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EFFECTIVENESS OF TRAINING AND DEVELOPMENT ACROSS THE BANKS EMPLOYEES IN TRICHY



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Abstract

There have been several studies done on effectiveness of training and development related to various sectors. Very few of them have been conducted in the banks level. Virtually speaking none of the study were focused in the banking sectors in the non western countries like India. The present papers provides empirical evidence to ascertain the effectiveness of the training and development aspects of banks in Trichy, Tamil nadu, India. Data was obtained from 80 respondents who are all working and undergone various training during their services. There are 5 variables were tested with 22 questions in the questionnaire including 6 personal questions. The results indicate that out of the tested variables almost all the variable were showing positive relationship with the respondents opinion towards the various dimension of training and development practices of banking sectors. The following facets namely Training need identification, training inputs, job effectiveness, career development and training effectives has satisfied the respondents in the different aspects of training and development of the banking sectors. Finally results shows that respondents belong to 46 years to

50 years have highly satisfied towards the training need identification of the banks based on the mean value (1.61 ± 0.522). In generally it can be said that the results of this study indicate the extant of the high levels of Impact that exist among banks employees towards the training and development aspects.

Key words: Career development, Job effectiveness, Training and development, Training effectives, Training need identification and Training inputs

INTRODUCTION

Human resource is one of the potential resources of any country's economy. It is the wealth of the country. India, being a country with a large population, has a vast potential in its human resource. People have always been central to organizations, but their strategic importance is growing in today's knowledge-based industries. An organization's success increasingly depends on the knowledge, skill and abilities of the employees, particularly as they help to establish a set of core competencies that distinguish an organization from its competitors. With appropriate human resource policies and practices an organization can hire, develop and utilize the best brains in the market.

In the world that shows no signs of slowing down, no individual can ever rest on his or her acquired intellectual laurels. The same is true of any organization. It too cannot stay competitive with its people who do not have the urge to acquire new knowledge. The future belongs to those organizations, as well as those individuals, that have made an active, lifelong commitment to continue to learn. Effective Training can lead to lifelong learning.

The competencies of people have to be upgraded constantly. Ironically, managing innovations in technology comes easier to us, than managing the person in the next cabin. Effective training can help in increasing personal competence and social competence. Personal competence would be the ability to realize how you are feeling and deal with it effectively in a manner which does not hamper good decision-making. Social competence on the other hand refers to the ability of understanding how others are feeling and be able to work effectively with them. It involves being empathetic to those around you and realizing how to deal with them in order to promote collaboration and productivity. Effective training can lead to Knowledge-based organizations which can concentrate on developing competencies to survive in a completely hazardous environment.

In the view of the above discussion this paper primary concerned on training and development practice of banking sectors with reference to selected banks in Trichy.

PROBLEM FOCUSES

The role of banks is essentially carried out by the people and therefore it is essential to have a well - trained and motivated staff to manage the banking operations. Success of the banking operations depend upon the people, the employee and the effectiveness of the employee is very much depending on the training input given to the employees. The effectiveness of training is not static, it has to be periodically reviewed, updated and upgraded in tune with demanding situation of the economy, government policy, advancements in Information Technology and expectations of customers.

According the Planty, M.C. Cord and Efferson, "Training is the continuous, systematic development among all levels of employees of that knowledge and those skills and attitudes, which contribute to their welfare and that of the company". Thus training is an organized activity designed to create a change in the thinking and behavior of people. It involves the application of knowledge with a specific end in view.

While establishing a sound system of training programme, it is necessary to ensure that the interests of labour and management are as close as possible. The employee should be provided adequate and appropriate training. Training offers the employee greater security and opportunity for advancement. Training involves preparing for improved performance on a specific job and is work-

oriented or occupational and has more specific objectives. Training should increase the aptitude, skills and abilities of employees to perform specific jobs. It leads to development of manual skills. In this paper research has to studied status of the employee's effectiveness in discharging responsibility in tune with objectives of the banks.

