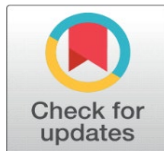
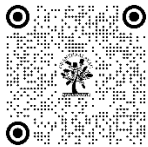


CHALLENGES FACED BY INDIAN BANKING SECTOR TOWARDS ORGANIZATIONAL EFFECTIVENESS: A QUALITATIVE INQUIRY

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DOI

[10.29121/shodhkosh.v4.i2.2023.2108](https://doi.org/10.29121/shodhkosh.v4.i2.2023.2108)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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1. INTRODUCTION

Training and Development programs perform a significant part in the growth of banks and the staff. Every organization that hires individuals must train and develop them staff. Many organizations are aware of the need and devote time, money, and other resources for training and development initiatives. The utmost efficiency in an organization's health can be gauged by judicious and exact recognition of training requirements which starts with the identification and purpose of knowledge and skills necessary Arithmetic meant for. The foremost stride of an organization's training and development programme is identifying training needs and assessment of performance and to find out whether there exists some gap between the real and the standard performance put by the organization. In case some difference is found, then training is the ultimate solution.

Banking sector in India plays vital role for development of nation. The State Bank of India, being the principal Public

ABSTRACT

Training and organizational effectiveness has caused increasing challenges for Indian banking sector. However, there is a dearth of information about these challenges in many developing countries, including India. This study is an attempt to examine the challenges faced by varied banking employees during training and organizational effectiveness in India.

Methods: We conducted qualitative research among banking personnel of different cadre and designations from Bhopal the capital of Madhya Pradesh India during July 2023 to October 2023. Research study has attained 200 in-depth interviews using a snowball sampling technique. We used an in-depth interview guide as data were collected, soft copy, and google form. The data were analyzed both manually and using advanced MS excel software as we used thematic analysis for this study.

Results: Some of the imperative themes emerged from the study. Participants experienced overloaded, psychological distress, shortage of policies and procedures, Implementation, desired performance, difference in perception and level of awareness, and improper management during their service. These banking professionals faced difficulty coping with these challenges due to situational and organizational factors. Passable support to address the difficulties faced by these personnel is necessary for an overall improved system in training segment at banking institutions.

Conclusion: The findings highlight the common challenges faced by banking professionals dealing with training and development. This implies the need to support adequate policies and procedures, protocols, and support for both physical and mental issues among the banking professionals.

Keywords: Banking Professionals, Training and development, Effectiveness

Sector Bank, has been burdened with the extra responsibility of discharging its obligation of Social Banking. However, with the nationalization of major Indian banks in the mid 1960's, followed by liberalization policy in 1991, a lot has changed with the opening of other sectors. Banks are beginning to make out Human Resources as the most powerful area of nucleus competence and do their best to recruit, train and keep the finest of talents in the industry. There is growing awareness that continuous skill up - gradation and development is enormously vital not only for staff retention, quality of manpower and both quantity and quality of output, but it is also important for increasing development and growth of the entire organization. Banks are eager to attach with exterior training group for in- house training by having tie-up with top universities and business schools to help them in their scheme, while others have their own staff colleges for training them. Inclusion of non-traditional activities like merchant banking, mutual funds, new financial services and products, individual investment counseling, etc. have been included which has transformed the very business shape of banks radically.

TRAINING

It is the process of enhancing an employee's knowledge and skill to do a specific job.

STANDARD PERFORMANCE - ACTUAL PERFORMANCE = TRAINING

DEVELOPMENT

It is a continuous and long-term educational process in which managerial staff can learn conceptual and theoretical knowledge for general purposes through a systematic and organised procedure. Development of employee is broader term training is a part of this development process. It includes training to all the staff on various areas of content like information, acquisition of skills, attitudinal change, decision making, problem solving etc. In regular course training programs frequently incorporate more than one type of training content. Thus, training is the part of ongoing and continuous process of employee development programs.

The proper training gives an opportunity to individual and organizations to compete with changing business environment, promotion of an employee to a new position, increase the knowledge, an ultimate boost up in the performance of employee can be developed on the other hand it also causes the low operational cost, damages, and losses etc. The same training provides advantages to employees and organizations as well like high productivity, quality of work, reduction in cost and inventory, development of leadership skills, mutual growth, higher earnings etc. In present scenario banking sector has come with different formats of training programs for its employees which creates the better results for both employee and organizations. Some of the important types of training programs are mentioned, banks give orientation or induction training to their employee along with job training, craft training, refresher training, job instruction training, on the job trainings, off the job trainings, lecture, conference, seminar and case studies to compete in today's business competition.

