

Employee Perception towards Effective Training Program: A Study on Some Selective Private Commercial Banks

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Abstract

In an era of uncertain and highly competitive business environments business leaders believe that the level of knowledge and skill of the existing human capital are more strategically critical than ever before. The sustainability of a business is highly dependent on the process of how the workforce is informed and trained with state-of-the-art knowledge, skills and how their attitudes are being groomed in order to maintain sensitivity towards the environmental changes. In this research it has been alleged that Private Commercial Banks (PCBs) in Bangladesh are not out of the frame of this scenario. The role of PCBs is critically appraised in the economic development and trade proliferation. The aim of this paper is to unearth how the existing training and management development program is perceived by employees. In this research, employees from five (5) selective banks in the private sector out of 47 scheduled commercial banks in Bangladesh have been chosen based on convenience as a sample. Five point likert scales have been designed to assess agreeableness and hypotheses have been formulated as well as a Z-test used in order to grab sample populations' valid judgment towards the management development program of the PCBs in Bangladesh. This research has found that even if banks arrange an adequate number of training programs and allocate time for the purpose of updated Knowledge, Skills and Attitude (KSA), the majority of the respondents believe that they are failing to contribute due return to their organisation due to faulty training and management development systems.

Key Words: private commercial Banks (PCBs), Training and Management Development program, Knowledge, Skills and Attitude (KSA), effective training, employees' perception

1. Introduction:

The level of knowledge and skills of the existing manpower and their level of commitment towards achieving corporate goals is the measure of critical distinctive competence of a firm. According to Thang (2009) human resource capital is a basic source to achieve competitive advantage. Human capital is neither duplicated nor bought in the market. Training can provide abilities, knowledge and skills that enhance individual performance and it ultimately leads towards organisational performance.

Prominent business leaders acknowledge that human resources are to be more carefully nurtured than ever before, just as with any other capital resources of a firm. Senyucel's (2009) sees HRM as a combination of people-centered management practices that recognise employees as assets and are geared towards creating and maintaining a skilful and committed workforce for achieving organisational goals. Contemporary progressive business philosophy advises that the expenditure of the employees' salary sheet should be considered an investment rather than a cost. From that point of view the rate of employee turnover is a good indicator of sustained business growth. Inadequate training policy may frustrate employees from meeting job expectations and encourage them to look for alternatives that foster employee development and success. According to the American Society for Training and Development, (ASTD) "41% of employees at companies with inadequate training programs plan to leave within a year, versus 12% of employees at companies who provide excellent training and professional development programs."

<http://go.verifirst.com/blog/bid/243036/Top-5-Ways-to-Reduce-Employee-Turnover-Rates>

(ADB concept paper 2011) revealed that Bangladesh has been experiencing 6% GDP growth over the last five years. Despite this growth in the economy it faces a tremendous challenge of creating new jobs in the labour market in which 36% of the labour force engages in a service sector that contributes 53% of the GDP. Financial institutions such as private sector commercial banks come under this category. There are four categories of scheduled commercial banks: state-owned commercial banks (SCBs), state-owned development financial institutions (DFIs), private commercial banks (PCBs) and foreign commercial banks (FCBs). Out of 48 commercial banks (30 PCBs) banks are in the list as per the Bangladesh Bank annual report 2010-2011. There are

