

The Study on The Impact of Training and Development of Employees in Private Sector and Public Sector Banks

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ABSTRACT

Purpose: This paper attempts to discover and analyse how the departments of public sector banks manage training and development in the organisation with a research report. This effort focuses on the influence of training and development on workers of private and public sector banks.

Design/Methodology: Conducting a survey of diverse employees is the most appropriate way to obtain the information. The study was conducted on a haphazard basis, with the goal of determining the impact of training and development on staff productivity, personal growth, and performance. A questionnaire is used to collect primary data for this purpose, which is filled out by a sample of employees. 100 people were surveyed. Employees were asked statements-based questions to which they responded with a yes or no. They were quizzed on the concept of the glass ceiling and were asked a variety of questions.

Limitations:

1. A failure to discover learners' individual requirements and for learners to take responsibility for their own growth.
2. Trainer-set objectives rather than learner-set objectives
3. Learners' recognition of the need to take responsibility for their own growth is low.
4. Time constraints for preparation and attendance at learning activities
5. A failure to continue learning after an event or course has ended.

Findings: On average, 50.5 percent of employees feel that 2 to 3 training programmes are held per year, but only 5.9 percent believe that more than 5 training programmes are conducted per year, and 30.7 percent believe that 3 to 4 training programmes are conducted per year. 44.6 percent of employees believe the training and development programme was effective, while 6% believe the programme was ineffective, followed by 5.9 percent and 13.9 percent. Ninety-five percent of employees (94.1%) have applied what they learned in training at work, whereas 5.9% have not. 66.3 percent of employees believe that training and development improves employee productivity at work, whereas 8.9 percent believe that training and development has no influence on productivity and the rest are undecided.

Keywords: Training and development, Public sector Bank, employee welfare, Skill Learning, Morale, Motivation

1 INTRODUCTION

Training is crucial not just from the standpoint of the company, but also from the standpoint of the personnel. Employees like training because it provides them with more job stability and opportunities for progress. According to Edwin B. Flippo, training is "the act of enhancing the knowledge and abilities of personnel for completing the specific job." Training, according to Dale S. Beach, is "the systematic technique through which people gain information and/or skill for a specific goal." According to Dale Yoder, training is "the process through which personnel is filled for the specific work it needs to execute." Employee training and development are now extremely important in the business sector in order to identify and meet the demands of employees. The research is critical in assisting the organization's senior management in making training decisions. The research is required to learn how the department implements training and development activities in the organisation. Government policies of reduced governmental control, liberalisation, globalisation, and privatisation have all contributed significantly to Public Sector Banks in India being forced to compete with Private and Foreign Banks. Organizational effectiveness may be accomplished via personnel training and skill development at various levels. Implementing training and skill development programmes in banks helps banks function more efficiently and

prepares them to deal with changes and advancements. Employee retention with a fair wage and reward system leads to commitment at work and job satisfaction.

1.1 Need for Training and Development

The following difficulties and developments in a company may necessitate the need for staff training and development:

- Rapid technological advancements/innovations influencing workplaces, necessitating the need for workers to constantly update and enhance their knowledge and abilities.
- The emergence of multi-dimensional perspectives of functioning, necessitating significantly more specialisation.
- Management function metamorphosis.
- College education that is mostly theoretical and non-practical has an impact on levels of gainful employment.
- Inadequate and scientific selection techniques.
- Advancement and promotions in one's career.
- Increasing morale, drive, and dedication.
- Increased profitability and productivity
- Making occupations more difficult, fascinating, and demanding
- Strong desire and desire for personal growth and self-

development

- Retention of previously trained individuals
- Improving organisational atmosphere
- Elimination and avoidance of obsolescence
- Planning for future manpower requirements
- Keeping up with changing times and business scenarios
- Bridging the gap between skill requirements and skill availability
- Organizational sustainability, survival, and development.
- Overall growth and advancement of the country
- Employee demands
- Employee survey findings
- Identification, evaluation, and repair of weaknesses in the current system
- Legal and regulatory changes
- Developing and nurturing a new leadership chain
- New entrants into the organisation
- Installation of new equipment and machines
- Appointment of new managers
- Implementation of new programs/policies
- Arrival of newer technologies
- Reassignment compulsions
- Safety and security imperatives
- Future manpower planning in anticipation of changing global scenario
- Response to changing social values