METHODOLOGY

This study used a descriptive survey design. The purpose of descriptive surveys, according to (Ezeani, 1998) is to collect detailed and factual information that describes an existing observable fact. The targeted population of this study was personnel working in the Public sector banks, Tiruchirappali, Tamilnadu State, India. A census of five public sectors bank was taken. A total enumeration sampling technique was used to select 80 bank personnel. A modified questionnaire marked likert scale was used for the collection of data on the study. The questionnaire was specifically designed to accomplish the objectives of the study. The first section collected information such as age, sex, experience, professional status, marital status, position, and so on. The second section contained the items related to explore the training and development practices of banks. It is a 15-item questionnaire using a Likert scale with responses ranging from Strongly Agree = SA; Agree = A; Disagree = D; and Strongly Disagree = SD.

ANALYSIS AND DISCUSSIONS

The demographical background of the respondents, shows that the highest 36.2% of the respondents are in the age range between 41 years to 45 years. 26.2% of the respondents were under the age range between 46 years to 50 years. The lowest 13.8% of the respondents are under the age of 51 years and above. It is clear from the study that most of the respondents neither younger or older they belongs to the age arrange between 41 years to 45 years hence there is high need of training to this category of the employees in the banks according to the changes in the industry. There are 63.8 % of the respondents were belongs to male category and 36.2% of the respondents are female. It indicates that this industry is also dominated by male respondents that the female. With regards to the education background is concern invariable years of completion it shows that the highest 42.5 % of the respondents were completed their post graduation under various mode which constitutes the higher number of the population. 22.5% of them were both under graduate and engineering and professional background. Only 12.5% of the respondents were completed up to 12 standards under PUC systems. With respect to the experience the highest 45% of the respondents were belongs to 4 years to 8 years category. 20 % of them were belongs to 9 years to 13 years category. The lowest 4% of the respondents have 19 years and above experience in banking sectors. .

Table 1
Mean distribution between age of the respondents and various dimensions of training and developments in banking

Age	N	Training need identification		Training Inputs		Job Effectiveness		Career development		Training effectiveness	
		M	SD	M	SD	M	SD	M	SD	M	SD
Up to 40 years	19	1.52	.512	1.47	.512	1.36	.495	1.42	.507	1.73	.452
41 yrs to 45 yrs	29	1.55	.506	1.31	.470	1.75	.435	1.37	.493	1.79	.412
46 yrs to 50 yrs	21	1.61	.497	1.66	.483	1.76	.436	1.38	.497	1.57	.507

51 years and above	11	1.45	.522	1.54	.522	1.54	.522	1.54	.522	1.90	.301
Total	80	1.55	.500	1.47	.502	1.63	.483	1.41	.495	1.73	.442

Sources: Primary data

The above table depicted that mean value between the age of the respondents and their opinion towards the various dimension of the training and development of the banks in the study area. It show that the respondents belongs to 46 years to 50 years has highly satisfied towards the training need identification of the banks based on the mean value ($1.61 \pm .522$). with respects to the training inputs concerns again respondents belongs to 46 years to 50 years has highly satisfied with mean scores of 1.66 with the possibility of deviation based on standard deviation is ($\pm .483$). As far as career development concerns the respondents were range 51 years and above has high satisfaction based on high mean score that is 1.54 with $\pm .522$. Where as the respondents were under the age range of up to 40 years has lowest satisfaction towards the career development aspect of training given by the banks in the study area. The overall satisfaction towards the training effectiveness is high with mean score of 1.73.

Table 2
Mean distribution between gender of the respondents and various dimensions of training and developments in banking

Gender	N	Training need identification		Training Inputs		Job Effectiveness		Career development		Training effectiveness	
		M	SD	M	SD	M	SD	M	SD	M	SD
Male	51	1.60	.493	1.37	.488	1.56	.500	1.50	.504	1.76	.428
Female	29	1.44	.506	1.65	.483	1.75	.435	1.24	.435	1.68	.470
Total	80	1.55	.500	1.47	.502	1.63	.483	1.41	.495	1.73	.442

Sources: Primary data

The above table represents gender wise distribution of the respondents towards the various dimensions of the training and development. It shows that male respondents highly satisfied towards the two dimensions that is Training need identification with mean score of 1.60 and standard deviation of .493 and Training effectiveness concerns the highest mean score registered at 1.76 and its standard deviation is .428. Whereas female respondents concerns they are highly satisfied towards the three dimension that is training inputs with the mean score of ($1.65, \pm .483$), job effectiveness with the mean score of ($1.75, \pm .435$) and career development with the mean score of ($1.50, \pm .504$) . Training effectiveness has overall high level of satisfaction with the mean value of 1.73, with the mean score of ($1.73, \pm .442$).

