



BENEFITS OF TRAINING AND DEVELOPMENT PROGRAM ON EMPLOYEES' MENTAL PERFORMANCE

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INTRODUCTION:

Training and development are incredibly vital for ensuring the effectiveness of the employees in an organization. The organizations have stretched understanding so that their most precious asset is their human capital where many are convinced of the large investments in employee training and development. This study aims to investigate the significance of training along with development programs and its benefits to employees and organizations. It focuses on the relative importance of training and development programs and their impact on overall organizational success. To do so, different industry employees have been interviewed through a structured questionnaire. The sample was taken from their employee followed by stratified random sampling. The study has found that training and development programs increase the skill, ability, and intellectuality of the industry's employees. The study also has proposed some suggestions related to the present field.

OBJECTIVES OF THE STUDY:

- 1) To determine the significance of training and development program on employees' performance.
- 2) To explore the relationship between training and development on employees' performance.
- 3) To pinpoint some guidelines for assessing the employees' performance.

LITERATURE REVIEW:

According to a study conducted by Falola, H. O., Osibanjo, A. O., and Ojo, S. I. (2014) it was revealed that there exists a strong relationship between training and development, employee performance and competitive advantage.

Here, the summary of findings indicates that there lies a strong relationship between the tested dependent variable and the independent construct. However, the bank management should not cave in in their quest to train their staff to develop new ideas that will keep improving and retaining employee performance. Training becomes inevitable the moment an organization realizes the need for improvement and expansion in the job. But often, organizations embark on job enlargement and enrichment to promote employees' morale, motivation, and satisfaction when in fact the real problem with work performance lies in capacity development. However, the study results help the management to identify the challenges and effects of employees' training on organizational performance, hence determining the areas where improvements through training can be made. It also helps the management in planning for the development and implementation of effective and efficient training needs that lead to increased performance of the banks. No study has been found that identified the effects of training and development on employees' performance in the banking sector very especially in the context of Bangladesh. Thus, the study has motivated work with the identified gap.

METHODOLOGY OF THE STUDY:

The study was empirical in nature followed by descriptive research.

Collection of Data: Both primary and secondary have been used in this study. The primary data have been collected through personal interviews by using a structured questionnaire on industry employees from some selected districts of UP. Secondary data was collected directly by the researcher from different secondary sources like annual reports of selected banks, related books, journals, articles, seminar papers, publications from national and international research institutions, reports of different financial institutions, public records, and statistics, different research reports, etc.

Sampling Design: A stratified random sampling technique was used to collect data from the respondents. To collect responses from the employees, the Bank Ltd. was considered as per convenience of the study. A total of 50 respondents both male and female were taken from different districts.

Techniques of Data Analysis: Selected parameters were used to analyze the application of the training and development program of Bank Ltd. employees.

All data was processed through the computer-based Statistical Package for Social Science (SPSS) developed by Nie et al., (1975). Before feeding the data into a computer, all data were converted into numerical codes and the details of these

codes are recorded in a code book. For conducting this descriptive study, some statistical tools such as frequency distribution, reliability test, and regression analysis were carried out. Here, employees' benefit was considered as dependent variable and there were four independent variables (knowledge development, skill development, performance of the employees and further training improves employees' efficiency).

CONCEPTUAL FRAMEWORK KNOWLEDGE DEVELOPMENT:

This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun and Tichy 1984; McCourt and Eldridge 2003, 256; Torrington et al. 2005, 394 - 395). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005, 394 – 395). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. Orientation: This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization.

Conferences: As a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. Particular trainees who may seem to understand faster than others and thus leading to under training other individuals. Role Playing: Involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion.

Skill Development: Nadler (1984:1.16) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees

while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail for transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. On the other hand, it was identified a research that there exists a significant relationship between employees payment and their job satisfaction (Kumar, D. and Siddika, H., 2017).

Employees' Efficiency: These are many methods that may be used to develop the skills required within an organization. These courses and programs are usually a set of defined and known programs where the contents, durations, and all the details about the training are clear to both the organization and the personnel to be trained. Unlike informal training and programs, formal training and programs can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programs while completely off work for a certain duration of time or be present for work on a part-time basis.