2. REVIEW OF LITERATURE

Patil has observed the applicability of computers in banks. He particularly says the requirement for computer-based training to various levels of bank staff keeping in mind the end goal to make them computer friendly and serve the clients. (Patil K.A.,1995). Monk discussed the role of motivation for training among employees and the issues related to motivating and transfer of training to the workplace with adequate environment. Monk Roger, 1996. Guthrie, James, Schwoerer & Catherine had found connection between career and need for skills training for success in career. Second, they examined whether career have an association with three factors in self-appraisal process: training self-viability, application of training and view regarding managerial support concerning with receiving and utilizing training. These different factors have vital impact on the level of training needs. (Guthrie, James P, Schwoerer, Catherine E, 1996). Ray had shared views on impact of cross-cultural training programmes to understand cultures of different nations and foreign clients and their post impact on performance of various organizations. (Ray Udayan, 1996). Miller proposed some procedures an organization can utilize to be successful in the imparting, evaluation and measurement of training. The author viewed that the process of evaluation consisted of six sequential step:(i) discussion (ii) design (iii) agreement iv) imparting training (v) evaluation and (vi)feedback. (Miller Tony,1997). Bednigham studied on-job behaviour change by the use of 360 feedbacks as a tool in the evaluation of training for managers and salespersons. The author also presented a case study illustrating the measurement of changes in the competencies (pre-workshop and after the workshop) in the workplace for evaluating training. (Bednigham Keith, 1997).

3. RESEARCH FRAMEWORK

3.2 RESEARCH GAP

Only few studies have been conducted toward training and development to concern with Indian banking sector. Less attention has been given to training and development in previous researches in banking sector. No study narrated about the views, perception and awareness among the banking personnel the issues and challenges towards training and development programs.

3.2 OBJECTIVES OF THE STUDY

1. To analyze the efforts made by Indian banking sector to provide the training programs to its employees.
2. To depict the issues and challenges associated with training and development Programs.
3. To critically examine the views and perception of the officials towards preparation of training and development.

3.3 HYPOTHESES OF THE STUDY

- H01: Prevailing training and development programs have no relation with organizational effectiveness.

3.4 RESEARCH DESIGN

NATURE OF THE STUDY: The present research study will consist of descriptive and exploratory research.

AREA OF THE STUDY: Bhopal Madhya Pradesh.

TYPE OF DATA: Study covers both primary and secondary data.

MEASUREMENT INSTRUMENT: Well-structured questionnaire, personal interview, and Likert Scale.

SOURCES OF DATA:

PRIMARY DATA: It has been obtained from the bank officials with the help of well-structured questionnaire.

SECONDARY DATA: Sources of secondary data comprise of previous researches, research papers, books, newspapers, official websites, and e-contents.

INSTRUMENT OF DATA COLLECTION: Questionnaire.

QUESTIONNAIRE DESIGN: It has three sections.

SECTION A: Section A of questionnaire covers demographic profile and factors of the respondents.

SECTION B: It covers general statement and question to concern with awareness and information among the respondents.

SECTION C: It focuses on the questions related to the objectives, hypotheses, research methodology, and present research problem of this study.

SAMPLING METHOD: Random sampling has been used in this study.

SAMPLING

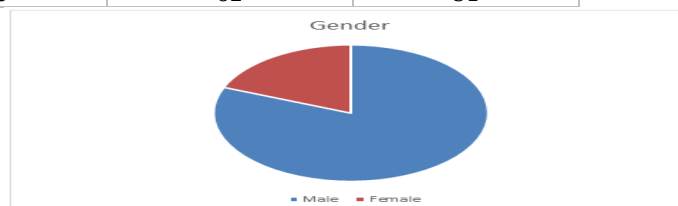
POPULATION OF THE STUDY: 200 respondents, Bank officials who are engage in training segments.

4. DATA ANALYSIS

The below mentioned data have been gathered from banks official and classified under various demographic basis.

Table No. 4.1 classifies of the respondent on the gender basis

Demographic Factor	Data	Frequency (200)	Percentage (%)
Gender	Male	138	69
	Female	62	31



No. 4.1 classifies of the respondent on the gender basis

Table and Figure no. classifies about the respondent on the basis of gender. Out of total 200 respondent 138, (69%) are the male category and 62, (32%) are the female respondent.