1.2 Inputs in Training and Development in Banking Sector

Any training and development programme ought to have inputs which facilitate the participants to increase skills, information, learn intellectual concepts and help attain an idea to glance into the future. The inputs should be as mentioned below:

1. Professional skills, including soft skills
2. Education and learning
3. Continuity of growth and development
4. Ethics and morality
5. Attitudinal adaptableness
6. Management and analytical skills
7. Social roles and responsibility
8. Environmental concerns

1.3 Benefits of Training and Development for the Organization

- Increased productivity and profitability as a result of creating a more hopeful view on revenue orientation
- Enhances job knowledge and skills at all levels of the organisation
- Increases employee confidence to greater heights
- Encourages employees to identify with the overall organisational goals
- Aids in the development of an improved business culture and corporate image
- Fosters legitimacy, faith, and sincerity
- Increases the magnitude of association between superiors and subordinates
- Leads to organisational development

- Prompts superiors/trainers to learn. This is known as Peer Level Learning.
- It assists in developing an exact plan of action for the profession, as well as in considering, understanding, and executing organisational policies.
- It also provides knowledge for forthcoming requirements in all domains.
- Facilitates augmentation and development for promotion from within the system
- Aids in increasing leadership skills, inspiration, trustworthiness, improved outlook, and other qualities that triumphant workforce and managers frequently display
- Positively affects work output, both quantitatively and qualitatively
- Aids in cost reduction in various areas such as manufacturing, people, management, and marketing

1.4 Equipping the Organization for Training

When embarking on a training programme for its personnel, the business should inevitably provide itself with the ability to carry out the training responsibilities efficiently. In a nutshell, this comprises the following

- Proper needs assessment and selection of training areas will aid in analysing the organization's strengths and limitations.
- Providing staff with training in all types of job skills required by the company
- Conducting an in-depth examination of the management of the training functions of employers' organisations that have achieved brilliance in the field of training programmes.
- Improving the information/research/knowledge bases of the company.
- Increasing the availability of high-quality training courses and study materials.
- Where absolutely necessary, collaborating with external experts, agencies, or institutions to design and implement training programmes.
- Purchasing all essential training equipment required for a certain training programme.

1.5 Objectives of A Sound Training And Development Programme

Training has a unique and quantitative influence on the performance of its employees, regardless of the size or kind of organisation, business, or sector. Research has proven that productivity rises while training is taking place. Being competitive is essential for success and long-term sustainability. To compete effectively, we must train the workers, keep them engaged, and keep them up to date on industry trends and new technology. When employees are given new skills and information, they may become valuable assets to the firm.

2 RESEARCH METHODOLOGY

This project comprises of a research on the Impact of Training and Development on Employees of Private and Public Sector Banks. The most appropriate way to obtain the information is to conduct a poll of diverse personnel. The study was conducted on an ad hoc basis in order to establish the impact of training and development on staff productivity, personal growth, and performance.

2.1 Objectives

1. To assess the efficacy of training and development in private and public sector banks.
2. To discover the relationship between training efficacy and staff productivity.

2.2 Hypotheses

1. The training programme has a favourable influence on the expansion of the institutions.
2. There is no discernible difference between banking training programmes.

2.2 Research Design

Primary data is acquired for this purpose by a questionnaire filled out by a sample of employees. The sample size is 100 respondents.

Formulation of a questionnaire: The questionnaire contained a variety of research-related statements.

Data Collection:

This project's data is a mix of primary and secondary sources. The survey method is used to acquire primary data. The survey technique of data collection is querying employees for their replies. Employees were presented questions in the form of statements, to which they answered with a Yes or No. They were given a series of questions about the concept of the glass ceiling.

Secondary data is utilised to investigate the current market scenario as well as general information regarding the topic at hand. Secondary data has been employed to comprehend the numerous associated features because the idea was originally coined in the international business sector.

Technique of Sampling: Method of simple random sampling
The data was collected using the Simple Random Sampling approach. The responders were selected at random. The respondents that were picked are aware of the present market environment.

3 LIMITATIONS OF THE STUDY

Although some form of employee training is required for nearly all businesses, employers must examine the possible downsides or disadvantages that employee training might have on the organisation, current workforce, and bottom line. Companies may teach employees in a number of ways, such as on-the-job training or classroom training, but all of these provide certain challenges for employers. Before deciding on a training strategy, consider both the benefits and drawbacks of training. The expense of staff training is one of the most significant potential drawbacks. If you do the training internally, it costs money since you have to pay one of your workers for training instead of productive labour. If you hire an outside trainer, you

must compensate him for his time. You may send your personnel to a seminar or training conference in another city, which would incur significant costs for the organisation. If a person is really skilled at her profession, you might assume she would become an excellent teacher for new staff. Regrettably, this is not always the case. Being able to train personnel is a specialised talent that not everyone possesses.

