

A Study on “Optimizing effects of Training and Development in SBI with special reference to Bihar”, Patna

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Abstract

In today's competitive global economy ,developing expertise knowledge is an essential to Business accomplishment .Human resource management is the process of selection, retention Training &development of workforce to achieve both individual and organizational objectives .Training and development imbibe the preciseness in employees to perform different types of tasks in a more effective and efficient way using different skills and knowledge with diversified technology .Present study emphasizes comprehensive need of training and development programme and examine the methods and evaluation of training programme which affect employees performance . To achieve this objective primary data was collected with the help of questionnaires to be filled up by hundred employees. The hypothesis in this research paper was construed to be true. The training programme adopted by different branches of SBI Patna in Bihar was taken up in this research paper for reaching the conclusions, hypothesis.

Key words- Training, precision, Effectiveness.

Introduction

The State Bank of India is a public sector Bank and government corporation statutory body. The headquarter of SBI in Mumbai. The state bank of India is ranked as 236th in the fortune global list. It is a largest bank in India with a 23% market share. It has been listed world's biggest corporation of 2019. SBI provides a range of banking products through its network of branches in India and abroad. SBI has 16 regional branches and 57 zonal offices located at important cities throughout India. State bank of India has over 24000 branches and 59,291 ATMs within the country. It has integrated digital banking platform named YONO.SBI is one of the largest service sector with 209,567 employees out of which 23% were female all over India

.State bank of India focused on well trained & experienced people to perform the activities for desirable results. SBI has 60 training institute spread across the country and provide trainings 4200 employees per days. SBI has develop new training system which will re- -skill their 2.60 lakhs employees through customized role based certification programme .SBI has focused on specialization by verticalised their six apex training institutes (ATIS) at Hyderabad, Kolkota, Gurugram & Indore centers into domain specific institutes .Bank also conducting online

competency assessment and feedback programmes for 1,100 top executives. SBI conducting effective training programmes which will give return values in terms of financial productivity , reduced cost , employees productivity , heightened morale, stability & flexibility in the market, adaptive capacity to changing external requirements. Training in SBI is a learning experience which seeks a relatively change in an individual that will improve his/ her ability to perform the job. It is a process of acquisition of knowledge, skill, attitudes, and social behaviour by an employee to perform adquetely a given role or responsibilities in state bank of India.

Objectives of the study

1. The main objectives of the research to focus on depth analysis of the effectiveness of training and development in state bank of India.
2. To examine about changes in the attitude of the employees in SBI.
3. To evaluate the performance of employees after getting the training programme.
4. To suggest some measure for increasing the effectiveness of methods and practices programmes applied in training.

Review of literature

Training refers to enhancement of knowledge and skill among employees in the organization purohit (2012) studied the existing policies & practices in co- operative bank to appraise the level of satisfaction among employees for training & development programmes. It enhances individual & organizational productivity among the employees. The study revealed that training helps employees to gain better understanding in the area of job & enhance their stock of knowledge for extensive & continuous development.

The most commonly used models in training & evaluation is of the four levels evaluation model (Kirkpatrick, 1996). However (Galagan, 2011; Lee Kelley and Blackman, 2012 and Prasad et al, 2016) reported that most of the organizations did not follow the commonly used four levels of models. The evaluation of the training is not only the satisfaction of the trainees in the final examination. (Ritzman et al., 2014; & Prasad et al; 2016). The largely reported effectively measures.

Research Methodology

Research methodology is the process of systematically solution of a research problems. The present research work has adopted various steps for getting the solution of the research problems.

Hypothesis:-

- (1) The training and development programmes adopted by SBI, Patna helps to improve employees performance and productivity.
- (2) The current trends in training and development programme and their evaluation on implementation of an appropriate system to fulfill the need of the organization (SBI).

Research Design

The highly effective research methodologies were used both in Quantitative and Qualitative research. It is necessary to ensure that correct methodology is used for the type of research being conducted.