Table 3
Mean distribution between educational qualification of the respondents and various dimensions of training and developments in banking

Educational	N	Training need identification		Training Inputs		Job Effectiveness		Career development		Training effectiveness	
		M	SD	M	SD	M	SD	M	SD	M	SD
UG	34	1.38	.501	1.27	.460	1.66	.485	1.50	.514	1.72	.460
PG	18	1.66	.485	1.38	.501	1.77	.427	1.22	.427	1.77	.427
Engg& professional	18	1.70	.462	1.52	.506	1.55	.503	1.47	.506	1.73	.447
Others	10	1.10	.316	1.80	.421	1.60	.516	1.40	.516	1.70	.483
Total	80	1.55	.500	1.47	.502	1.63	.483	1.41	.495	1.73	.442

Sources : Primary data

The above table explores the Mean distribution between educational qualification of the respondents and various dimensions of training and developments in banking. The respondent's studies undergraduate's level has high level of satisfaction towards the Job effectiveness aspects of training and developments. The respondents has post graduation has high level of satisfaction towards two aspects that is job effectiveness with the mean score of $(1.77 \pm .427)$ and training effectiveness with mean score of $(1.77 \pm .427)$. With respects to the engineering and professional degree holders has high level of satisfaction towards the training effectiveness with the mean value of $1.73 \pm .447$. Overall satisfaction concerns all the employees highly satisfied towards the training effectiveness with mean value of $(1.73 \pm .442)$.

Table 4
Mean distribution between experience of the respondents and various dimensions of training and developments in banking

Experience	N	Training need identification		Training Inputs		Job Effectiveness		Career development		Training effectiveness	
		M	SD	M	SD	M	SD	M	SD	M	SD
Up to 3 years	13	1.38	.506	1.53	.518	1.38	.506	1.15	.375	1.61	.506
4 yrs to 8yrs	36	1.38	.494	1.27	.454	1.52	.506	1.55	.503	1.72	.454
9 yrs to 13 yrs	16	1.81	.403	1.87	.341	1.87	.341	1.31	.478	1.93	.250
14 yrs to 18 yrs	12	1.83	.389	1.50	.52	1.91	.288	1.41	.514	1.58	.514
19 yrs and above	3	1.66	.577	1.33	.57	1.66	.577	1.33	.57	2.00	.000
Total	80	1.55	.500	1.47	.502	1.63	.483	1.41	.495	1.73	.442

Sources: Primary data

The above table describes Mean distribution between experience of the respondents and their opinion towards various dimensions of training and developments in banking. It show that invariable the years of experience all most all the respondents having high level of satisfaction towards the training effectiveness with high mean score of $(1.73 \pm .442)$.

CONCLUSION

Training and development playing a crucial role in the growth and development of the employees job effectiveness directly/indirectly by providing better services to the customers of the banks. This study examines the effect of training and development practice of banking sectors with reference to selected banks in Trichy. Results indicate that most of the banks employees well equipped due to continuous training and development practices of banking sectors. There are 5 variables were tested with 22 questions in the questionnaire including 6 personal questions. The results indicate that out of the tested variables almost all the variable were showing positive relationship with the respondents opinion towards the various dimension of training and development practices of banking sectors. The following facets namely Training need identification, training inputs, job effectiveness, career development and training effectiveness has satisfied the respondents in the different aspects of training and development of the banking sectors. Finally results shows that respondents belong to 46 years to 50 years have highly satisfied towards the training need identification of the banks based on the mean value $(1.61 \pm .522)$. Training effectiveness has overall high level of satisfaction with the mean value of 1.73, with the mean score of $(1.73 \pm .442)$. all the employees highly satisfied towards the training effectiveness with mean value of $(1.73 \pm .442)$. However it is very difficult to understand the effectiveness of the training and development , it is varies from person to person. In the banking perspectives we took five factors based on which we try to find the training effectiveness. The respondents highly satisfied with almost all factors but there would be a strategic attention need to be given for training input and career development aspects. In generally it can be said that the results of this study indicate the extant of the high levels of Impact that exist among banks employees towards the training and development aspects.

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