a few more PCBs in the process of approval from Bangladesh Bank (BB). As per BB annual report (2010-2011) statistics there is a total of 2828 branches in the year of 2010 having total assets Tk. 2854.6 billion and deposits Tk.2266.5 billion in comparison to 4 SCBs that have total assets Tk. 1384.3 billion and deposits Tk. 1044.9 billion respectively. One of the major contributions of these banks is to bring foreign remittance (into the country that adds about 10% of the GDP. As per Bangladesh Bureau of Statistics (BBS) monetary intermediation (banks) contributions in the GDP are 8.9%, 9.0%, 11.6% and 8.8% respectively for the Financial Years 2008 to 2011. Capital to risk weighted assets ratio for the PCBs are 10.1% in comparison to 8.9% in SCBs in year 2010, (non-performing loans) NPLs to total loans ratios in the PCBs is 3.2% in comparison to 15.7% in SCBs in the year 2010. Though it is difficult to measure management efficiency based on monetary indicators of a bank, the most acceptable instrument is expenditure-income (EI) ratio which is 67.6% in the year 2010 considered expensive in comparison to FCBs' (foreign commercial banks operating in Bangladesh) 64.7%. Most widely used indicators of measuring profitability ratio is return on assets (ROA) for PCBs is 2.1% which is supplemented by return on equity (ROE) for PCBs is 20.9% in comparison to SCBs is 1.1% and 18.4% respectively. The banking sector employs a significant number of employees - more than 110,000 people (Ahmad & Khanal, 2007). Thus, private commercial banks (PCBs) in Bangladesh have a promising role in the economic development as well as creating a worthy scope for employment.

Considering the significant role of the PCBs in the economy as well as maintaining its operational efficiency, an effective employee training program is inevitable. Failure or under-performance of an individual bank may create a serious disorder in the economy. PCBs operational performances are comparatively better than that of the SCBs, but still there is plenty of scope for further development. It is also observable that PCBs' management performances are far behind that of the foreign commercial banks (FCBs). High administrative and overhead costs are attributable to inefficient decisions.

In this research, it has been believed that training programs with adequately designed objectives would be helpful in addressing the knowledge gap, skills deficiency and misleading attitudes. Inadequate communication may result in prospective trainees having less enthusiasm or even a negative approach to the program. It has also been considered that trainers' depth of knowledge has a serious impact on effective training. In order to update employees' knowledge and skills, it is also a serious concern for business whether training is being organised in a timely manner or not. Researchers were concerned whether the knowledge, skills and attitude that have been learned from the training programs were transferable to the job or not. Because, the scope of this transfer will eventually contribute to employee frustration and thus could play a role in increasing employee turnover.

2. Objective of the Study:

The objective of this research is to grasp the entry and mid-level employees' perception towards training and management development programs undertaken by some selective PCBs of Bangladesh. In addition, there are specific objectives also considered in this research.

- To explore the present scenario of the training and development program arranged by Private Commercial Banks (PCBs) of Bangladesh for the purpose of knowledge and skills development and change of attitudes.
- To find the flaws in the existing training and management development program in order to recommend remedial action on that basis to make programs more responsive to the changing needs of business and economy.

3. Literature Review:

Ahmad and Bakar (2003) suggest that employees who recognise the benefits of training tend to be more committed and so be more willing to participate in an organisation's training activities. Barrett & O'Connell (2001) emphasised the importance of effective training for organisational success. They realised the importance of employees training in the workplace as training gives the impression of care and importance of employees, so they will be loyal to the organisation. Organisations that invest in training give the feeling of values and employees will be less interested in quitting. Existing research suggests that training and development provision is taken as a sign by employees that their organisation wishes to enter into a social exchange with them. This creates a strong psychological bond between them and their employer (Garrow, 2004). Earlier research shows that perceptions of training are related to participation in training. That indicates training is available and the organisation supports training. It helps in career advancement within the organisation (Tharenou, Organisational, Job, and Personal Predictors of Employee Participation in Training and Development, 1997). Perceived access of training is defined by Bartlett (2001) in two terms: first, employees feel free to obtain training opportunities which enhance awareness, skills and abilities needed for the existing job. Second, there are less organisational barriers for employees to