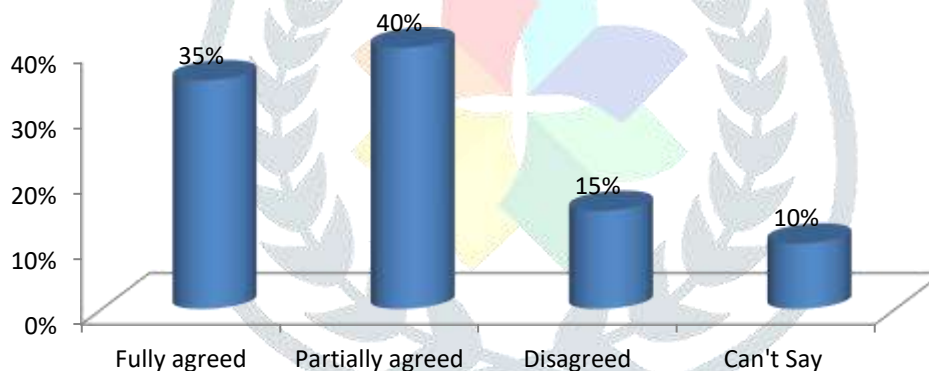
Tools of data collection

The present research paper is descriptive type and based on primary data collected through a well structured questionnaire filled by the bank employees. For this survey the sample size was taken to be 100 and used random sampling from different branches of SBI Patna. The secondary data includes Annual report of SBI, records and house journals of banks, company websites, references book of SBI etc.

Questionnaire Training and Development (SBI)

1. What do you think about standards of training programmes developed by the SBI?

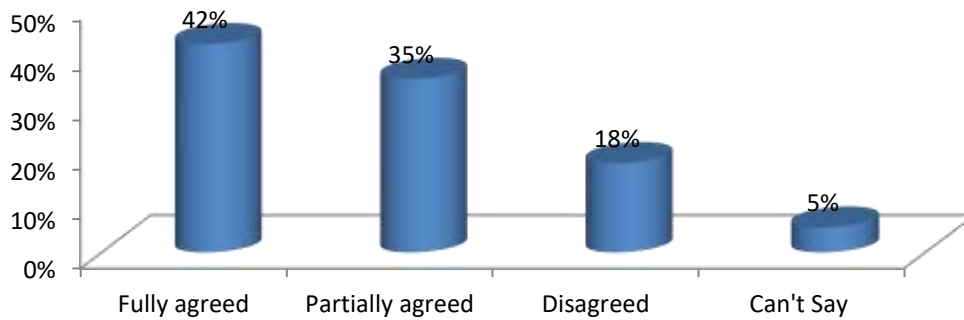
Fully agreed	35%
Partially agreed	40%
Disagreed	15%
Can't Say	10%



In a question about the standards of training programmes carried out by SBI. The 35% respondents trainees reported excellent and 40% very good, 15% good and only 10% reported fair. In majority of the respondents bracketed as excellent or very good which indicated the standardised technique of the training. The small number of response as good or fair could be ignored. May be accused the indifference attitude of the trainees who undergone for trainings.

2. Are the training and development programmes helpful to new entrants in the SBI organisational culture?

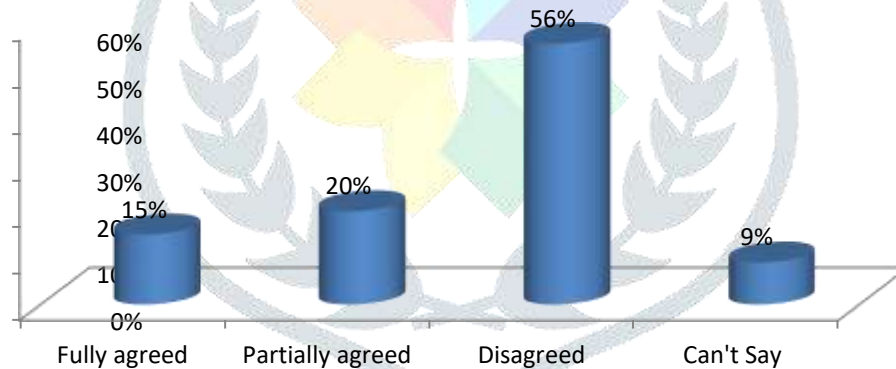
Fully agreed	42%
Partially agreed	35%
Disagreed	18%
Can't Say	5%



In a question of helpfulness of the training programmes to the new entrants of the SBI, the 42% of the trainees reported excellent, 35% very good, 18% good and only 5% fair, from the survey it indicated that the new entrants highly appreciated (excellent or very good) the methodology of training in view of vast organisational culture spread over India and abroad only a few people (23%) could express as good on fair which could be assured as incompetent recruits who could not understand the depth and complications of training curricula.

