

Impact of training and development on Employees' behavior: with reference to State Bank of India

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How to cite this article: Smt.Ch.Madhavi Latha, Dr.K.V.Sridhar, Smt .M.Sushma (2024). Impact of training and development on Employees' behavior: with reference to State Bank of India. Library Progress International, 44(4), 250-254

Abstract

Organizations today are encountering heightened competition driven by globalization, technological advancements, and shifting political and economic landscapes. Rapid technological changes render employees' knowledge outdated, necessitating ongoing training and development to meet job and organizational demands. Organizations must implement training programs that prepare employees for their roles while keeping them updated on the latest technological innovations. Consequently, organizations are responsible for enhancing their employees' skills and capabilities through practical training and development initiatives. Skilled personnel are critical for executing tasks efficiently. Improved training and development efforts typically result in enhanced job skills and knowledge. When employees thoroughly understand their roles, they experience greater job satisfaction, which fosters increased motivation and positive behavioral changes. This study aims to examine the effects of training and development on the behavior of employees at the State Bank of India.

Keywords: Employees Behaviour, Productivity, SBI., Training and Development

Introduction

Training and development constitute an essential framework for improving both individual and organizational competencies, knowledge, and attitudes among employees. The main aim of human resource development is to nurture a proficient workforce, thereby enabling both the organization and its personnel to accomplish their respective objectives. A well-trained and developed team represents a significant asset to the company, greatly enhancing their effectiveness in executing their duties. Training promotes a constructive change in employees' perceptions of their work, the organization, their peers, and various methodologies. Studies suggest that when training and development initiatives are customized to address the specific requirements of employees and the organization, they result in modifications in behavior and attitudes, ultimately improving both individual and organizational performance. Training can be defined as follows: Lynton and Pareek characterize training as "well-organized opportunities for participants to acquire necessary understanding and skills," highlighting that its purpose is to achieve enduring enhancements in job performance. Stoner & Freeman assert that "the training of employees contributes directly to the development of human resources within extension organizations," with training programs aimed at sustaining and improving current job performance.

In contrast, development initiatives focus on preparing employees for future roles. Development is described as a process through which learning occurs via experience, leading to improved task skills and attitudes. In contrast to training, which may not address the root causes, development certainly does. It equips individuals with versatile skills and attributes, encouraging a transformation in their thought processes and reasoning abilities.

EVOLUTION OF TRAINING AND DEVELOPMENT SYSTEM IN THE BANKING SECTOR

Prior to nationalization, the training and development of personnel were not prioritized in most banks. The Indian Institute of Bankers was established in 1928 as a professional organization aimed at promoting the study of banking theory. To facilitate this, the institute introduced an examination scheme for bank employees, awarding certificates upon completion. The primary method for staff to gain the necessary knowledge, skills, and attitudes was through preparation for these examinations. While some larger banks implemented their own training and development programs, the general expectation for newly hired employees was to learn through "on-the-job" experience and job rotation. Very few banks had a formalized training and development policy as a distinct area of focus. Initially, training and development functions were part of the personnel department, and the establishment of training centers or colleges was often more of a formality than a genuine commitment. Funding for these initiatives was minimal, often categorized as establishment costs rather than investments in human capital. In most cases, faculty members were assigned on an ad hoc basis, and training centers became repositories for underperforming staff from branches. Quantitative training programs were favored over qualitative and impactful ones. However, over time, bank management recognized the importance of creating more training centers or colleges to enhance systematic training and staff development. At the time of the nationalization of 14 major commercial banks in 1969, the total workforce across all banks was approximately 220,000, with only 15 training colleges available, capable of accommodating around 700 staff members at once. This period marked a significant advancement in training initiative training and development of its employees and as per the national policy on training of employees, the organization has made compulsory for its employees to attend minimum two days training programs in a year, apart from the other regular training and development activities [5].