participate in training. Another study conducted in Chinese context also proved that effective and continuous commitment is highly correlated to perceived availability of training. According to the study, training can be used as a tool to enhance commitment that ultimately reduces employee turnover (Newman, Thanacoody, & Hui, 2011). Some research findings show a correlation between perceived supervisor support for training and training effectiveness. Perceived supervisor support leads towards perceived organisational support and this relationship will be influenced by the status of supervisor in the organisation. They also suggest that supervisor support eventually contributes to employee retention (Eisenberger & et al, 2002). A research conducted in USA shows that it was expected that perceived organisational support (POS) for women's advancement would be negatively related to employee turnover intentions (Jawahar & Hemmasi, 2006). If this support can be offered through training, then job satisfaction would be an obvious result. Another study examined the relationship between employee attitudes and commitment. They found stronger positive correlation between perceived supervisor support for training and organisational commitment (Bartlett, 2001). For individuals, potential short-term benefits of successful training and development activities include being able to perform current tasks well, acquiring new knowledge and skills to use on the job immediately, increasing motivation and stimulation, commanding a higher salary, and enjoying other incentives such as greater promotion opportunities (Buckley and Caple, 1990; Sibthorpe, 1994; Cascio, 1994). Training programs help the employee to prepare him for the job. The success of training programs depends on the perception of the employee. If he finds the training program enables him to perform his task effectively then he will try to get maximum knowledge from that program. Whatever knowledge and skills he acquires he will try to use it in his job. So these will help the employee in getting promotions and other short term benefits.

Al-Emadi and Marquardt (2007) examined the perceptions of senior staff in the Qatari petrochemical industry on the perceived benefits of training participation and its impact on organisational commitment. They found a positive relationship between perceived training benefits and both effective and continuous commitment. Oguntimehin (2005) emphasized the usefulness of training in the organisation. He identified the functions of training as follows: increases productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhances the use of tools and machinery, reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management etc. The primary goal of many employee development programs is to communicate the vision of the organisation, help workers understand the corporate values and culture, and show employees at every level how they can help the company succeed (Gerbman, 2006). Some companies have found that new employee orientation is a key to success, so they are spreading it out over several months so that employees understand the company, its products, its culture, its policies, and its competition (Kleiman, 2002). There are also companies that require a certain number of training hours for every employee at every level of the organisation so that everyone knows their role in carrying out the corporate mission (Wilson, 2005). A truly effective employee development program should include learning, career planning, goal setting, and evaluation. These areas will help the program benefit the employees who utilise it and the organisation that provides it. Without them, the employee development reverts back to being simply training (Petrecca 2000).

According to Dobbs (2003), knowledge is capital for both the individual worker and the company. Organisations and individuals should value knowledge as they do money, because in today's market they go hand in hand. Some organisations fear that career planning will communicate to employees that their jobs are at risk, but it can be framed differently to communicate that they are willing to invest in helping employees reach their potential (Moses, 2000). This fear can be removed if the training helps to create an optimal career plan for the employee. Logan (2004) suggests that the purpose of career planning as part of an employee development program is not only to help employees feel like their employers are investing in them, but also help people manage the many aspects of their lives and deal with the fact that there is not a clear promotion track. Cunniff (2005) affirms that employers can no longer promise job security, but they can help people maintain the skills they need to remain viable in the job market.

The advancement of technology has created high wages for some employees and strong profits for some companies, but it has also changed the employment scene. Blue – collar jobs had consistent requirements for many years, but with the advent of evermore sophisticated technology and IT there had to be an inevitable shift to requiring an understanding of computers and automated systems. According to Rosenwald (2006), a recruiter for Management Recruiters of Boston, the primary reason people change jobs is to seek out new challenges and opportunities for development. In this regard Callahan (2000) proposes that companies must create an environment that is supportive of their learning and growth, and not just a place where they do their jobs. Zenger, Ulrich, and Smallwood (2004) think that employee development programs cannot exist without a culture that supports employees. Any effective program must have strong support from people in senior management positions, and these people must also serve as positive role models to subordinates. Kayode (2001) identified some problems

concerned with the skill development of employees and he suggested that organisations must take effective remedies for ensuring productivity, quality of work, proper use of tools and techniques, competitive and changed policies or regulations, maximum level of performance of employees, continuity of leadership, and survival and growth of the organisation, etc.

Many corporations are reluctant to invest in the training process as they fear it will not be cost effective. Companies are aware that finding and training employees can be a daunting task. Many companies today worry about the amount of money spent on training and the time it takes away from the workday and the cost benefit. For a training program to be truly effective, reliable and effective training strategies and goals must be in place (Borck, 2001).