3. Are the top management closely associated in implementing training programme effectively?

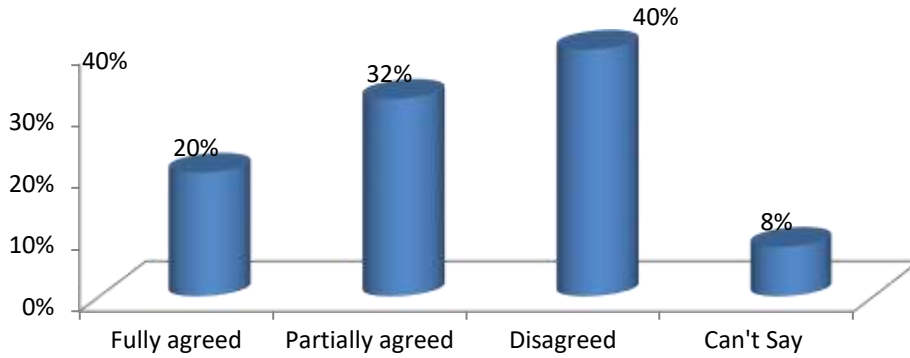
Fully agreed	15%
Partially agreed	20%
Disagreed	56%
Can't Say	09%



The State Bank of India, the largest banking system of the country having global implication and involvement need the training institutions fully effective in various aspects of financial regulation. The top management must be closely associated in making their staff competent to match nationally and internationally. In relation to this context question were asked from the respondents in which 50% of them fully agree, 25% partially and a large number (56%) disagreed which indicated certain shortcomings which the top management must looked into.

4. Whether, he thinks that the unique training programme provide better opportunity for growth and promotion?

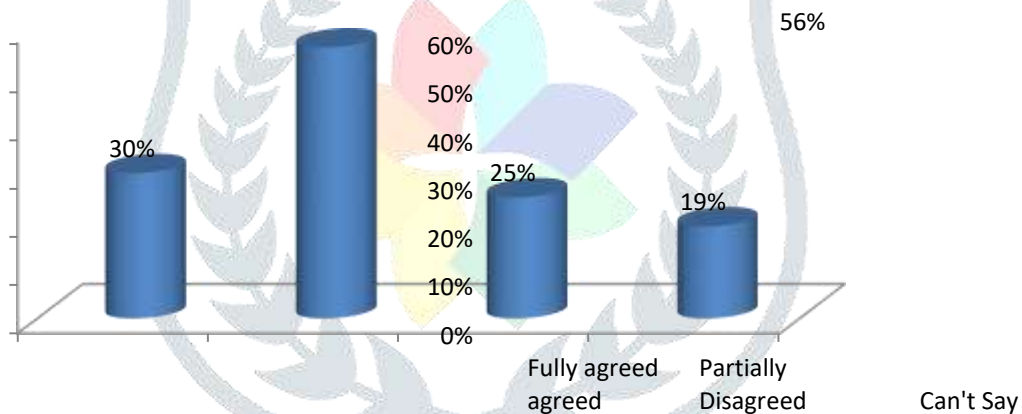
Fully agreed	20%
Partially agreed	32%
Disagreed	40%
Can't Say	08%



In the process of asking whether the training being given provides the better opportunities in growth and promotion though the majority of the respondents fully or partially agreed (Table no. 4) but a sizeable number of them disagrees (40%) which indicated that even having better understanding developed in the training promotion is not granted and that affects their opportunities which acts as disincentives that needs to be looked into by the management at the apex level.

5. Does he feel that the depth of developmental programmes would help to achieve organisational objectives?

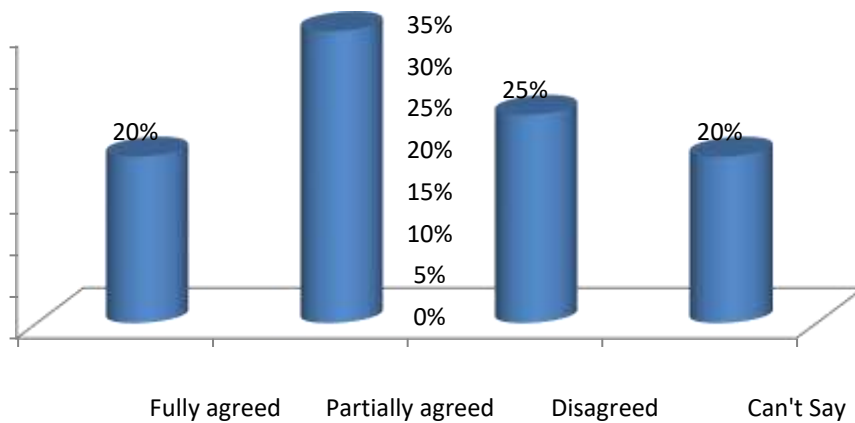
Fully agreed	30%
Partially agreed	56%
Disagreed	25%
Can't Say	19%



In a question on the depth of the development programmes contained in SBI trainings, majority of the respondents agreed but a sizeable part also either disagreed (25%) or could not opened which might be due to their poor academic background or not interested in styles of trainings.