Many businesses only commit a limited amount of time to training new workers, which may result in employees not understanding what they need to know to be successful. The trainer may have to hurry through the main elements of the work and skip over some of the other activities that the employee must also understand. You must teach wholly novice people in order for them to execute their tasks efficiently, but in a competitive sector, there might be too much of a good thing. By providing thorough training to an employee, you may be performing a lot of work that may assist one of your competitors.

Before investing in sophisticated training programmes, it is critical to assess your employees' loyalty. Otherwise, they may opt to search for a better offer elsewhere once they've acquired more valuable talents. When you allocate new employee training to a specific employee or trainer, you must be extremely cautious about what the new workers are learning. If the trainer does not accomplish the job as you want, your new employees may pick up some negative behaviours along the road. This may cause your entire organisation to function at a level that is less than acceptable in your opinion, but your employees would be unaware. Traditional training techniques, such as manuals or films, may be ineffective if they are out of date, dull, or unengaging. To obtain better outcomes, save time, and decrease costs, consider combining current, online interactive training models with in-person training.

1. A failure to recognise learners' particular requirements and to empower learners to own their own development needs.
2. Goals established by trainers rather than by learners
3. Learners' lack of recognition of the need to take responsibility for their own growth.
4. Time constraints for preparing for and participating in learning activities
5. Failure to extend learning beyond an event or course
6. Failure to produce high value through transfer of learning.

4 SCOPE & SIGNIFICANCE

In today's global market, organisations are finding it increasingly challenging to remain competitive. Benchmarking, competency, competency models, and competency studies are being used by workplace leaders to assist them make better decisions. Competencies that focus on knowledge, skills, and/or abilities are beneficial in training and development (T&D). However, neither the area of T&D nor skill within it are stagnant. A thorough assessment of the literature on competency trends in the training and development industry over the last three decades is presented here, along with some projection about skills needed in the near future for T&D professionals. The move to performance improvement and the use of technology are two of the most visible trends in T&D. As

a result, these skills, knowledge, and abilities will become increasingly important for T&D professionals.

The research is centred on evaluating the performance of several private and public sector banks' training programmes. Despite significant breakthroughs and changes in study and experiment, the effectiveness of instruction and practise has been determined by a difficulty. As a result, a survey was performed to learn about employee perceptions of training programmes and the company's commitment to them. No business has the option of whether or not to teach its staff; the only option is the technique of training. It has been proven that the absence of a structured training programme leads to higher training casts, not only because of the lengthy learning period, but also because the employees are less likely to acquire the most effective operating ways.

5 REVIEW OF LITERATURE

"Training as one that consists mostly of well-organized chances for participants to develop required understanding and abilities," said Lynton and Pareek in their book "Training for Development." In the training process, he recognised three separate phases: pre-training, training, and post-training.

A functional definition of 'training,' according to B. Janakiram (2010), is "acquisition of concepts, theories, information, abilities, and attitudes." "Development" is defined as "the application of previously learned information, theories, abilities, and attitudes to the work at hand in order to improve overall organisational efficiency."

"Training is the systematic development of an individual's knowledge, abilities, and attitudes necessary to execute satisfactorily a particular activity or employment," says Michel Armstrong. (Source: Kogan Page, A Handbook of Human Resource Management Practice, 8th Edition, 2001)

The training and development process is never-ending. It's a way to learn new things and improve your abilities and practises so you can work more efficiently. Isyaku is a Japanese word that means "Isyaku" in English (2000)

Companies are investing heavily on training programmes to prepare employees for future demands. Because of its function and investment, scholars and practitioners have consistently emphasised the necessity of training. -Tan, Boyce, and Hall (2003)

The primary purpose of training is to offer, acquire, and enhance the required skills to assist businesses in achieving their objectives and gaining a competitive edge by enhancing the value of their core resources, namely managers. - Stavrou and colleagues (2004)

On the X and Y axes, training costs and company advantages are depicted. There were four quadrants found to emphasise I strategic (lower training costs and greater business advantages), (ii) payback (lower training costs and better business benefits), and (iii) payback (lower training costs and higher business benefits) (Higher training cost and higher business benefits) (iii) Consider (Lower training cost and lower business benefits) Drop (iv) (Higher training cost and higher business benefits). -Naachimuthu and Kalaiselvan (2011)

The training goals inform the learner about what is expected of him at the conclusion of the programme. From the views of a variety of stakeholders, including the trainer, trainee,

designer, and evaluator, training objectives are extremely important. Karthik R. (Karthik R., Karthik R., Kar (2012)

According to Noe et al., (2006), training is "a deliberate effort that enhances employee acquisition of job-related information, skill, and behaviour."