4. Methodology:

Both descriptive and empirical study have been conducted to identify different dimensions of training and development programs of the banks, such as number of programs provided, types of training methods, length of program, training place and layout, skill and knowledge of trainers, statement of training objective and content to the trainees, application of learning from training to the work place. This study is based on both primary and secondary data and the research covers the entry- and mid-level executives from different branches of the PCBs in Dhaka city. The primary data was collected through a structured questionnaire emphasising the purpose of the study. In the questionnaire, the 5 point Likert Scale was used to measure agreeableness of the employees where Strongly agree (SA), Agree(A), Neutral(N), Disagree (D) and Strongly Disagree(SD) denotes the value – 5, 4, 3, 2, 1 respectively. SA, A, N, D and SD also indicate 0% -20%, 21% - 40%, 41% - 60%, 61% - 80%, 81% - 100% respectively to measure the satisfaction level of employees. Five (5) PCBs – Al-Arafa Islamic Bank Ltd., National Bank Ltd., Dutch-Bangla Bank Ltd., Prime Bank Ltd., and Uttara Bank Ltd were selected. In this study, 100 entry- and mid- level officers from selective PCBs' branches have been selected based on convenience. Duration of this study was twenty (20) working days and five (5) respondents were carefully contacted and interviewed face to face in each day in order to collect their opinion. Secondary data were collected from internet, articles from different journals, training manuals, annual report of Bangladesh Bank (BB), Bangladesh Bureau of Statistics (BBS), etc. Generated data from the survey were processed with the help of SPSS and MS-Excel and designed hypotheses were tested with the help of Z test.

5. Hypothesis Formulation:

Hypothesis 1:

At 95% confidence level

H₀: Banks arrange adequate number of training programs for employees.

H₁: Banks don't arrange adequate number of training programs for employees.

Hypothesis 2:

At 95% confidence level

H₀: Training objective and content are adequately explained much ahead of the training program.

H₁: Training objective and content are not adequately explained much ahead of the training program.

Hypothesis 3:

At 95% confidence level

H₀: Training materials and resources are resource worthy for better learning.

H₁: Training materials and resources are not resource worthy for better learning.

Hypothesis 4:

At 95% confidence level

H₀: Varied training methods are available for necessary learning.

H₁: Varied training methods are not available for necessary learning.

Hypothesis 5:

At 95% confidence level

H₀: Period of the training programs is suitable for learning.

H₁: Period of the training programs is not suitable for learning.

Hypothesis 6:

At 95% confidence level

H₀: Layout and physical environment of the training location are suitable for better learning.

H₁: Layout and physical environment of the training location are not suitable for better learning.

Hypothesis 7:

At 95% confidence level

H₀: Training instructors have sufficient skill and knowledge about the contents of the training programs.

H₁: Training instructors do not have sufficient skill and knowledge about the contents of the training programs.

Hypothesis 8:

At 95% confidence level

H₀: Employees can transfer their learning from the training program into the work place.

H₁: Employees cannot transfer their learning from training program into the work place.

6. Analysis and Findings:

The banking sector of Bangladesh provides different types of training and development programs for development of professional skills of employees. Generally, banks arrange on- the-job training, job rotation, coaching or understudy approach, action learning, Fitch training, etc. From the analysis, the weighted averages of all variables have been calculated separately. From the mean, the variables acceptability on the basis of training standard have been found and with hypothesis testing it can be easily understood the acceptability of training variables by the employees.

1. Banks arrange adequate number of training programs for the employees

Bank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	27	25	18	20	10	100
Point	5	4	3	2	1	
Outcome	135	100	54	40	10	339

Outcome = Frequency (Survey Figure) × Point Assigned

Weighted Average = Total Outcome/Sample Size = 339/100= 3.39

In the above findings, it has been found that out of 100 respondents 27 respondents strongly agreed and 10 strongly disagreed about the adequate training programs for employees. The weighted average value is 3.39 which is lower than optimum level 3.50. So the bank needs to arrange an adequate number of training program for employees taking into consideration the level of knowledge and skill of each employee.