6. Is the knowledge / skill learnt through training useful in your working structures?

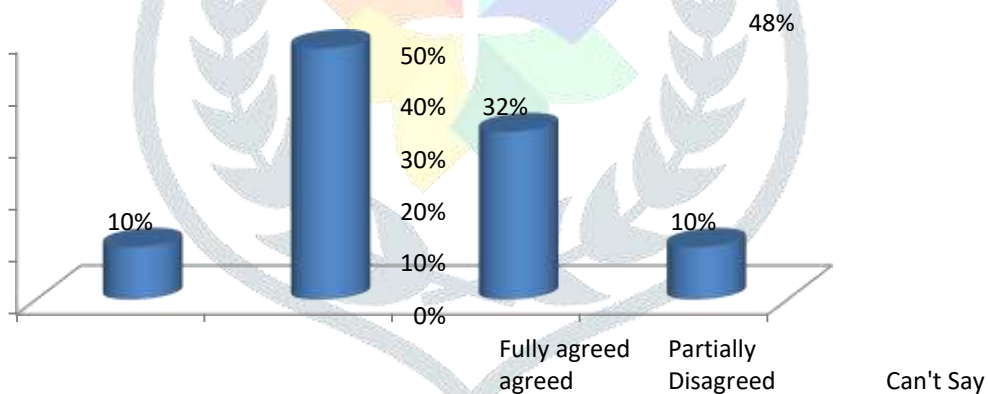
Fully agreed	20%
Partially agreed	35%
Disagreed	25%
Can't Say	20%



Whether the knowledge gained or skilled developed through training was useful in their working structures. Majority of the respondents agreed but also a sizeable number of them either disagreed or ignored the question which might be either due to wrong placement on the desk on failures in acquiring skillfulness through different programmings.

7. Do the trainers imparting training were carefully identified for specific developmental needs?

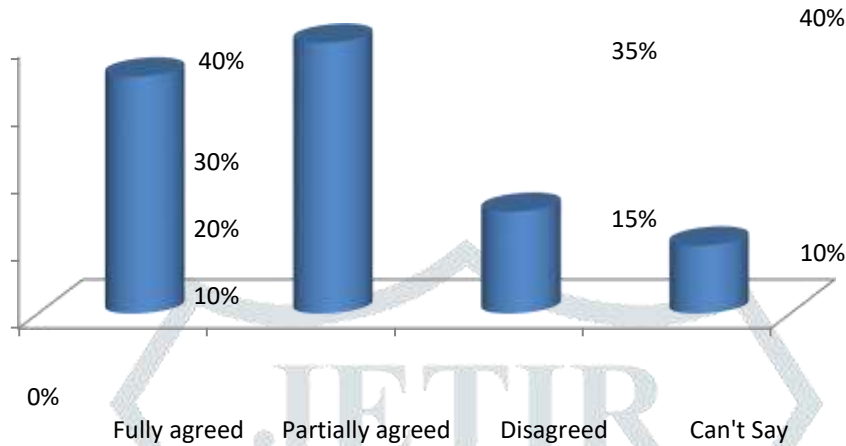
Fully agreed	10%
Partially agreed	48%
Disagreed	32%
Can't Say	10%



In the fast developing info-system trainings are differently classified to meet the faster pace of work which could be fitted into different systems of banking like accounting, service section, taxation section and financial irregularities and tracking of NPA etc. The majority of the respondents agreed with the methodology of trainings and acquiring the skillfulness but a sizeable number of them (32%) disagreed or could not be opened (10%) which might be due to their either incapacibilities of grasping the subject matter or due to misplacement in their postings.

8. Are all the techniques learnt in training programme directly applicable to the jobs?

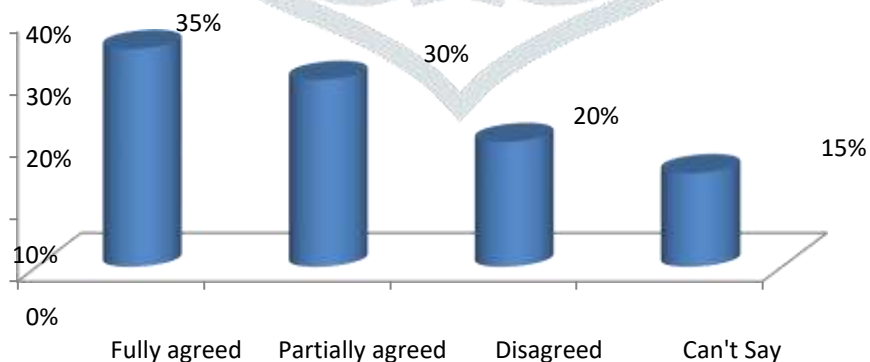
Fully agreed	35%
Partially agreed	40%
Disagreed	15%
Can't Say	10%



In response to the question raised whether all the techniques learnt in the training programme are applicable to their jobs 75% of them agreed fully or partially. However 15% of them disagreed or could not say anything (10%) which might be due to vastness of the training contents and fewer scope of their utilization.