Training and development, according to Isyaku (2000), is a continual process. It's a way to learn new things and improve your abilities and practises so you can work more efficiently.

Training, according to Obisi (2001), is a process through which an employee's abilities, ability, and knowledge are strengthened and expanded. He claims that training should only take done when the necessity and goals for it have been determined.

Companies are spending a lot of money on training programmes to prepare for future demands, according to Tan et al., (2003). Because of its function and investment, scholars and practitioners have consistently emphasised the necessity of training.

The major purpose of training, according to Stavrou et al. (2004), is to supply, gain, and enhance the required abilities to assist businesses in achieving their goals and creating competitive advantage by adding value to their critical resources - namely, managers.

According to Chih et al. (2008), the success of a training programme is dependent on the following parameters: I perceived value of the learning programme (ii) attitude toward the teacher (iii) response to learning conditions (iv) desire to learn: the degree to which trainees truly want to learn and do well.

According to Giangreco et al. (2009), perceived training efficiency (PTE) and perceived utility of training are the major drivers of overall satisfaction with training (OST) (PUT).

According to Bates et al. (2010), the value of a training programme is only achievable if the learner is able to apply the theoretical features gained in the training programme in the actual work environment. They emphasised the use of role acting, scenarios, simulation, mediated exercises, and computer-based learning to expose students to a current and relevant body of information as well as real-world circumstances.

Kalaiselvan and Naachimuthu (2011) used a graphical approach to depict training, with the training cost and business benefits displayed on the X and Y axes, respectively. Four quadrants were established to emphasise I strategic (lower training costs and higher business benefits), (ii) payback, and (iii) cost-effectiveness (Higher training cost and higher business benefits) (iii) Consider (Lower training cost and lower business benefits) (iv)Remove (Higher training cost and higher business benefits).

Training objectives, according to Karthik, R. (2012), convey the learner what is expected of him at the completion of the training programme. Training objectives are critical from the views of a variety of stakeholders, including the trainer, trainee, designer, and evaluator.

6 ANALYSIS AND INTERPRETATION OF DATA

1. Age:

The respondents' ages vary from 22 to 59 years old. The age range 21 to 31 had the most replies, followed by the age group

35 to 45. Minimum responders are between the ages of 46 and 66.

2. Gender:

The information was gathered from 101 people, with 62 (61%) of them being female and 39 (39%) being male. This shows that there are more female employees than male employees at the company.

3. Employed in which sector?

According to the poll, 51 percent (50.5 percent) of respondents work for public sector banks, while 50 percent (49.5 percent) work for private sector banks.

4. Does your bank provide training and development?

According to the poll, 93 (92.1%) of respondents work for banks that provide training and development, while 8 work for other types of businesses.

5. Which type of training is provided by the bank?

The banks give on-the-job training to 55 percent (54.5 percent) of their workers for career growth and promotion, whereas 36 percent (35.6 percent) of employees are trained at their workplace.

6. On an average how many training programmes are conducted in a year?

50.5 percent of employees feel that 2 to 3 training programmes are held each year, but just 5.9% believe that more than 5 training programmes are held each year, and 30.7 percent believe that 3 to 4 training programmes are held each year.

7. Are you utilizing the skill and knowledge acquired through training programme?

95.1% of employees implemented what they learned in training to their jobs, whereas 5.9% did not.

8. Does training and development help employees in increasing their productivity?

66.3 percent of employees believe that training and development improves employee productivity at work, whereas 8.9 percent believe that training and development has no effect on productivity and the rest are undecided.

9. Was training programme helpful in personal growth?

90.1 percent of participants believe the training programme was beneficial to their personal growth and development.

10. Do you feel the training sessions have helped you to improve your work efficiency?

Employees believe that the training sessions have helped them improve their job efficiency by 59.4 percent, while only 4% believe it hasn't.

