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EFFECTIVENESS OF TRAINING FOR HUMAN RESOURCE DEVELOPMENT: A CASE STUDY OF A PUBLIC SECTOR BANK IN ODISHA

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ABSTRACT

The role of banking sector is very essential to face global challenges as one of the most essential service sectors. Today, in India the service sector is contributing half of the Gross Domestic Production and the banking industry is a major contributor to it. The significant role of banking industry is indispensable to speed up the economic development. At the same time, global economic condition demands highly skilled workforce in banking sector to face competition from the private players. Indian nationalised banks need efforts to improve skills of manpower across the discipline in an inclusive manner. The workforce requires skill development programmes like effective training to encounter the emerging needs of global challenges. This paper aims to identify the different training needs for different levels of employees in public sector bank. Data analysis was conducted using Chi-Square test to study the significance of the statements in assessing effectiveness of training for human resource development. Mean and standard deviation were used to compare the level of satisfaction with regard to effectiveness of training among executive and non-executive employees. Results show that employees are not provided with human skill training to develop human relation competencies. It also reveals that employee participation in determining the training need is very low in public sector banks. Executive employees go with a clear understanding of the knowledge and skills they expected to acquire from training sponsored by the bank. Most of the employees feel discontented regarding the selection of external training programmes because enough information about their quality and suitability is not collected.

KEYWORDS

bank, human resource, training.

INTRODUCTION

Training is a set of activities which aims to facilitate learning of new knowledge, attitude, and skills among employees in the organisation to improve their work performance and contribute to the organisational achievements. Training is a planned effort to improve the skills of human resource that will lead to the fulfilment of personal and organisational goals. According to Lynton and Pareek (2000) training is indispensable and becomes strategic if it takes into account long term organisational goals and objectives. Having goals such as development of new and better products, expanding to a global market, and developing a workforce with core competence are strategic. Organization takes decision for training intervention based on overriding business objectives. It may be as a result of new product or services launched into the market, changes in business strategy or a result of increase in competition.

As the scope of training activities are increasing due to thick competition in business, so this is often being described as human resource development (HRD) process. Training programme for human resources development is very crucial decision in an organisation. Training is regarded as a means to achieve effective human resources development objectives of the concerned organisation. The effectiveness of HRD program depends on the degree of interest and participation of employees' and hence, reflects in the intended business outcome.

Organization takes decision for training intervention based on overriding business objectives. It may be as a result of new product or services launched into the market, changes in business strategy or a result of increase in competition.

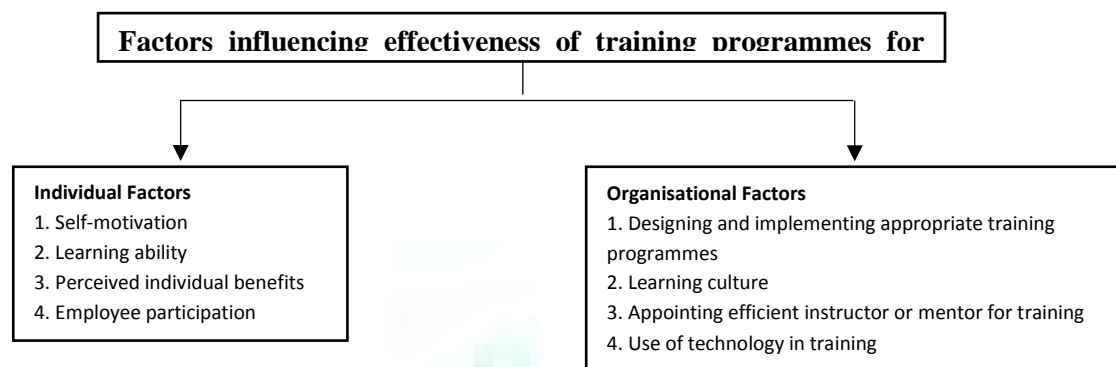
CONCEPT OF TRAINING IN HUMAN RESOURCE DEVELOPMENT

Training is a process of learning which is provided to employees to improve their performance in the job. It includes the usage and knowledge of tools, techniques, and crafts, or a system or method for performing the job in the organisation. Human resource development can be defined as a systematic learning experience, conducted in a specific time period, to improve the job performance and growth. HRD is a process of developing skills, competencies, knowledge and attitude of people in an organisation. HRD is an integral part of human resource management. Human resource management is more concerned with training for human resource development. The organisation has to understand the dynamics of human resource and attempt to cope with the changing situation with appropriate training programmes to develop the human resource.