9. Do the extent and quality of training boosts up employees confidence at working place?

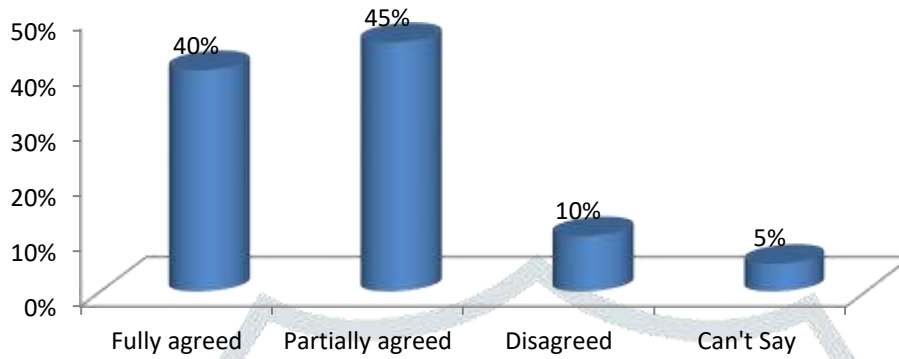
Fully agreed	35%
Partially agreed	30%
Disagreed	20%
Can't Say	15%



In a question of extent and quality of training vis-a-vis employees confidence 61% of the respondents agreed for confidence development but also a sizeable number of them either disagreed or could not say which might be due to their failures in understanding their trainers.

10. Do the top management officials shares their experiences in training of their staffs?

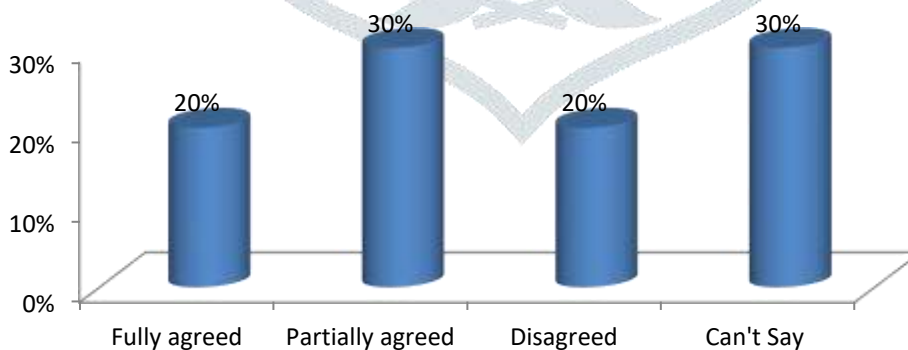
Fully agreed	40%
Partially agreed	45%
Disagreed	10%
Can't Say	05%



The senior officers of the banking organisations have their primary responsibilities for sharing their experiences with their subordinates staffs which facilitates the idea and comprehensions in developing the banks and their assets. In a question on this issue nearly 85% of the respondents partially or fully agreed and only minor number of respondents (15%) either disagreed or could not say anything and this might be due to their stagnant service condition.

11. Do the level of training given through the training programmes match with international needs?

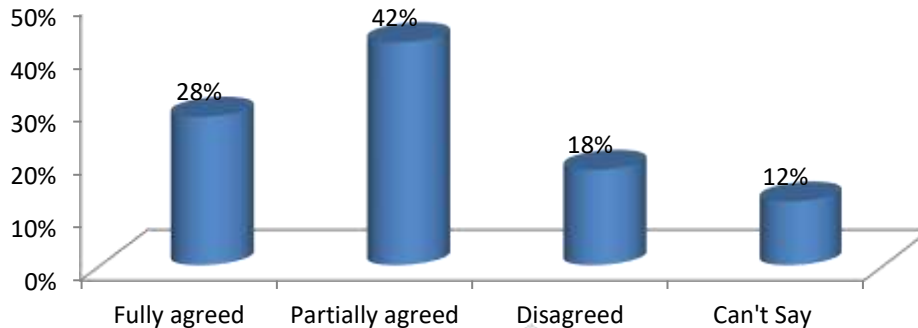
Fully agreed	20%
Partially agreed	30%
Disagreed	20%
Can't Say	30%



The level of training programme must be standardized with the international level as the State Bank widely spread in India or abroad. In a question on this issue hardly 50% of the respondents agreed to have international level but equal number of them either disagreed or could not say anything which exposes the shortcomings in training which also requires national and international tours for grasping the international differences.