7 FINDINGS

- The respondents' ages range from 22 to 59 years. The age range 21 to 31 had the most replies, followed by the age group 35 to 45. Minimum responses range in age from 46 to 66.
- The information was gathered from 101 individuals, with 62 (61 percent) being female and 39 (39 percent) being male. This suggests that there are more female employees than male employees.
- According to the poll, 51 (50.5 percent) of respondents work in public sector banks, while 50 (49.5 percent) work in private sector banks.
- According to the poll, 25 (24.8%) respondents have experience ranging from 1 to 5 years, 36 (35.6%)

respondents have experience ranging from 5 to 10 years, 24 (24.8%) respondents have experience ranging from 10 to 15 years, and 15 (14.9%) respondents have experience ranging from 15 to 20 years.

- This implies that the majority of respondents have 5 to 10 years of job experience, while the minority have 15 to 20 years of work experience.
- According to the poll, 93 (92.1 percent) of respondents work for banks that offer training and development, and 8 work for other organisations.
- According to the poll, 25 (24.8%) respondents have experience ranging from 1 to 5 years, 36 (35.6%) respondents have experience ranging from 5 to 10 years, 24 (24.8%) respondents have experience ranging from 10 to 15 years, and 15 (14.9%) respondents have experience ranging from 15 to 20 years.
- This implies that the majority of respondents have 5 to 10 years of job experience, while the minority have 15 to 20 years of work experience.
- According to the poll, 93 (92.1 percent) of respondents work for banks that offer training and development, and 8 work for other organisations.
- According to the poll, 44.6 percent of employees believe the training and development programme is beneficial, while 6 percent believe it is ineffective, followed by 5.9 percent and 13.9 percent.
- 95 (94.1 percent) of workers used the information received via the training programme and implemented it at their workplace, whereas the remaining 5.9 percent did not use the knowledge and skills gained through the training programme.
- 66.3 percent of employees believe that training and development serve to increase employee productivity at their company, whereas 8.9 percent believe that training and development have no influence on productivity and others are indifferent regarding productivity.
- 90.1 percent believe the training programme was beneficial to their own growth and development.
- 59.4 percent of employees believe the training sessions have helped them improve their job efficiency, whereas 4 percent believe they have not.

8 CONCLUSION

Training is a vital activity, but it is crucial to recognise that a single training activity is simply one event or step in the overall management education and development process. As a result, the organisation should use extreme caution while developing a training programme. According to the report, the organisation has a solid staff of training specialists that train each department. The post-training performance programme must be self-motivating and instil confidence in the personnel. The effectiveness of training is extremely valuable for future course design, particularly for boosting performance and selecting the appropriate ways of teaching and training; it also aids in practical applications. As a result, the effectiveness of a training programme is critical in any organisation, whether government or non-government.

Recognizing the need for and the aim of a staff training programme so aids in the development of the company's image.

Training and development programmes are critical in every firm. These programmes promote employee performance at work, refresh employee knowledge and skills, and aid in the prevention of managerial obsolescence. The usage of these programmes makes it easier for management to analyse work performance and make decisions such as employee advancement, awards, salary, welfare facilities, and so on. These training programmes also aid managers in succession planning, staff retention, and employee motivation. It results in more efficient and effective personnel in the organisation.

The employee's performance shortfall determines the demand for training and development, which is calculated as follows: Required training and development = Standard performance - Actual performance Training improves an organization's overall effectiveness in a variety of ways. Soft-skill Development, Personality Development, Interpersonal Relationships, Problem Solving Techniques, Managerial and Supervisory Training Program, quality improvement programmes, technical processes, quality circle programmes, Time management skills, employee efficiency development programmes, violence prevention programmes, regulatory compliances, goal setting and programme implementation. Training allows individuals to enhance their abilities inside the business, which naturally serves to raise the organization's market value, employee earning power, and job security. Training shapes an employee's mindset and assists them in cooperating more effectively inside the firm. Training and development programmes increase the quality of life at work by fostering an employee-friendly environment. Although experts have voiced tremendous worry about the absence of optimum utilisation of management training and development resources, they have made virtually any effort in discovering ways and means of enhancing it. According to B. R. Virmani and Premila Seth (1985), while attempts have been made in the past to study the overall impact of management training programs, none of the prior studies in India have attempted to integrate the findings in order to identify the training programme that best meets the needs of the trainees.

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