TRAINING METHODOLOGIES FOLLOWED IN BANKS

Training method is defined as "a systematic procedure or techniques by which a skill is developed in a person, employee of an organization". Combination of different training methodologies play an important role in the effective transfer of training inputs to the actual job situation and also to the effectiveness of the training programmes. Learning is influenced by the trainees who attend the programmes with certain expectations. The training methodology adopted will have an overall bearing on the programmes. It varies from one programme to another depending upon the trainees and the contents of the programme. The first aspect of the training methodology in conducting the programme is micro lab. It is a self contained package of exercises used to prepare the participants to derive benefit from the programme. As seed is a micro some of the tree, microlab is a 'microsom' of the training programme. All that is going to happen in the main programme would be reflected in it.¹³The level of the target group in the hierarchy and the nature of contents inputs determine the methodology

Reviews

Numerous studies have examined the impact of training and development on employee behavior and attitude. Terera and Ngirande (2014)[6] evaluated the effect of exercise on job satisfaction and retention among administrative workers in South Africa's Eastern Cape Province. The quantitative design method was used in this investigation. The data indicate a positive relationship between employee retention and job satisfaction. Employees who are satisfied with their jobs are more likely to stay with the organization. Gollu and Kayi (2014) identified a link between employee motivation and personal development training in the Turkish pharmaceutical business [7]. Responders work for multinational pharmaceutical companies of varying sizes. Their findings reveal a positive relationship between employee motivation and personal development training.

Attitude institutes in the United States. The study seeks to determine the association between training experiences and attitudes. The easy sampling method was utilized in the investigation. According to the survey, after employees receive training, they create positive views. Employees believe that coaching has helped them enhance their job efficiency. The findings show that proper job training is associated with favorable opinions of job proficiency.

Rajendran (2005) [11] examined employees' attitudes toward training and development at Vellore District Cooperative Bank in Tamil Nadu. The findings indicate that training sets the groundwork for growth at the bank. The training has increased their productivity at work. It also helped to preserve positive consumer relationships. Employees also showed a change in behavior after

Objectives of the Study

Based on a review of the literature, the following study objectives have been developed:

1. Evaluate the impact of training and development on employee behavior.

2. Investigating employee perceptions of SBI's training and development activities.

Research Methodology

This section discusses the methodology and data sources utilized to conduct this study and evaluate the Research Objectives. It clearly emphasizes the research design, the nature of the sample, and the size of the sample. Methods of sample selection and research design The research design is a planned and structured study to gain answers to the research objectives. The research problem is to describe the topic matter's applicability, dependency, acceptability, and advantages. The researcher used a careful analysis of acquired data to highlight the current nature of these subject matter features in relation to the study organizations. Thus, the research design that has been used for this research is "Descriptive Research."

Findings

Impact of training and development programmes on behavioural changes

Sl.No	Impact	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree.
1	Increased confidence.	174(58)	107(35.67)	14(4.67)	2(0.66)	3 (1)
2	Improved leadership quality and style.	226(75.34)	63(21)	6 (2)	3 (1)	2(0.66)
3	Improved morale.	219(73)	65(21.67)	9 (3)	4(1.33)	3 (1)
4	Resulted in better analytical ability.	236(78.68)	36(12)	21(7)	5(1.66)	2(0.66)
5	Encouraged creativity.	239(79.68)	38(12.67)	11(3.66)	5(1.66)	7(2.33)
6	Developed pro activeness.	231(77)	48(16)	10(3.34)	6(2)	5(1.66)
7	Helped in team building.	201(67)	77(25.67)	12(4)	6 (2)	4(1.33)
8	Helped to be have carefully with customers.	241(80.34)	39(13)	12(4)	5(1.66)	3 (1)
9	Helped to enjoy work and life.	216(72)	51(17)	18(6)	9 (3)	6 (2)
10	Helped to manage stress and time.	226(75.34)	48(16)	14(4.67)	7(2.33)	5.(1.66)
11	Reduced conflicts with colleagues.	211(70.34)	64(21.34)	8(2.66)	6(2)	11(3.66)
12	Helped to learn continuously.	204(68)	69(23)	16(5.34)	4(1.33)	7(2.33)
13	Prepared to change easily.	202(57.34)	74(24.68)	11(3.66)	5(1.66)	8(2.66)
14	Improved jobsatisfaction	224(74.67)	52(17.34)	13(4.33)	6(2)	5(1.66)

Source: Field study

The results of the table shows the impact of Training and Development Programs on behavioral changes. It shows that the respondents strongly agree that the Training and Development Programs had increased confidence levels, improved leadership quality and style, improved morale, resulted in better analytical ability, encouraged creativity and developed pro-activeness .