In this knowledge era it is very important for the human resource managers to focus on bringing organisational and individual employee goals closer together. To achieve this, managers are required to make visionary decisions. It is the responsibility of the human resources professionals to optimise employee skills to create a more valuable, skilled workforce. The skill development and training for employees will lead towards desired human resource development.

FACTORS INFLUENCING EFFECTIVENESS OF TRAINING PROGRAMMES FOR HUMAN RESOURCE DEVELOPMENT

Factors influencing effectiveness of training programmes for human resource development can be divided in two different heads, namely, individual factors and organisational factors. The factors are depicted in the diagram below.



LITERATURE REVIEW

Rothwell & Sredl (1992) described training needs assessment as the initial movement toward developing human resources development program, the subsequent learning instruction are basically dependent on proper identification or assessment of the training needs. If the need assessment is inaccurate, the learners are most likely to drop out, no matter how motivated they may be.

Frank and Margerison (1978) in their work 'Training Methods and Organisation Development' have established that training concerned with skill development have resulted in improving the organizational effectiveness and overall performance of the workforce.

Wang (2002) explained training interventions in human resources development as an investment activity for the organization. It is necessary for employees to fully participate in the program for the investment to be meaningful productive and fruitful.

In the study 'Human Resource Development and Organizational Values', Hassan (2007) has examined the relationship between HRD practices and organizational values. He has established that HRD practices like training and development were positively related to organizational values of collaboration, creativity, quality, delegation and human treatment.

Harwitz (1999) has conducted an extensive study entitled 'The emergence of strategic training and development: the current state of play' to evaluate how HRD need arises from different business strategies and how it depends on the purpose as well as structure of the strategies. He concludes that a strategic approach to training and development necessitates increased level of theoretical rigour, more rigorous evaluation of effectiveness and resolution of responsibility for training.

According to Siebat, (2000) the delivery style of the facilitators' plays a vital role in retaining the learners to the completion of the training program.

Collisio (2000) in his study found the qualities of good instructor and facilitator for effective training programmes. The work revealed that he or she must be flexible and adaptable, responsive, accessible, having in-depth knowledge of the subject matter, courageous and open. Facilitators or instructors that are not equipped with these attributes are not likely to motivate and retain training participants to completion in both traditional and technology based training programmes.

Bose (2004) has conducted an empirical study titled 'E-government: infrastructure and technologies for education and training' to point out that national governments around the world have started committing substantial resources to creating the environment and infrastructure for doing business electronically with their citizens, businesses, and other government entities. However, to stay in tune with this internet economy, the skills and knowledge of their citizens and employees need to be continually updated and refreshed. E-learning provides the vehicle for this continuous education and training. The purpose of this research is to identify the infrastructure and e-learning technologies that are currently available for creating a comprehensive online education and training environment that supports development of government workforce.

According to Kirpatrick (1998), there are four levels of evaluating training programmes. These are the (1) reaction; (2) learning; (3) behavioural change; and (4) impact to organisation. The reaction level measures the participants' feedback right after the conduct of the training. Feedback are taken related to attainment of objectives, processes, methodologies, time, reading materials, resource persons/facilitators and other logistics of the training. On the other hand, participants' learning level determines what specific skills, knowledge or even what they learned is commonly asked at the end of the training period.

Purohit (1992) analysed that the process of human resource development would begin by imparting training for effective performance of a specific task and development of an individual perform that task. Having undergone a specific training program, an individual may be assessed in respect of an acquisition of desired skills to perform the identified task.

According to Hytönen (2002) the scope of HRD extends to a variety of activities from different forms of organized training to various development projects, special tasks and arrangements related to the management of an organisation as well as to everyday work. Nevertheless, even though HRD implies a broad range of developmental activities, formal training has had and still has the most visible role in the actualization of HRD.

In his work 'Management Development: Integrating Individual and Organizational Needs', Anderson (1993) has examined the contribution of training to both individuals and organisations in the process of management development. He suggested the concepts such as coaching, counselling, mentoring and action learning are the most important approaches to management development in their own right and in helping individuals in organisations to assimilate and apply learning that derived from more formal management development methods including management training.