2. Training objective and content is adequately explained much ahead of the training program

Bank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	32	25	30	10	03	100
Point	5	4	3	2	1	
Outcome	160	100	90	20	03	373

Outcome = Frequency (Survey Figure) × Point Assigned

Weighted Average = Total Outcome/Sample Size = 373/100= 3.73

The interview with the bank employees revealed that out of 100 respondents, 32 strongly agreed about the clarification of the training objective and content. The weighted average value is 3.73, which is satisfactory.

Training materials and resources are resource worthy for better learning

Bank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	33	21	23	17	06	100
Point	5	4	3	2	1	
Outcome	165	84	69	34	06	358

Outcome = Frequency (Survey Figure) × Point Assigned

Weighted Average = Total Outcome/Sample Size = 358/100= 3.58

The respondents were asked whether the bank provides resource worthy materials, tools and techniques for training programs, 33 respondents gave strongly agreed opinion with weighted average value 3.58 which is to some extent higher than the expected level. Though respondents are satisfied about the materials, tools and techniques of training programs, the bank should give more priority to providing highly outstanding materials for training programs.

3. Varied training methods are available for necessary learning

Bank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	28	34	19	11	08	100
Point	5	4	3	2	1	
Outcome	140	136	57	22	08	363

Outcome = Frequency (Survey Figure) × Point Assigned

Weighted Average = Total Outcome/Sample Size = 363/100= 3.63

From the analysis it is noted that 28 respondents strongly agree with the statement that varied training methods are available for necessary skill development of employees; whereas 8 respondents strongly disagree with this statement with a weighted average value 3.63 lying between the agree and neutral position. Banks should keep existing varieties of training methods for skill development.

4. Period of training programs is suitable for learning

Bank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	26	30	21	11	12	100
Point	5	4	3	2	1	
Outcome	130	120	63	22	12	347

Outcome = Frequency (Survey Figure) × Point Assigned

Weighted Average = Total Outcome/Sample Size = 347/100= 3.47

It is shown from the above analysis that among 100 respondents only 26 respondents are strongly agreed about the period of training program where weighted average value stands at 3.47. And the value is lower than the optimum level of satisfaction. So, the bank should consider the period of training program effectively.

5. Layout and physical environment of the training location are suitable for better learning

Bank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	28	31	17	15	09	100
Point	5	4	3	2	1	
Outcome	140	124	51	30	09	354

Outcome = Frequency (Survey Figure) × Point Assigned

Weighted Average = Total Outcome/Sample Size = 354/100= 3.54

It is observed from the above analysis that out of 100 respondents 28 have given their strong positive answer regarding training place and layout which has led the employees to have knowledge from the training program effectively. But a considerable portion of respondents have neutral thinking regarding this issue which calculates

weighted average value 3.54. This indicates that the existing layout and physical environment of the training centre should continue with due care.

6. Training instructors have sufficient skill and knowledge about the contents of the training programs

Bank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	26	28	22	18	06	100
Point	5	4	3	2	1	
Outcome	130	112	66	36	06	350

Outcome = Frequency (Survey Figure) × Point Assigned

Weighted Average = Total Outcome/Sample Size = 350/100= 3.50

It is found from the above analysis that out of 100 respondents, 26 respondents have strongly agreed that training instructors have adequate knowledge and skill about training program and a significant portion (22 respondents) have neutral opinion regarding this issue. Sometimes training instructors are unable to explain issues as expected by the participants. The weighted average value is 3.50, which is to the optimum level.

7. Employees can transfer their learning from the training program into workplace.

Bank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	30	40	20	08	02	100
Point	5	4	3	2	1	
Outcome	150	160	60	16	03	388

Outcome = Frequency (Survey Figure) × Point Assigned

Weighted Average = Total Outcome/Sample Size = 388/100= 3.88

From the above analysis, researchers discovered that out of 100 respondents, 30 respondents are strongly agreed and opined that employees can apply learning from training program to the practical work in the bank; whereas only two respondents said that employees cannot apply knowledge, earned from the training program, to the practical field. The weighted average value is 3.88, which is higher than the expected level.