The results further show that the Training and Development Programs had a significant impact on behavioral changes of respondents as they had helped in team building, helped to behave carefully with customers , helped to enjoy work and life, helped to manage stress and time, reduced conflicts with colleagues , helped to learn continuously, prepared to change easily and improved job satisfaction.

Impact of training and development programmes on job performance

Sl.No	Impact	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Improved my ability to achieve bank's goals.	149(49.67)	128(42.67)	7(2.33)	10(3.33)	6 (2)
2.	Efficiency in handling issues related to human interactions has been enhanced..	214(71.34)	69(23)	9 (3)	6 (2)	2(0.66)
3.	Improved decision-making skills.	234(78)	47(15.68)	10(3.33)	5(1.66)	4(1.33)
4.	Contributed to fostering a collaborative environment within my team.	237(79)	38(12.68)	14(4.66)	8(2.66)	3 (1)
5.	Facilitated the application of training to the workplace	221(73.68)	51(17)	13(4.33)	10(3.33)	5(1.66)
6.	Increased knowledge of a particular job.	232(77.33)	49(16.34)	10(3.33)	6 (2)	3 (1)
7.	Increased knowledge to achieve specific tasks	215(71.67)	59(19.67)	12(4)	9(3)	5(1.66)
8.	Helped to socialize with the bank	225(75)	61(20.35)	8(2.66)	4(1.33)	2(0.66)
9.	Enhanced my comprehension of my bank and how it operates	219(73)	45(15)	32(10.68)	2(0.66)	2(0.66)
10.	Improved my attitude to work with others	212(70.67)	71(23.67)	10(3.33)	4(1.33)	3 (1)
11.	Resulted in improved productivity	189(63)	86(28.66)	22(7.35)	2(0.66)	1(0.33)
12.	Assisted in removing some of my uncertainties	206(68.67)	68(22.67)	18(6)	6 (2)	2(0.66)

Performance on the Job Has a Much Greater Influence on How Workers Act:

When job performance is a factor, employee behavior changes significantly. According to the findings, there is a strong correlation between work performance and employee behavior. The correlation between employee behavior change and job performance and self-development is vital; that is, the correlation between employee behavior change and job performance and self-development is negative. As a result, predictions of employees' actions are more influenced by their job performance.

Affecting Employee Behavior: How Workers View Training and Development Programs

When predicting employee behavior, perception is one of four independent variables: job performance, self-development, atmosphere for transfer of learning, and perception itself. Here are some recommendations for how SBI staff may act more responsibly based on the study's findings: There needs to be an emphasis on behavioral training. Suppose you want your staff to behave better on the job. In that case, you should provide them regular training on leadership, team building, work-life balance, stress management, job satisfaction, and handling interpersonal conflicts. A more task-specific approach to training and development can do wonders for staff morale and self-assurance. Training is essential so that all employees can reap the benefits regardless of their degree or position. Displays the data showing how the Training and Development Programs affected the respondents' job performance. This survey confirms what many have suspected: that training and development programs have made employees more capable of meeting the bank's objectives, better at handling interpersonal conflicts, more adept at making sound decisions, more likely to work well in teams, better able to apply what they've learned on the job, and more knowledgeable overall about their careers and how to complete individual tasks. In addition, the results demonstrate that the Training and Development Programs enhanced the respondents' socialization

with the bank, understanding of the bank's functions, attitude toward working with others, and productivity. Changes in the behavior of the dependent variable

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