John E. Mathieu (2006) in his study 'Individual and situational influences on the development of self-efficacy: Implications for training effectiveness' has proposed a model that included individual and situational antecedents of self-efficacy development during training. Initial performance and self-efficacy levels, achievement motivation and choice were examined as individual variables. Constraints, operationalized at both the individual and aggregate levels of analysis were examined as situational influences. The study concluded that there are positive linear relationships with training reactions and subsequent performance and an interactive relationship with performance when training reactions were considered as moderator.

OBJECTIVES OF THE STUDY

1. To investigate the effectiveness of training for human resource development in a public sector bank of Odisha.
2. The study focused to compare the level of satisfaction of executive and non-executive class employees in a public sector bank of Odisha.

HYPOTHESIS

H₀ – There is no significant relation between the level of employees and training programmes designed for them.

RESEARCH METHODOLOGY

The objectives of the study were set and research methodology was determined. Questionnaire containing ten different statements were distributed to employees of three different branches of a public sector bank.

The sampling unit of the present study consists employees of three different branches of a public sector bank in Odisha. Random sampling method was used to collect the data. Sample size of the study is 60.

24 out of the 60 respondents belonged to the executive class and 36 belonged to the non-executive class.

Primary data was collected from three different branches of a public sector bank. A structured questionnaire consisting of close ended questionnaire was used for the purpose of the study.

Data analysis was conducted using Chi-Square test to study the significance of the statements in assessing effectiveness of training for human resource development. Mean and standard deviation were used to compare the level of satisfaction with regard to effectiveness of training among executive and non-executive employees.

DATA ANALYSIS

1. Training programmes help in individual development as well as organisational goals at my organisation.

TABLE NO. 1.1

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	1	4	2	9	8	24
Non-executive	3	7	3	12	11	36
Total	4	11	5	21	19	60

χ^2 (Calculated) = 0.539, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table No. 1.1 presents the role of training in individual development as well as organisational achievements in the organisation. The χ^2 Calculated value 0.539 with a degree of freedom (df) = 4 is less than the χ^2 Tabulated 9.488 at 5% level of significance. It reveals that the role of training has an influence in individual development as well as organisational achievements in the organisation.

2. Induction training is given adequate importance.

TABLE NO. 1.2

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	3	2	1	7	11	24
Non-executive	1	4	2	13	16	36
Total	4	6	3	20	27	60

χ^2 (Calculated) = 2.419, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table No. 1.2 infers that induction training is given adequate importance in the organisation. The χ^2 (Calculated) value 2.419 with a degree of freedom (df) = 4 is less than χ^2 Tabulated value 9.488 at 5% level of significance. It infers that employees are satisfied with the induction training given in the organisation.

3. Induction training is periodically evaluated and implemented.

TABLE NO. 1.3

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	4	2	2	8	8	24
Non-executive	3	4	3	15	11	36
Total	7	6	5	23	19	60

χ^2 (Calculated) = 1.261, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table No. 1.3 represents regarding the periodical evaluation of induction training. The χ^2 Calculated value is 1.261 with a degree of freedom (df) = 4 is less than χ^2 Tabulated value 9.488 at 5% level of significance. The χ^2 reveals that it is evaluated periodically.

4. Employees are helped to acquire technical knowledge and skill through training.

TABLE NO. 1.4

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	3	2	1	10	8	24
Non-executive	2	4	2	12	16	36
Total	5	6	3	22	24	60

χ^2 (Calculated) = 1.713, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488.

Table No. 1.4 represents regarding the role of training in creating technical knowledge and skill among employees. The χ^2 Calculated value 1.713 with a degree of freedom (df) = 4 is less than χ^2 Tabulated value 9.488 at 5% level of significance. The χ^2 test of independence shows that there is a significant relationship between the variables.

5. There is an adequate emphasis on developing managerial capabilities of management staff through training in human skills.

TABLE NO. 1.5

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	4	5	3	6	6	24
Non-executive	10	9	5	7	5	36
Total	14	14	8	13	11	60

χ^2 (Calculated) = 2.213, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table No. 1.5 shows regarding the role of training in developing managerial capabilities of management staff in human skills. The χ^2 Calculated value 2.213 with a degree of freedom (df) = 4 is less than χ^2 Tabulated value 9.488 at 5% level of significance. The χ^2 test of independence shows that there is a significant relationship between the variables.

6. Human relation competencies are adequately developing in this organisation through human skill training.

TABLE NO. 1.6

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	5	7	4	4	4	24
Non-executive	12	11	3	7	3	36
Total	17	18	7	11	7	60

χ^2 (Calculated) = 2.573, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table No. 1.6 infers regarding the significance of human skills in developing human relation competencies. The χ^2 Calculated value 2.573 with a degree of freedom (df) = 4 is less than χ^2 Tabulated value 9.488 at 5% level of significance. The χ^2 test of independence shows that there is a significant relationship between the variables.