Table No. 4.2 classification of the respondents on the basis of Age

Age	31-40 Years.	35	17.5
	41-50 Years	125	62.5
	51 & Above Years	40	20

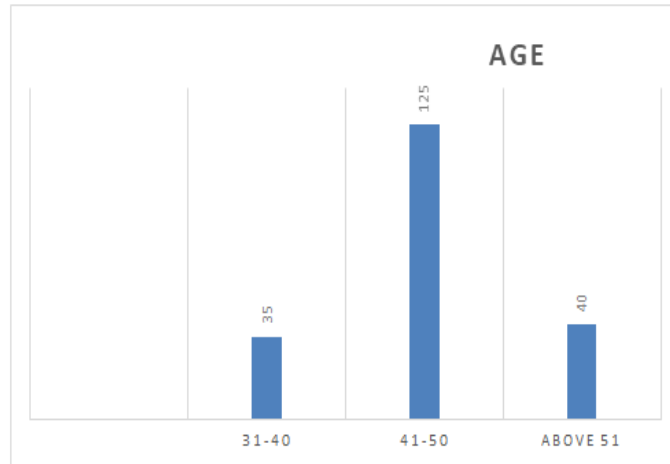


Figure No. 4.2 classification of the respondents on the basis of Age.

Respondents belong to three major categories on the basis of age i.e., 31-40, 41-50, and 51 and above out of total 200 respondents 35 respondents are from the 31-40, 125 from 41-50 and 40 respondents from the 51 years and above.

Table No. 4.3 classification of the respondents on the basis of Designation

Designation	Top Level	65	32.5
	Middle Level	115	57.5
	Lower Level	20	10

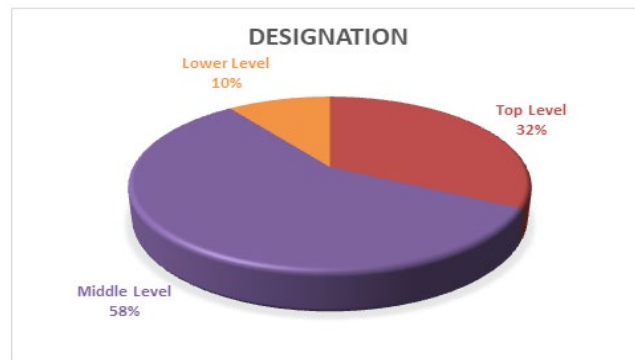


Figure No. 4.3 classification of the respondents on the basis of Designation

Respondents are classified under three levels i.e., top level, middle level, and lower level.

65 respondents are from top level, 115 are from middle level and 20 respondents from lower-level attribute of designation.

Table No. 4.4 classification of the respondents on the basis of qualification

Qualification	Graduate	45	22.5
	Post Graduate	135	67.5
	Professional	20	10



Figure No. 4.4 classification of the respondents on the basis of qualification.

Qualification of the respondents are categorized as graduate, post graduate, and professional the details of the respondents are as 45 (22.5), 135 (67.5), and 20 (10%) respectively out of total 200 respondents.

Table No. 4.5 classification of the respondents on the basis of Experience

Work Experience	Number of Respondents	Percentage
5 years and below	22	11
6-10 years	109	54.5
11-15 years	33	16.5
16 years & more	36	18

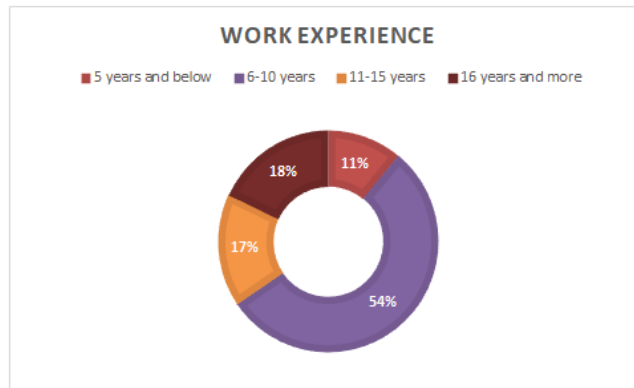


Figure No.4.5 classification of the respondents on the basis of Experience.

The next demographic factor of respondent profile is work experience. In this category 22 (11%) have 5 years and less experience, 109 (54.5) have 6 to 10 years, 33 (16.5%) have 11-15 years and 16 years and more have 36 (18%) of total respondents.

Table No. 4.6 classification of the respondents on the basis of Income

Monthly Income	Number of Respondents	Percentage
Less than 50000	56	28
More than 50000	144	72

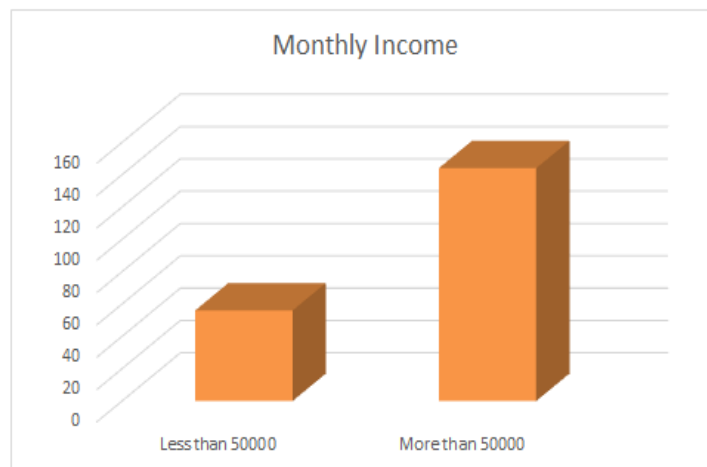


Figure No. 4.6 classification of the respondents on the basis of Income.

