

# Employee Training Efficacy in Banking Sector

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DOI: <https://doi.org/10.51244/IJRSI.2026.13020075>

Received: 19 December 2025; Accepted: 25 December 2025; Published: 03 March 2026

## ABSTRACT

The success of any organization depends on appropriate use of human assets available in the organization. All other assets could only be supplementary to human assets. Towards augmenting the human resources and to cope with changes – both internal and external, the organization has to concentrate necessarily on developing the ability, wisdom and skills of its workforce. For the development of human asset, ‘training’ becomes the base. As quoted by Chidambaram and Ramachandran Amutha [2012] Training is a tool to attain individual, organizational needs related to the jobs undertaken and is also intended to improve the work culture of the group involved in a group task. An ideal training programme can be expected to change the attitude, skills and develop forward vision of the participants towards the task. This paper summarizes the results of the literature review on the effectiveness of training programmes of employees from Banking sector.

**Keywords:** Training, Learning, Organization, Group or an Individual.

## INTRODUCTION

The Workers or Employees working in or for an organization are now being considered as ‘human assets’ even though different terms like ‘staff’, ‘manpower’, ‘personnel’, etc. are still in currency. Employees in a Bank are called by Bankers, Professionals, Service men etc., accordingly.

The emerging trend is to treat them as ‘human assets’ or ‘human resources’. The success of any organization depends on appropriate use of human assets available in an organization. All other assets could only be supplementary to human assets. Towards augmenting the human resources and to cope with changes – both internal and external, the organization has to concentrate necessarily on developing the ability, wisdom and skills of its workforce.

In Banking sector, changes are inevitable. Day by day modifications will be there from all sorts of Regulators and it should be known to the staff members on daily basis. Hence, the need for Training facilities in a Bank, which could be of online or offline mode. The training effectiveness is dependent on two considerations, (1) Trainers are fully responsible for training and if the employees do not show results, the trainer should be held accountable (2) Training effectiveness depends on the kind of atmosphere and culture that is prevalent back at home (Mehta 1970).

Training programmes should focus on corporate planning, organizational development and personnel management (Srinivasan 1977). Constant changes take place in the internal and external levels of business units. It is necessary for the organization to restructure and reinforce the human assets to adapt itself to changes. It is of paramount importance to any organization to strive for the development of its employees as esteemed members of the organizational management team.

For the development of human asset, ‘training’ becomes the base. Training is a tool to attain individual, organizational needs related to the jobs undertaken and is also intended to improve the work culture of the group involved in a group task. An ideal training programme can be expected to change the attitude, awareness, skill, knowledge and develop forward vision of the participants towards the task. This paper

summarizes the results of the literature review on the effectiveness of training programmes of employees from a banking sector.

### **Objectives:**

1. To analyze the effectiveness of training programmes on self-attainment.
2. To evaluate the effect of the training programmes on group dynamism, group performance and group needs so as to focus on organizational needs and goals.

## **METHODOLOGY**

The study aims to analyze the developments and impact of in-built training programmes carried out on the basis of pre-training arrangements, which will normally be in a sequential order. It also aims to study the impact of programmes on various levels of workforce – employees, supervisors etc.

The data have been collected by administering a questionnaire for pre- and post- training evaluation along with pre- and post- wrote test based on the syllabus of training that have been collected from the sampled programmes. Suggestions have been collected by using evaluation questionnaires for different level of staff participants. Using a modified questionnaire, opinions have been collected from training coordinators since these training coordinators are the link between the training center (in built) and various departments of the organization. Thus the study is based on data collection.

Study of jobs and skill analysis is necessary. The training thus imparted would help the employees to adjust to their job requirements (Dayal 1970). Training needs for supervisors need to be identified through careful observations, which indicate poor performance, low production, high cost, poor product quality, high scrap, spoilage, wastage, accidents, absenteeism, and turnover (Sundaram 1970).

Structured exercises seem to offer greater scope in India. Techniques such as T-group, management games assume a minimum level of intellectual competence in the participants. The trainer therefore has the additional responsibility of selecting right methodology (Prahlad, Thiagarajan 1971). Organizational Development (OD) technique can be more useful for training employees in government sector. The training programme of the government is designed to inculcate capabilities to introduce change and review the environment (Saxena 1973).

Performance and attitudinal outcomes were generally examined across four training designs: classroom training only, classroom training with self-coaching, classroom training with multi- source feedback and classroom training with self-coaching and multi- source feedback (Kules 2008). The effectiveness of e-learning in the industrial setting at Level three is based on the Kirkpatrick model and compared to traditional classroom learning (Tews 2006). Effectiveness was determined by assessing the transfer skills from training to the job (Yaw 2005): to determine the impact of a management development program on organizational performance and to evaluate the influence of management relations on union grievance filing rates (Bostain 2000).

### **Teaching methods**

Training depends to a large extent on teaching and teaching in turn depends on various methods of instruction. Instruction by the trainer can be made through different methods; medium and the effectiveness of training depend on the most suitable one for a particular programme. The trainer or instructor must find the best combination of various teaching methods that meet the needs or objectives of the programme. So, the right selection of teaching method becomes more essential for effective training.

The contribution of faculty, materials presented and other teaching apparatus used constitute the techniques of training which results in:

- (i) Acquiring or sharpening the capabilities to perform various tasks or functions.

‘Groups’ gain more importance for the basic reason that they will carry out the task more effectively than as individuals and this results in the overall organizational objective attainment. But at the same time, ‘groups’ are composed of individuals who have different identities, which focus on their attitudes towards the group task. For the effectiveness of the group work, they must be focused on the main task and co-ordinated towards group culture. This may be done through proper need- based training.

Thus, the current study deals with the pre-training arrangements process and explains the interdependent elements of ‘planning part’ consisting of training need identification and selection of right participants, the ‘execution part’ which is composed of suitable methods and appropriate techniques. The details regarding self-goals towards training, advancement of knowledge by training and performance change for the levels of employees and supervisors has been studied. The skill development, individual and self-actualization needs due to training for the staff members have also been studied.

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