

**EFFECTIVENESS OF TRAINING PROGRAMMES GIVEN TO BANK
EMPLOYEES IN KANNIAKUMARI DISTRICT- AN ANALYSIS**

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Abstract

Training is the process to gain new knowledge and skill for handing tools without mistake and wastage. Banking training research often considers the provision of training at individual level with staff/employee education and training receiving attention over management training and development. The implementations of the training programmes at the banks usually expect high effectiveness on the part of the trainees and organization. Then only the validity of the training programmes will be justified. The paper focus, an attempt has been made to measure the effectiveness of the training programmes at their banks. One of the important methods to evaluate the effectiveness of training programmes is the trainees' attitude towards the effectiveness of training programmes. The main objective of the study is to measure the various effectiveness of the training programmes given to bank employees in kanniyakumari district. The determined sample size of employees in private sector banks is 152 respondents. The determined sample size of employees in public sector banks is 366 respondents. "T" test and One way analysis would be used to analysis the data and derived the results. The effectiveness of training programmes are measured with the help of seven significant variables namely leaning capability, knowledge acquisition, organizational commitment , performance, personal ability, skill development and attitude development. The highly viewed the effectiveness of training programmes among the employees in public sector banks are personal ability and skill development. The highly viewed the effects of training programmes among the employees in private sector banks are performance and skill

development. Regarding the views the significant difference among the private sector banks and public sector banks have been noticed in case of learning capability, knowledge acquisition, organizational commitment, performance, skill development and attitude development.

Key words: Effectiveness of Training Programmes, Personal Ability, Skill Development, Performance, Knowledge Acquisition.

Introduction

Training is the process to gain new knowledge and skill for handling tools without mistake and wastage. Banking training research often considers the provision of training at individual level with staff/employee education and training receiving attention over management training and development. The banking training researchers should focus on management training and education, as it is an area that is critical for firm success, but receives no special attention. Therefore, this study considers management training at the firm level. However, in contrast to other firm level studies, this study does not take the amount of time or money spent on training as measures for training commitment. Reflecting the need to identify actual patterns of behaviour, we use the number and type of practical interventions undertaken by a firm as indicators for training investment. The implementations of the training programmes at the banks usually expect high effectiveness on the part of the trainees and organization. Then only the validity of the training programmes will be justified. The paper focus, an attempt has been made to measure the effectiveness of the training programmes at their banks. One of the important methods to evaluate the effectiveness of training programmes is the trainees' attitude towards the effectiveness of training programmes. Even though there are so many effectiveness of the training programmes, the study confines to learning capability, knowledge acquisition, organizational commitment, performance, personal ability, skill development and attitude development.

Statement of the problem

Training and learning will take place, especially through informal work groups, whether an organization has a coordinated effort or not-because employees learn from other employees. But without a well-designed, systematic approach to training, what is learned may not be what is best for the organization. Training is useful in a business environment. When this method of training used, participants asked to sort through data provided in the

case to identify the principal issues and then propose solutions to these issues. The learning objectives of the trainees must know the concepts and principles and discover new ones.

Objective of the study

The main objective of the study is to measure the various effectiveness of the training programmes given to bank employees in kanniyakumari district.

Methodology

The determined sample size of employees in private sector is equally distributed to the total of 76 private sector banks together 152 respondents inKanniyakumari district. The sample procedure has been followed to distribute the sampled employees of 366 respondents in 183 public sector bank branches in the district. The selected sample in the present study is identified with the help of respective branch manager. Hence, the applied sampling procedure of the study is snow ball sampling.

Tools of analysis

'T' Test

The 't' test has been used to analyze the significant difference between the employees in private sector banks and public sector banks regarding their views on so many aspects related to the training programmes.

One way Analysis

The one way ANOVA has been applied to find out the significant association between the profile of employees and their views on various aspects related to the training programmes.

Review of literature

Bedingham (2003) found that the effectiveness of training is the primary motive for training. The methods used to measure effectiveness include 360 degree feedback and contract for changes, for quantifying the expected outcomes after training programmes completed.

Ibrahim (2003) checked whether demographic variables have any role in influencing the effectiveness of the training programmes. The measures used to explain the effectiveness of the training programmes are skills and knowledge gained trainee reactions to the training course, perceived usefulness of the training course and trainee efforts to gain skills and knowledge.

Limitations of the study

The significant limitations are:

- The scope of the study is confined to employees working in private and public sector banks in Kanyakumari district.
- Only eight types of Training programmes have been included for the study.
- The effectiveness of the training programmes are measured fewer than seven dimensions namely learning capabilities, knowledge acquisition, organizational commitment, performance, personal ability, skill development and attitude development.

Effectiveness of TPs (Employees' view)

The effects of the training programmes among the employees have been discussed by seven dimension namely learning capability, knowledge acquisition, organizational commitment, performance, personal ability, skill development and attitude development. The levels of views on the various effects of the TPs have been measured by the mean score of the variables in various effectiveness. The mean scores of each effectiveness of the training programmes among the employees in private sector banks and public sector banks have been measured separately and presented in Table.

