A Study of Training and Development Practices for Bank Employees of Public and Private Sector Banks

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Abstract:

This study examines employees' perceptions of training and development practices in selected public and private sector banks located in Bardoli and Bilimora, Gujarat. A cross-sectional descriptive survey was conducted among 80 employees drawn from ten banks (five public sector and five private sector banks). Data were collected with a semi-structured questionnaire and analysed through frequencies, percentages, ranks and a weighted average score ranging from -2 to +2. Supervisors' recommendations (28.75%) and compulsory nomination for all employees (27.50%) were the main routes through which staff entered training. The most frequently reported schedule was once every six months (32.50%), and presentation-based instruction was the most common delivery method (35.00%). More than half of the respondents rated training delivery as excellent (51.25%), while 72.50% considered the programmes very effective. All respondents stated that training had improved their job performance and that additional training was required. The average weighted score across sixteen effectiveness statements was 1.25, indicating a strongly favourable assessment. The highest score concerned improvement in work efficiency and effectiveness (1.69), whereas periodic review and improvement of programmes received the lowest score (0.83). The study recommends systematic needs assessment, regular evaluation, more interactive delivery methods and greater use of flexible digital learning.

1. Introduction:

Banking institutions depend heavily on the competence, judgement and service orientation of their employees. The sector is continuously reshaped by digital platforms, cybersecurity requirements, regulatory changes, new financial products and rising customer expectations. These developments make employee learning a continuing organisational responsibility rather than a one-time activity. The Reserve Bank of India recognises that Indian banking comprises several categories of institutions, each of which must maintain capable human resources to deliver safe and efficient financial services (Reserve Bank of India, n.d.).

Training generally focuses on the knowledge and skills required for present responsibilities, whereas development prepares employees for broader roles and future assignments. Together, these activities can improve technical competence, service consistency, confidence, adaptability and readiness for managerial responsibilities. Their value, however, depends on whether programmes are based on genuine needs, delivered through suitable methods and evaluated after completion. Training that is poorly targeted or disconnected from the job may consume time and resources without producing meaningful improvement.

The need for effective training is particularly visible in banking. Employees must understand operational procedures, credit and risk controls, customer protection, compliance obligations, digital systems and interpersonal service standards. Public and private sector banks may differ in their organisational structures and learning systems, but both face the common challenge of keeping employees current and productive. The present study therefore investigates how employees of selected banks in Bardoli and Bilimora perceive the design, delivery and outcomes of training and development practices.

2. Conceptual Background and Need for Training and Development

Training and development may be understood as a planned set of learning interventions intended to improve employees' capability to perform present duties and to assume future responsibilities. In human resource management, training is most useful when it is connected to organisational objectives, job requirements and individual competency gaps (Armstrong, 2006). The process normally involves identifying needs, defining learning objectives, selecting content and methods, delivering the programme and evaluating whether learning has been transferred to the workplace.

New employees require orientation so that they can understand the organisation, its policies, work standards and expected behaviour. Existing employees need periodic learning because technology, regulations and customer needs do not remain static. Training also supports movement between jobs, prepares employees for promotion and helps organisations develop an internal pool of future supervisors and managers. In banking, such learning can reduce operational errors, strengthen compliance, improve service quality and enable employees to use new technologies with greater confidence.

The benefits of training are not automatic. Programme effectiveness depends on the accuracy of the needs assessment, the relevance of content, the credibility of trainers, opportunities to practise and support from supervisors after training. Employee participation in identifying learning needs may improve acceptance and transfer because the programme is more closely aligned with actual work problems. Regular evaluation is equally important, as it allows management to distinguish between programmes that are merely well received and those that generate changes in knowledge, behaviour and results.

3. Review of Literature

3.1 International Studies

Kabir et al. (2020) examined training effectiveness among bank employees in Bangladesh. Their analysis showed that the quality of training design and the organisational support available for transferring learning to the job were important predictors of improved knowledge, skills and performance. The study indicates that delivery alone is insufficient unless employees receive opportunities and support to apply what they have learned.

Siddiqui and Sahar (2019) studied the banking sector in Karachi and reported that training, employee development and internal communication contributed positively to employee engagement. Their findings suggest that learning practices can have motivational consequences in addition to improving technical capability.