Hypothesis Testing:

Prerequisites

Data analysis, interpretation and findings:

Standard deviation, $\sigma = \sqrt{npq}$ (since Binomial Variance = npq)

$$= \sqrt{100 \times 0.5 \times 0.5}$$

Where, n=100

p=0.5

q=1-p

=1-0.5

=0.5

Standard error of the mean for infinite population

$$\sigma_x = \frac{\sigma}{\sqrt{n}} = \frac{5}{\sqrt{100}} = 0.5$$

Hypothesis 1:

At 95% confidence level

H₀: Banks arrange adequate number of training programs for employees.

H₁: Banks don't arrange adequate number of training programs for employees.

Table 1: Working Hypothesis

Customer opinion	Frequency	Point	Frequency × Point
Strongly Agree	27	5	135
Agree	25	4	100
Neutral	18	3	54
Disagree	20	2	40
Strongly Disagree	10	1	10
Total	100	Considered average value=3.5	Average = $\frac{339}{100} = 3.39$

Source: Survey Data

Null Hypothesis H₀: $\mu \geq 4.5$

Alternative Hypothesis H₁: $\mu < 4.5$

At 95% confidence level, one tail Z test is done in the following table:

Table 2: Hypothesis One

Confidence level	Z value	Z observed value	Decision
95%	-1.64	-0.11	Null hypothesis is accepted

Since the calculated value (-0.11) is more than the tabulated value (at 95% confidence level is -1.64 for one tail). So, Null hypothesis is accepted. It can be concluded that banks provide sufficient services for employees' career development.

Hypothesis 2:

At 95% confidence level

H₀: Training objective and content is adequately explained much ahead of the training program.

H₁: Training objective and content is not adequately explained much ahead of the training program.

Table 3: Working Hypothesis

Customer opinion	Frequency	Point	Frequency × Point
Strongly Agree	32	5	160
Agree	25	4	100
Neutral	30	3	90
Disagree	10	2	20
Strongly Disagree	3	1	3
Total	100	Considered average value=3.5	Average = $\frac{373}{100} = 3.73$

Source: Survey Data

Null Hypothesis H₀: $\mu \geq 4.5$

Alternative Hypothesis H₁: $\mu < 4.5$

At 95% confidence level, one tail Z test is done in the following table:

Table 4: Hypothesis Nine

Confidence level	Z value	Z observed value	Decision
95%	1.64	0.23	Null hypothesis is rejected

Since the calculated value (0.23) is less than the tabulated value (at 95% confidence level is 1.64 for one tail). So, Null hypothesis is rejected. It can be concluded that prior to induction of training programs, objectives and content of training programs are not clearly explained to the trainees.

Hypothesis 3:

At 95% confidence level

H₀: The materials and resources are resource worthy for better learning.

H₁: The materials and resources are not resource worthy for better learning.

Table 5: Working Hypothesis

Customer opinion	Frequency	Point	Frequency × Point
Strongly Agree	33	5	165
Agree	21	4	84
Neutral	23	3	69
Disagree	17	2	34
Strongly Disagree	6	1	6
Total	100	Considered average value=3.5	Average = $\frac{358}{100} = 3.58$

Source: Survey Data

Null Hypothesis H₀: $\mu \geq 4.5$

Alternative Hypothesis H₁: $\mu < 4.5$

At 95% confidence level, one tail Z test is done in the following table:

Table 6: Hypothesis Two

Confidence level	Z value	Z observed value	Decision
95%	1.64	0.08	Null hypothesis is rejected

Since the calculated value (0.08) is less than the tabulated value (at 95% confidence level is 1.64 for one tail). So, Null hypothesis is rejected. It can be concluded that materials, tools, and techniques provided by the bank are not very resource worthy.

Hypothesis 4:

At 95% confidence level

H₀: Varieties training methods are available for necessary learning.