Benefits of Training Program: Training: As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden and Claydon 2004). This has yielded a variety of definitions of training. For example, Gordon (1992, 235) defines training as the planned and systematic modification of behaviour through learning events, activities, and programs that result in the participants achieving the levels of knowledge, skills, competencies, and abilities to carry out their work effectively. According to McGhee (1996), training, therefore, can be explained as a planned and systematic effort by management aimed at altering the behaviours of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes, and knowledge.

Table Coefficients as below

Model		Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.090	.094		.956	.344
	Training helps knowledge development.	1.005	.318	.956	3.164	.003
	Impact of training methods on skill development	-.031	.076	-.035	-.413	.682
	Impact of training on the performance of the employees	-.033	.102	-.035	-.324	.748
	Further training improves employees' efficiency	.029	.300	.027	.096	.924

a. Dependent Variable: From training program employees and organizations will be benefitted.
Source: Field Survey

The analysis shows that the R-Square value is 0.859. It indicates that a good proportion of variation (86%) exists between the dependent variable is explained by the total variation of the 4 independent variables. From all the independent variables significant values of only one variable, like – training helps to knowledge development significant value are less than the P value 0.05. It indicates that “Training helps knowledge development” has a significant impact on the bank employees.

Distributions of the Respondents by Age:

Age	Frequency	Percent	Cumulative Percent
26 Years to 30 Years	19	38.0	38.0
31 Years to 35 Years	15	30.0	68.0
41 Years to 45 Years	3	6.0	74.0
46 Years to Above	13	26.0	100.0
Total	50	100.0	

The frequency distribution and percentages of the respondents' age (in a year) are shown in Table The majority of the different bank employees, 19 belong to the age group of 26-30 years, 15 bank employees belong to the age group of 31-35 years. It is also observed that a moderate number, 13, of bank employees are

aged 46 years and above. Only 03 bank employees belong to the age group 41-45 years.

Distribution of the Respondent's Sex:

Gender	Frequency	Percent	Cumulative Percent
Male	45	90.0	90.0
Female	5	10.0	100.0
Total	50	100.0	

Source: Field Survey

Distribution of the Respondents by Experience:

Experience	Frequency	Percent	Cumulative Percent
1 Years to 5 Years	31	62.0	62.0
6 Years to 10 Years	3	6.0	68.0
11 Years to 15 Years	4	8.0	76.0
16 Years to 20 Years	1	2.0	78.0
21 Years to Above	11	22.0	100.0
Total	50	100.0	

Source: Field Survey

As shown in the table 7, the 11 or 22% of the respondents were highly experienced (more than 21 years to above). Majority 31 or 62% respondents have 1-5 years job experience, 3 or 6% have the experience of 6-10 years, 4 or 8% have experience of 11-15 years, and only 01 or 2% have the experience of 16-20 years.

Distribution of the Respondents Education

Education Level	Frequency	Percent	Cumulative Percent
Masters and Above Degree	43	86.0	86.0
Bachelor Degree	5	10.0	96.0
SSC and HSC Pass	2	4.0	100.0
Total	50	100.0	

Source: Field Survey

Data in Table shows that the majority of the bank employees, 43 or 86%, obtained a master's degree and above and 5 or 10 % have a bachelor's degree. Very few bank employees 2 or 4.0% are undergraduate.

Development: Krietner (1995) development is “a systematic process of training and growth by which individuals gain and apply knowledge, skills, and attitude to manage work organizations effectively”. The development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything “wrong” at present; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits as below: High morale – employees who receive training have increased confidence and motivations;

Lower cost of production: training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste; • Lower turnover – training brings a sense of security at the workplace which in turn reduces labour turnover and absenteeism is avoided;

Change management: training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

Provide recognition, enhanced responsibility, and the possibility of increased pay and promotion;

Help to improve the availability and quality of staff.

RECOMMENDATIONS AND CONCLUSION:

Training is an important and imperative tool for the organization to restore the Mantel performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. In this study we take the fact of observation that training leads to important benefits for employees and organizations. Throughout this study we can come to a point that it is very beneficial for the organizations to develop the employee

development programs. An organized and efficient development program with supportive apparatuses will significantly assist the organizations to retain the most valued human resource, especially those who have a lot of experience with the organization. So, for the organizations, it is also required to evaluate the success of employee training and development program. If organizations are capable to support all employees in meeting their requirements then both, employees and organizations will get the long term benefits. Thus, the implications of our proposed recommendations in the organization could bring a remarkable change in employees' performance which tends to organization efficiency and country's growth as well.

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