Respondents have divided under two categories less than 50000/- and more that 50000/-, 56 respondents are from less the fifty thousand and remaining 144 are from more than 50000/- of the total respondents.

5. TESTING OF HYPOTHESES

- **H01: Prevailing training and development programs have no relation with organizational effectiveness.**
- **Ha1: Prevailing training and development programs have relation with organizational effectiveness**

The linear regression was used to test the research hypothesis. Regression analysis was conducted through SPSS version 21.0 and the significance of the coefficients and t-values were examined in order to accept or reject the hypotheses. We have t-value is significant when the calculated value of t is more than the table value of t = 2.58 based on two-tailed test for $p < 0.01$.

Table below presents the regression estimation for **training and development programs and relation with organizational effectiveness**. The study considered – orientation/ induction (1), craft training (2), refresher training (3), instruction training (4) conferences (5), as independent variables and training and development program (6) as a dependent variable from the survey questionnaire. The numbers used with variables in the brackets denotes the question's coding in questionnaire of "section C". As seen in the table below, the statement is statistically significant because calculated value of t is greater than the table value (t-value = 5.021, $p < 0.01$). **Thus, we reject the null hypothesis and accept the alternative one i.e. training and development programs have relation with organizational effectiveness.** Among the five independent variables, Orientation/Induction (.77) has a greater impact; followed by Craft training (.50) Refresher training (.45).

Regression estimation for training and development programs and organizational effectiveness

Independent Variables	Standardised Coefficients (Beta)	t-value	Sig.
Constant		5.021*	.000
Conference (5)	.15		
Refresher (3)	.45		
Instruction training (4)	.21		
Craft training (2)	.50		
Orientation/Induction (1)	.77		

Note: *t-value is significant for $p < 0.01$

6. FINDINGS

The research study has reached on some of the important findings on the basis of demographic factors of the respondents and research design of this research. First demographic factor is considered as gender, in which 138, (69%) are the male category and remaining 62, (31%) are the female respondents from total 200 respondents. Respondents have been categorized in three heads under the age category, in which 31-40 years, 35 respondents (17.5%), 41-50 years, 125 respondents (62.5%) and 51 years and more is 40 respondents with (20%) of total 200 respondents respectively. To understand the views and perception research study has considered three different kinds of designation top-level, middle level, and lower level of the employees. 65 (32.5%) respondents from top level, 115, (57.5) middle level and 20, (10%) respondent from lower level. As far as qualification of the respondents is concern it has got graduate, post graduate and professional studies, 45, (22.5%) respondents from graduate category, 135, (67.5%), from post graduate and 20, (10%) respondents from professional studies. Further profile has been categorized under work experience of the respondent and it has four heads i.e., 5 years and below, 6-10 years, 11-15 years, and 16 years and more, 22 (11%) respondents, 109 (54.5%), 33 (16.5%) and 36 (18%) are found under mentioned categories respectively. The last variable of the respondent profile is monthly income, it has less than 50000/- and more than 50000/-, 56 (28%) respondents from the first category of the variable and 144 respondents (72%) from the second category. The overall study was carried out to assess the level of awareness and perception towards awareness among the employees about the training programs and the effectiveness of the it in Indian banking system. Respondents booked their responses that to have effectiveness in the banking, banks are focusing on the some of the significant types of training like induction training, given to an employee to make him/her aware about the organization and system. In addition to that banking professionals are being prepared for different profiles and job through craft training programs. Indian banking system is providing training for promotion, refresher courses to have an effective environment which helps to individual and organization as well to grow and develop.

7. CONCLUSION

This research study focused on the training programs offered by the Indian bank and their effectiveness in the organization and individual growth. 200 respondents were interacted to book their responses and the majority of the respondent have admitted that banks are offering different types of training program to have more effectiveness in the organizations. Banks broadly perform training program like orientation/ induction, craft training and refresher training program to its employee. In present scenario competitive world skilled and efficient manpower are the blood life of any organization, this study concludes that banks are paying attention towards training programs to well equipped their work force because it is the prime need of the day. More efforts to be made towards the training program at all level i.e. top-level, middle- level and lower level. The present study adopted descriptive research design based on survey method to study training practices of selected organizations taken under study. The necessary data for the research study have been collected from both primary and secondary sources.

CONFLICT OF INTERESTS

None

ACKNOWLEDGMENTS

None

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