H₁: Varied training methods are not available for necessary learning.

Table 7: Working Hypothesis

Customer opinion	Frequency	Point	Frequency × Point
Strongly Agree	28	5	140
Agree	34	4	136
Neutral	19	3	57
Disagree	11	2	22
Strongly Disagree	8	1	8
Total	100	Considered average value=3.5	Average = $\frac{363}{100} = 3.63$

Source: Survey Data

Null Hypothesis H₀: $\mu \geq 4.5$

Alternative Hypothesis H₁: $\mu < 4.5$

At 95% confidence level, one tail Z test is done in the following table:

Table 8: Hypothesis Four

Confidence level	Z value	Z observed value	Decision
95%	1.64	0.13	Null hypothesis is rejected

Since the calculated value (0.13) is less than the tabulated value (at 95% confidence level is 1.64 for one tail). So, Null hypothesis is rejected. It can be concluded that banks do not arrange a variety of training methods for different levels of employees. It is revealed by talking with bank executives that banks mainly follow lecture methods & multimedia visual presentations.

Hypothesis 5:

At 95% confidence level

H₀: Period of the training programs is suitable for learning.

H₁: Period of the training programs is not suitable for learning.

Table 9: Working Hypothesis

Customer opinion	Frequency	Point	Frequency × Point
Strongly Agree	26	5	130
Agree	30	4	120
Neutral	21	3	63
Disagree	11	2	22
Strongly Disagree	12	1	12
Total	100	Considered average value=3.5	Average = $\frac{347}{100} = 3.47$

Source: Survey Data

Null Hypothesis H₀: $\mu \geq 4.5$

Alternative Hypothesis H₁: $\mu < 4.5$

At 95% confidence level, one tail Z test is done in the following table:

Table 10: Hypothesis Five

Confidence level	Z value	Z observed value	Decision
95%	-1.64	-0.03	Null hypothesis is accepted

Since the calculated value (-0.03) is greater than the tabulated value (at 95% confidence level is -1.64 for one tail). So, Null hypothesis is accepted. It can be concluded that duration of individual training programs is suitable for respective employees.

Hypothesis 6:

At 95% confidence level

H₀: Layout and physical environment of the training location are suitable for better learning.

H₁: Layout and physical environment of the training location are not suitable for better learning.

Table 11: Working Hypothesis

Customer opinion	Frequency	Point	Frequency × Point
Strongly Agree	28	5	140
Agree	31	4	124
Neutral	17	3	51
Disagree	15	2	30
Strongly Disagree	9	1	9
Total	100	Considered average value=3.5	Average = $\frac{354}{100} = 3.54$

Source: Survey Data

Null Hypothesis H₀: $\mu \geq 4.5$

Alternative Hypothesis H₁: $\mu < 4.5$

At 95% confidence level, one tail Z test is done in the following table:

Table 12: Hypothesis Six

Confidence level	Z value	Z observed value	Decision
95%	1.64	0.04	Null hypothesis is rejected

Since the calculated value (0.04) is less than the tabulated value (at 95% confidence level is 1.64 for one tail). So, Null hypothesis is rejected. It can be concluded that training place and layout are not well organised for making training effective.

Hypothesis 7:

At 95% confidence level

H₀: Training instructors have sufficient skill and knowledge about the contents of the training programs.

H₁: Training instructors not have sufficient skill and knowledge about the contents of the training programs.

Table 13: Working Hypothesis

Customer opinion	Frequency	Point	Frequency × Point
Strongly Agree	26	5	130
Agree	28	4	112
Neutral	22	3	66
Disagree	18	2	36
Strongly Disagree	6	1	6
Total	100	Considered average value=3.5	Average = $\frac{350}{100} = 3.5$

Source: Survey Data

Null Hypothesis H₀: $\mu \geq 4.5$

Alternative Hypothesis H₁: $\mu < 4.5$

At 95% confidence level, one tail Z test is done in the following table:

Table 14: Hypothesis Eight

Confidence level	Z value	Z observed value	Decision
95%	1.64	0	Null hypothesis is rejected

Since the calculated value (0) is less than the tabulated value (at 95% confidence level is 1.64 for one tail). So, Null hypothesis is rejected. It can be concluded that most of the training instructors do not have sufficient knowledge regarding specific training programs.