12. Are the employees sponsored for training programmes on the basis of carefully identified needs?

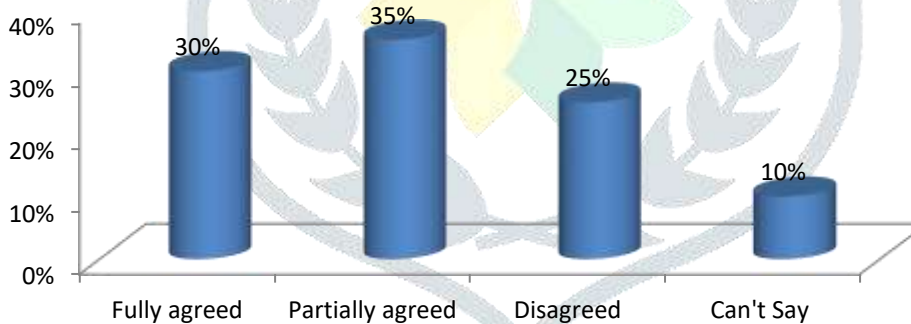
Fully agreed	28%
Partially agreed	42%
Disagreed	18%
Can't Say	12%



The respondents on the issue of careful identification of the employees for particular training had varied answers. Most of them agreed (62%) while large number of people disagreed or did not reply (28%). The reasons might be selection of the respondents on the basis of the reservations on some unidentified personal reasons.

13. Is the selection for training free from biasness?

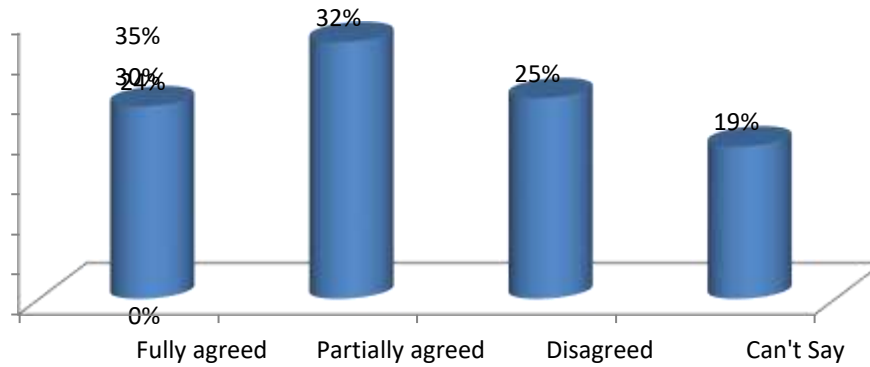
Fully agreed	30%
Partially agreed	35%
Disagreed	25%
Can't Say	10%



In a question of bias free selection for training is difficult to follow. However a majority of the respondents agreed partially or fully about the fairness of the selection but a sizeable number of them (25%) disagreed. This matter needs to be looked into by the management.

14. Do State Bank of India provide requisite training need at the right time for future development of the employees?

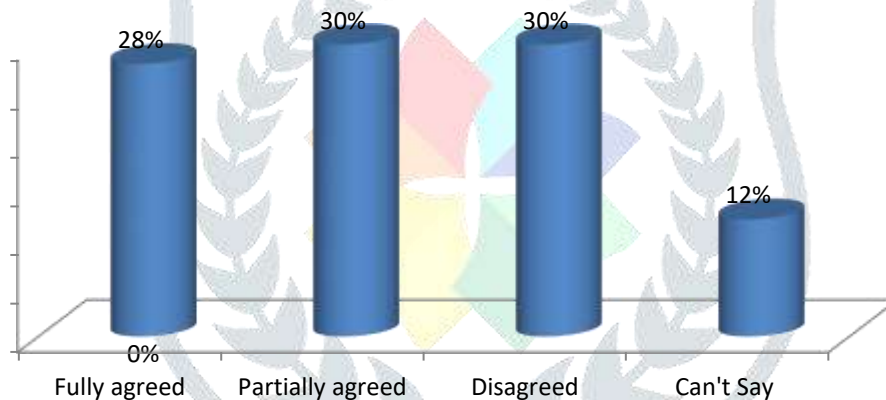
Fully agreed	24%
Partially agreed	32%
Disagreed	25%
Can't Say	19%



The training requirement at the right time of the need of the respondents raises fingers over the management as large number of them (57%) partially agreed or fully disagreed living aside (19%) of them who could not tell anything.