7. Employees in my organisation participate in determining the training need.

TABLE NO. 1.7

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	7	5	3	5	4	24
Non-executive	15	10	4	4	3	36
Total	22	15	7	9	7	60

χ^2 (Calculated) = 2.471, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table No. 1.7 represents regarding the participation of employees in determining the training needs. The χ^2 Calculated value 2.471 with a degree of freedom (df) = 4 is less than χ^2 Tabulated value 9.488 at 5% level of significance. It infers that employees in the organisation participate in determining the training needs.

8. Employees sponsored for training go with a clear understanding of the knowledge and skills they expected to acquire from training.

TABLE NO. 1.8

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	3	5	4	8	6	24
Non-executive	9	10	7	5	5	36
Total	12	15	11	13	11	60

χ^2 (Calculated) = 3.942, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488.

Table No. 1.8 infers regarding the a clear understanding of the knowledge and skills they expected to acquire from training. The χ^2 Calculated value 3.942 with a degree of freedom (df) = 4 is less than χ^2 Tabulated value 9.488 at 5% level of significance. It shows that employees sponsored for training go with a clear understanding of the knowledge and skills they expected to acquire from training.

9. The quality of in organisation's training programmes in this organisation is excellent.

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	2	3	3	10	6	24
Non-executive	4	4	2	18	8	36
Total	6	7	5	28	14	60

χ^2 (Calculated) = 3.111, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table No. 1.9 presents the quality of in organisation's training programmes in this organisation. The χ^2 Calculated value 3.111 with a degree of freedom (df) = 4 is less than the χ^2 Tabulated 9.488 at 5% level of significance. It reveals that the quality of in organisation's programmes in the organisation is satisfactory.

10. External training programmes are carefully chosen after collecting enough information about their quality and suitability.

Class	Not at all agree	Somewhat agree	Can't say	Agree	Strongly agree	Total
Executive	8	7	2	4	3	24
Non-executive	11	10	7	5	3	36
Total	19	17	9	9	6	60

χ^2 (Calculated) = , df = 1.667 4, χ^2 (Tabulated) at 5% level of significance = 9.488.

Table No. 1.10 represents regarding the selection of external training programmes according to their quality and suitability . The χ^2 Calculated value 1.667 with a degree of freedom (df) = 4 is less than χ^2 Tabulated value 9.488 at 5% level of significance. The χ^2 test of independence shows that external training programmes are carefully chosen after collecting enough information about their quality and suitability.

Hypothesis No.	Broad description of Hypothesis	Tools applied	Status of hypothesis upon testing (Accepted/Rejected)	Interpretation	Implications
H_0	<i>H₀ – There is no significant relation between the level of employees and training programmes designed for them.</i>	χ^2 (Chi-Square)	Rejected	No same training programme can serve the purpose of all categories of employees.	Organizations need to design different training programmes for different employees in order to succeed.

Comparison between the levels of satisfaction on effectiveness of training among executive and non-executive class employees.

TABLE NO. 2.1

Statements	All level mean	Standard Deviation	Executive Level Mean	Standard Deviation	Non-Executive Level Mean	Standard Deviation
1. Training programmes help in individual development as well as organisational goals at my organisation.	3.666	1.273	3.791	1.189	3.583	1.320
2. Induction training is given adequate importance.	4	1.224	3.875	1.393	4.083	1.089
3. Induction training is periodically evaluated and implemented.	3.683	1.322	3.583	1.440	3.75	1.233
4. Employees are helped to acquire technical knowledge and skill through training.	3.9	1.260	3.75	1.330	4	1.201
5. There is an adequate emphasis on developing managerial capabilities of management staff through training in human skills.	2.95	1.499	3.208	1.442	2.777	1.511
6. Human relation competencies are adequately developing in this organisation through human skill training.	2.55	1.371	2.791	1.383	2.388	1.339
7. Employees in my organisation participate in determining the training need.	2.4	1.404	2.75	1.479	2.166	1.301
8. Employees sponsored for training go with a clear understanding of the knowledge and skills they expected to acquire from training.	2.86	1.359	3.208	1.290	2.638	1.357
9. The quality of in organisation's training programmes in this organisation is excellent.	3.61	1.239	3.625	1.218	3.611	1.253
10. External training programmes are carefully chosen after collecting enough information about their quality and suitability.	2.433	1.333	2.458	1.413	2.416	1.277