Hypothesis 8:

At 95% confidence level

H₀: Employees can transfer their learning from the training program into work place.

H₁: Employees cannot transfer their learning from the training program into work place.

Table 15: Working Hypothesis

Customer opinion	Frequency	Point	Frequency × Point
Strongly Agree	30	5	150
Agree	40	4	160
Neutral	20	3	60
Disagree	8	2	16
Strongly Disagree	2	1	2
Total	100	Considered average value=3.5	Average = $\frac{388}{100} = 3.88$

Source: Survey Data

Null Hypothesis H₀: $\mu \geq 4.5$

Alternative Hypothesis H₁: $\mu < 4.5$

At 95% confidence level, one tail Z test is done in the following table:

Table 16: Hypothesis Ten

Confidence level	Z value	Z observed value	Decision
95%	1.64	0.38	Null hypothesis is rejected

Since the calculated value (0.38) is less than the tabulated value (at 95% confidence level is 1.64 for one tail). So, Null hypothesis is rejected. It can be concluded that in most of the cases participants could not apply learning from training programs into practical works because of ineffective training and traditional practices within the workplace.

7. Conclusion:

In the process of globalisation the interdependence of different economies becomes more evident than ever before. The volume of cross national trade and commerce as well as skilled workforce migration has been raised manifold. For that very reason the service of the banking sector is the most acceptable means of transferring funds between the relevant parties in order to expedite international trade. Restructured knowledge for taking competitive decisions, updated skill in order to use state-of-the-art technologies and a flexible attitude towards better organisational responsiveness training is an unremitting requirement.

As this research reveals, training objectives are not well communicated beforehand, training methods that are used are ineffective, supplied materials are obsolete, participants perceive that programs are not well organised, and place and layout of the venue is not satisfactory. It also brings to light the fact that the level of knowledge, skills and attitude (KSAs) of the training instructors is not satisfactory. Respondents opined that they have insufficient scope for transferring knowledge into the workplace in the wake of the training program. It has been shown that PCBs in Bangladesh are aware of arranging training programs and indeed do implement them. However, the quality of these programs are significantly below par. It could be concluded from this research that if this scenario continues then naturally lack of motivation, unacceptable rate of employee turnover and lower productivity would be the consequence. Smoother international business operations, therefore, will falter due to an inefficient banking service.

8. Recommendation:

In light of these findings, researchers are inclined to suggest some guidelines to improve the training and management development programs for organisational success in the research areas:

1. Training objectives and contents should be communicated to the designated participants well ahead so that they can prepare themselves by avoiding ambiguity about the goal of the training program. It also helps them become more motivated and active in participation.
2. Training methods should be tailored to the trainees' need so that the intended knowledge and skills can be conferred in a much more understandable and comfortable manner.
3. Training program organisers should make training materials and manuals available to participants so that they can follow the instructions of the instructor. It also keeps participants more attentive within the program.
4. Training programs should be arranged in an appropriate place where participants will remain free from all social and job related stress. Participant setting layout should be convenient enough for effective communication to be uninterrupted. Training should be arranged when it is necessary as per priority of the training need.
5. In the case of choosing qualified trainers, program designers should consider that trainer's depth of knowledge and length of experience are two of the most important variables that will eventually help to draw attention and confidence of the participants. Moreover, selected trainers must have adequate passion towards their profession..
6. Training departments of banks should provide policy support, so that participants will be encouraged to transform learning into the job. For this reason, a supportive culture is to be nurtured and trickled down to all layers of the organisation where intended transformation will be supported by the superior as well as peer groups of the organisation. A reward policy should be designed with the intention of encouraging trainees to transform their learning.
7. Bank must introduce career development policy instead of mere employee selection and recruitment and promotion in the work place.

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