15. Was there faculty for conducting training and development programmes appropriate and suitably qualified?

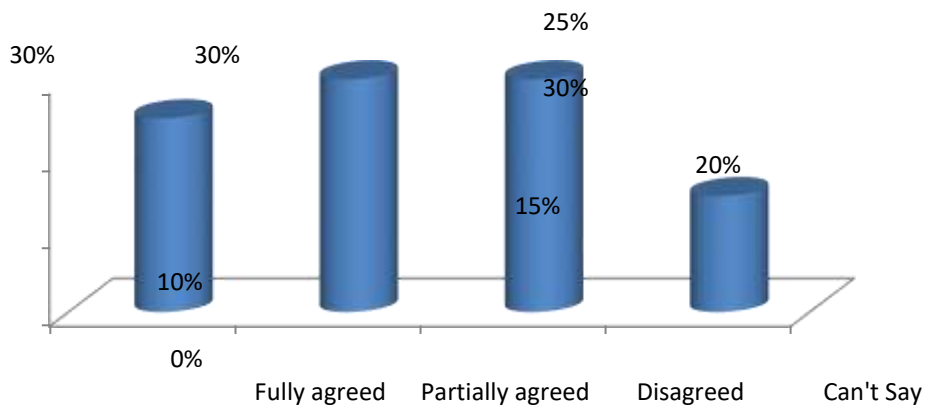
Fully agreed	28%
Partially agreed	30%
Disagreed	30%
Can't Say	12%



In a requirement of adequately and appropriately properly qualified faculties in the training programmes (58%) of the respondents partially or fully agreed but a large chunk of respondents (30%) disagreed and refuse to reply (12%) which obviously indicated that short comings in the training programmes exist which needs to be corrected.

16. Was his organisational training programme evaluated and improved every year?

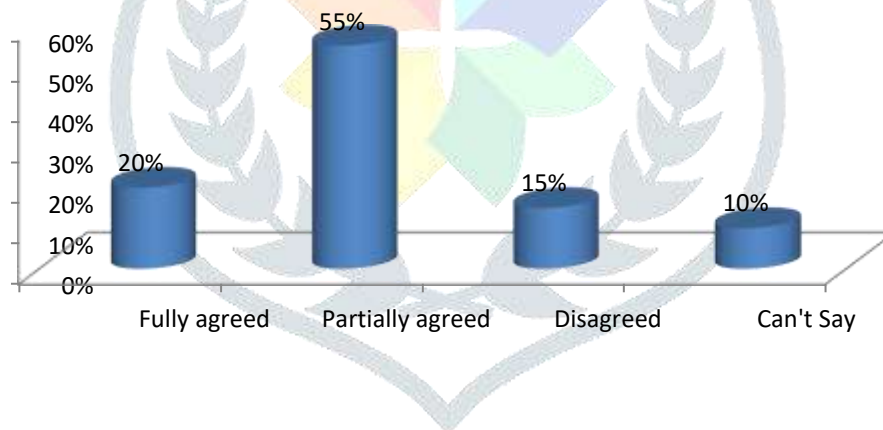
Fully agreed	25%
Partially agreed	30%
Disagreed	30%
Can't Say	15%



On the issue of continuous evaluation year after year is mandatory to match with the rapidly developing scientific and Cyber systems on a question raised on this issue though a majority of the respondents agreed but equal number of them (45%) disagreed on the issue of annual evaluation and improvement.

17. Were the infrastructural facilities capable to hold in for various methods of learning and creative ideas?

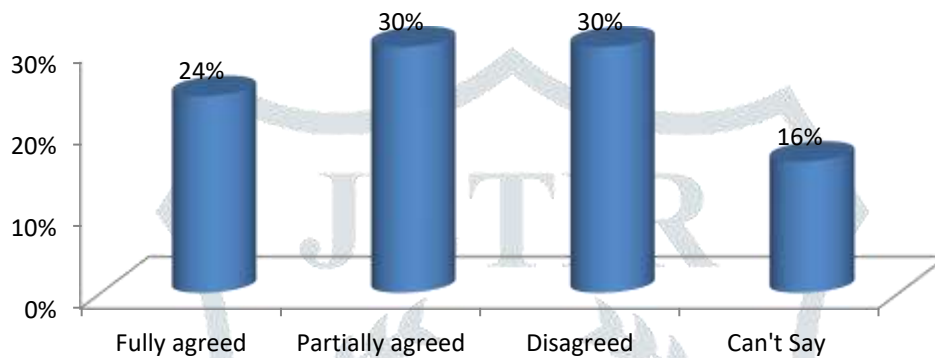
Fully agreed	20%
Partially agreed	55%
Disagreed	15%
Can't Say	10%



The learning and creative ideas comes out of the fully involved and dedicated respondents. In a question on this issue most of the respondents agreed to have better teaching environments enabling them to have creative ideas but a small number of them either disagreed (15%) or refuse to response (10%).