Employees' Views on Various Effectiveness of TP

Sl.No.	Various Effectiveness of TP	Mean Score in		't' statistics
		PRSBs	PUSBs	
1.	Learning capability	3.6626	2.9464	2.7881*
2.	Knowledge acquisition	3.0265	3.6517	2.6868*
3.	Organizational commitment	2.9168	3.7244	3.2919*

4.	Performance	3.0965	3.8031	2.8917*
5.	Personal ability	3.3446	3.5318	0.4997
6.	Skill development	3.1229	3.7633	2.5919*
7.	Attitude Development	3.6156	2.9396	2.7442*

* Significant at five per cent level.

The highly viewed effects of the training programmes among the employees in public sector banks are personal ability and skill development since their respective mean scores are 3.3446 and 3.1229. Among the employees in private sector banks, these are performance and skill development since their mean scores are 3.8031 and 3.7633 respectively. Regarding the views on the various effects, the significant differences among the private sector banks and public sector banks have been noticed in the case of learning capability, knowledge acquisition, organizational commitment, performance, skill development and attitude development since their respective 't' statistics are significant at five per cent level.

Association between the Profile of bank Employees and their Views on Effectiveness of Training programmes

The profile of the bank employees and their views on the various effects of Training programmes has been measured with the help of One-way Analysis of Variance. The included profile variables are fourteen profile variables. The result of One-way Analysis of Variance is shown in Table.

Association between Profile of bank Employees and their Views on Various Effectiveness of TPs

Sl. No.	Profile Variables	F-statistics						
		Learning Capability	Knowledge Acquisition	Organizational Commitment	Performance	Personal Ability	Skill Development	Attitude Development
1.	Designation	2.9863*	2.5042	2.1108	2.2011	2.3509	2.7617*	2.8781*
2.	Age	2.6684*	2.2107	2.4939*	2.5399*	2.1044	1.8069	2.4682*
3.	Level of education	2.4545*	2.8169*	2.8687*	2.1029	1.9297	2.5667*	2.1023
4.	Marital status	3.0821	3.1046	3.3094	3.3502	3.6042	3.6183	2.2889
5.	Nativity	2.4509	2.6698	2.9021	2.0246	2.1088	1.9094	2.0446

6.	Occupational background	2.3894*	2.6867*	1.7845	2.1059	2.0251	2.5089*	2.0887
7.	Years of experience	2.0277	2.5889*	1.9037	2.0144	1.8399	2.8741*	2.6449*
8.	Number of departments worked	2.0294	2.8319*	2.8062*	2.1086	2.4887	2.8984*	2.2039
9.	Family size	2.2011	2.3901	2.5029	2.7991*	2.8332*	2.7887*	2.2991
10.	Personal income	2.6692*	2.1144	2.5244*	2.5944*	2.5117*	2.8828*	2.9847*
11.	Number of earning members per family	2.5041	2.0265	2.3068	2.0256	2.2844	2.8388*	2.8984*
12.	Family income	2.4917*	2.7644*	2.5989*	2.8173*	2.8922*	2.6917*	2.6785*
13.	Total number of training programmes attended	3.0141*	2.9833*	2.8699*	2.2088	2.0199	2.4911	2.2541

***Significant at five per cent level**

Regarding their views on the learning capability, the significantly associating profile variables are designation, age, level of education, occupational background, personal income, family income and total number of training programmes attended since their respective 'F' statistics are significant at five per cent level. The significantly associating profile variables with the view on knowledge acquisition among the employees are occupational background, years of experience, number of department, worked, family income and total number of training programmes attended.

The significantly associating profile variables with the view on organizational commitment among the employees are age, level of education, number of companies worked, number of departments worked, personal income, family income and total number training programmes attended whereas in the case of performance, these profile variables are age, number of companies worked, family size, personal income and family income. In the case of personal ability, the significantly associating profile variables are number of company's worked, family size, personal income and family income.

Regarding the views on skill development, the significant significantly associating profile variables are designation, level of education, occupational background, years of experience, number of companies and departments worked, family size personal income, number earning members per family and family income whereas in the case of attitude

development, the significantly associating profile variables are designation, age, years of experience, personal income, number of earning members per family and family income since their respective 'F' statistics are significant at five per cent level.

Conclusion

The increasing in the learning capability due to training programmes is identified as higher among the employees in private sector banks compared to the employees in public sector banks. The level of view on the knowledge acquisition due to the training programmes is higher among the employees in private sector banks compared to employees in public sector banks. The level of view on organizational commitment is identified as higher among the employees in private sector banks compared to employees in public sector banks. The level of performance due to the training programmes are identified as higher in private sector banks compared to public sector banks. The significant difference among the employees in private sector banks and public sector banks have been noticed regarding their view on five variables in personal ability. In total the personal ability due to training programmes is identified as higher in private sector banks compared to public sector banks. Regarding the view on the variables in skill development, the significant difference among the employees in private sector banks and public sector has been identified in the case of all the seven variables in skill development. In total, the level of skill development due to the training programmes has been identified as higher in private sector banks than in public sector banks.

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