfer of learning after attending training and development programmes scores.

Ø The bank employees working as assistants and officers differ statistically significant with respect to component of training and development programmes i.e. overall opinion about training and development programmes scores ($t=3.1631$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the assistants have higher overall opinion about training and development programmes scores as compared to officers.

Ø The bank employees working as assistants and officers differ statistically significant with respect to component of training and development programmes i.e. perception about training center scores ($t=-2.9406$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the officers have higher perception about training center scores as compared to assistants.

Ø The bank employees working as assistants and officers differ statistically significant with respect to component of training and development programmes i.e. impact of training and development programmes on self development scores ($t=-3.2578$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the officers have higher impact of training and development programmes on self development scores as compared to assistants.

Ø The bank employees working as assistants and officers do not differ statistically significant with respect to component of training and development programmes i.e. perception about the trainers scores ($t=-0.6077$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the assistants and officers have similar perception about the trainers'

Findings and conclusions:

- ✓ The bank employees working as assistants and officers differ with respect to impact of training and development programmes on behavioral change.
- ✓ The officers have higher impact of training and development programmes on behavioral change as compared to assistants.
- ✓ The bank employees working as assistants and officers differ with respect to impact of training and development programmes on job performance.
- ✓ The officers have higher impact of training and development programmes on job performance as compared to assistants.
- ✓ The bank employees working as assistants and officers differ with respect to overall opinion about training and development programmes.
- ✓ The assistants have higher overall opinion about training and development programmes as compared to officers.
- ✓ The bank employees working as assistants and officers differ with respect to perception about training centers.
- ✓ The officers have higher perception about training center as compared to assistants.
- ✓ The bank employees working as assistants and officers differ with respect to impact of training and development programmes on self development.
- ✓ The officers have higher impact of training and development programmes on self development as compared to assistants.

Suggestions:

- Top management should organize more programmes on behavioral sciences for bank staff belonging to assistants category so as to change their perception about training and development programmes.
- Top management should regularly get feedback from the branch managers also about the impact of the training and development programmes on behavioral changes of assistants category.
- Top management should mould the components of training and development programmes in terms of objectives, skills and knowledge so as to meet the expectations of bank staff who have received one promotion.
- Pre-promotion training should be made compulsory for the entire bank by the top management.

- Assistant category of bank staff should be given more importance and care during training and development programmes. Because they represent the bank to the customers.
- Programmes like 'Parivartan' and 'SBI Citizen' should be conducted regularly to motivate the bank staff and also to improve their behavior.

References:

1. Mamoria, Personnel Management, Himalaya publishing, Bombay
2. Reddy Ratan B (2007) Effective human resource training and development strategy, Himalaya publishing Mumbai
3. Bhatawdekar. M.V. (1986) evaluation of training, NIBM, Pune
4. www.sbi.co.in