18. Was the incentives provided for better results in training and development programmes?

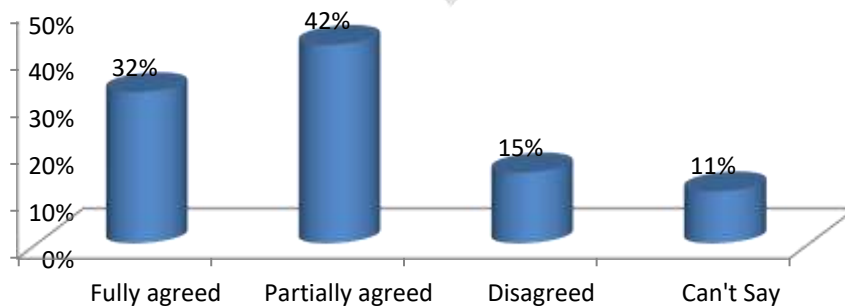
Fully agreed	24%
Partially agreed	30%
Disagreed	30%
Can't Say	16%



The incentives are stimulators and motivators for having a better result in any training programmes. In a question on this issue the respondents were almost divided indicating there upon the incentives are either scanty or bestowed with pick and choose method in all fairness this could be avoided at the managerial level.

19. Was the evaluation of training programmes impartial?

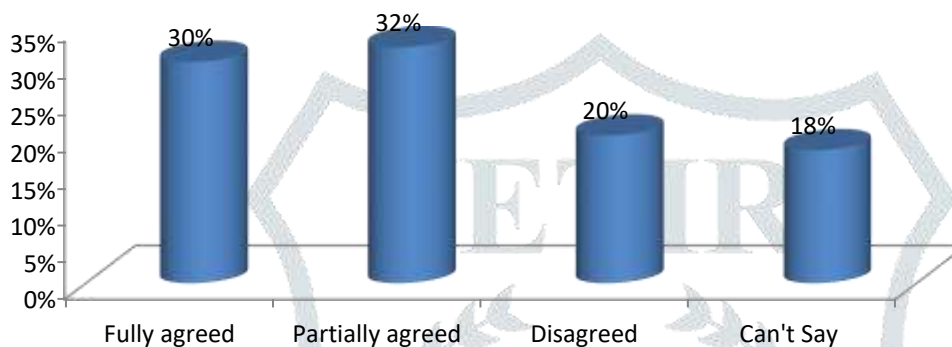
Fully agreed	32%
Partially agreed	42%
Disagreed	15%
Can't Say	11%



The impartiality speaks out volumes by itself from the public mouth. In a question of this issue majority of the respondent agreed fully or partially (74%) but a small number of them also raised some question on disagreed (26%) which indicated that either there was question on the impartiality or everybody cannot be made satisfied.

20. Was training helpful to increase decision making ability?

Fully agreed	30%
Partially agreed	32%
Disagreed	20%
Can't Say	18%



The decision making ability comes out of the inherent capacity and through the proper training. In a question raise above majority of the respondents agreed partially or fully whereas fairly large number of them either either disagreed or could not opened. That reflects not only in the capacity building training but also about the selection of respondents.

Conclusion and Recommendations

1. The training programmes of the SBI is contained with global outline.
2. The new entrants are largely likely to be benefitted from the standards of the training.
3. The top management personnels appears to be actively involve imparting the sufficient and efficient trainings to the trainees but the involvement of the trainees will be more effective, if they get better promotional and financial opportunities.
4. From the questionnaires, it appears the ever expanding scientific knowledge and information technology should be more comprehensive for better confidence and decision making process.
5. The persons undergone for specific trainings should be suitably placed and promoted in their service carrier.
6. The trainers of the training programme must have squareknowledge and especially trained for abroad in imparting the trainings for intercontinental banking systems.
7. The selection of the trainees could be more impartial and from the smaller groups of the employees as they are more adaptive to the new ideas and philosophy of

the banking system.

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