FINDINGS

Training has been associated with developing performance of bank employees. So, the banking sector can prepare an encouraging environment for advanced training programmes. It will lead to expansion of knowledge, enhancement of positive attitude and improvisation of job skills among the employees. To enhance the effectiveness of training in public sector banks the further findings may focus some light:

- Majority of the bank employees agree that training has a positive effect on human resource development.
- The executive class employees of public sector banks are less satisfied than the non-executive class employees with regard to induction training provided in the bank.
- Induction training is properly evaluated and implemented in banks.
- Non-executive employees are facilitated with training in a better manner than the executive employees to acquire technical knowledge and skill through training.
- There is an adequate emphasis on developing managerial capabilities of executive class employees through training in human skills.
- Employees are not provided with human skill training to develop human relation competencies.
- Employee participation in determining the training need is very low in public sector banks.
- Executive employees go with a clear understanding of the knowledge and skills they expected to acquire from training sponsored by the bank.
- Most of the employees feel discontented regarding the selection of external training programmes because enough information about their quality and suitability is not collected.

SUGGESTIONS

Based on the findings of the study the following conclusion and suggestions were drawn:

- Executive class employees should be facilitated with better induction training and technical skills.
- There should be more focus on developing human relation competencies through human skill training programmes.
- More involvement of employees should be invited for training need assessment.
- Non-executive employees sponsored for training should be provided with clarity in information to understand the knowledge and skills they are expected to acquire from training.
- Initiatives should be taken to select the external training programmes carefully after collecting enough information about their quality and suitability in the organisation.

CONCLUSION

It can be concluded that the actual barrier to the effectiveness of training comes from the human resource development functions. A well designed training programme will create better opportunities for learning. Training programme provides comfortable climate that helps to increase the satisfaction of the employees. Training programmes need to be designed differently as per the needs of different employees based on the length of their experience as well as on the basis of their grades by giving equal emphasis on both executives and non-executives.

LIMITATIONS

The present study has been conducted based on the response received from 60 executives and non-executives working in a public sector bank in Odisha. The findings of the study may not have universal applicability for organisations not included in the study.

SCOPE FOR FURTHER RESEARCH

The findings of this study may not have universal applicability since the study is confined to a definite period and to a public sector bank in Odisha. Hence to arrive at any general conclusion, the hypotheses formulated in this research need further testing by way of additional research in the field of training and organization development in different periods and in different banks of the same industry as well as of other industries. An inter industry study in the field will also be useful.

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ANNEXURE

QUESTIONNAIRE

About Yourself

This section asks for some details on you, which will help to classify your answer.

1. Designation: Executive Non-Executive
2. Age group [Put a tick (√) mark according to your age]
(i) 20>30 Years (ii) 30>40 Years (iii) More than 40 Years
3. Educational Qualification [Put a tick (√) mark according to your educational qualification]
(i) Graduate (ii) Post Graduate (iii) Technical or professional graduate [Specify Degree (s) _____]
4. There are 10 statements in the following table. Please mark satisfied or dissatisfied with the same on a five point scale of, 1 = Strongly Dissatisfied; 2 = Dissatisfied; 3 = Can't Say; 4 = Satisfied; 5 = Strongly Satisfied; **(Single Coding Only)**.

Statements	Scale
1. Training programmes help in individual development as well as organisational goals at my organisation.	1-----2-----3-----4-----5
2. Induction training is given adequate importance.	1-----2-----3-----4-----5
3. Induction training is periodically evaluated and implemented.	1-----2-----3-----4-----5
4. Employees are helped to acquire technical knowledge and skill through training.	1-----2-----3-----4-----5
5. There is an adequate emphasis on developing managerial capabilities of management staff through training in human skills.	1-----2-----3-----4-----5
6. Human relation competencies are adequately developing in this organisation through human skill training.	1-----2-----3-----4-----5
7. Employees in my organisation participate in determining the training need.	1-----2-----3-----4-----5
8. Employees sponsored for training go with a clear understanding of the knowledge and skills they expected to acquire from training.	1-----2-----3-----4-----5
9. The quality of in organisation's training programmes in this organisation is excellent.	1-----2-----3-----4-----5
10. External training programmes are carefully chosen after collecting enough information about their quality and suitability.	1-----2-----3-----4-----5

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