When Sanyal and Hisam (2018) analyzed a few public and private banks in Oman, they discovered that staff performance was positively impacted by training and development initiatives. The authors emphasised that training objectives, methods and evaluation should be aligned with the performance requirements of the bank.

Shafiq and Hamza (2017) analysed different learning and development approaches in a Malaysian private company. Their results showed that the effect of training varied across methods, reinforcing the need to choose instructional techniques that fit the learning objective and the nature of the work.

3.2 Indian Studies and Research Gap

Kaur (2016) investigated training and development in banks and concluded that systematic programmes can contribute to employee productivity. Muniraja et al. (2014) reviewed human resource management in Indian commercial banks and identified training and technological support as important components of workforce effectiveness. Shrivastava (2023) examined productivity in Indian banks and highlighted the importance of technology, learning and employee capability in sustaining organisational performance.

The available literature generally supports a positive association between training and employee outcomes. Nevertheless, there is limited descriptive evidence from smaller urban centres in South Gujarat, especially evidence that considers employees of public and private sector banks within the same local setting. The present study addresses this contextual gap by documenting how employees in Bardoli and Bilimora experience training nomination, frequency, methods, quality and perceived outcomes.

4. Objectives and Research Questions

The research was conducted with the following goals in mind:

- To examine bank employees' perceptions of the training and development practices implemented by selected public and private sector banks.
- To identify the common bases for training nomination, programme frequency and delivery methods.
- To assess employees' views regarding the quality, relevance and workplace benefits of training.

- To identify areas that require improvement and propose directions for future research.

The analysis addresses two research questions: (1) How do employees evaluate the design and delivery of existing training practices? and (2) What benefits and improvement needs do employees associate with these practices? Because the available data are descriptive and do not contain respondent-level measures suitable for causal modelling, the revised study does not claim to test a causal relationship between training and performance.

5. Research Methodology

5.1 Research Design and Study Area

A cross-sectional descriptive research design was adopted. The study focused on employees working in selected banks in Bardoli and Bilimora, Gujarat. The purpose was to describe their experiences and evaluations of training practices rather than to estimate a causal effect.

5.2 Sample and Sampling Procedure

There were ten banks total—five in the public sector and five in the private sector. Eight employees were selected from each bank, comprising four respondents from Bardoli and four from Bilimora, which produced a total sample of 80 employees. Convenience sampling was used because access to bank employees was limited by work schedules and institutional permission. The resulting findings should therefore be interpreted as evidence from the selected respondents and not as estimates for all bank employees in India.

5.3 Data Collection and Instrument

Primary data were obtained through a semi-structured questionnaire. The instrument covered demographic characteristics, nomination for training, programme frequency, delivery methods, perceptions of quality and relevance, perceived performance improvement and sixteen statements measuring overall training effectiveness. Secondary information was drawn from books, journal articles and banking-sector publications.

5.4 Analytical Tools

Frequencies, percentages and ranks were used to summarise categorical responses. A five-point rating system was used to evaluate the sixteen effectiveness statements: Poor, Fair, Good, Very Good, and Excellent. The categories were given values of -2, -1, 0, +1, and +2, respectively, for weighted analysis. The weighted average score (WAS) was calculated as: WAS = [(-2 x Poor) + (-1 x Fair) + (0 x Good) + (1 x Very Good) + (2 x Excellent)] / N. A positive score indicates a favourable assessment, while a score closer to +2 represents a stronger evaluation.

6. Results and Discussion

6.1 Demographic Profile of Respondents

Table 1. Demographic Profile of Respondents (N = 80)

Variable	Category	Frequency	Percentage
Gender	Male	48	60.00
Gender	Female	32	40.00
Age	Below 25 years	12	15.00
Age	26-35 years	20	25.00
Age	36-45 years	24	30.00
Age	46-55 years	16	20.00
Age	56 years and above	8	10.00
Education	Graduate	32	40.00
Education	Postgraduate	24	30.00
Education	Other qualification	24	30.00
Marital status	Single	16	20.00
Marital status	Married	64	80.00
Work experience	1-10 years	36	45.00
Work experience	11-20 years	32	40.00
Work experience	Above 21 years	12	15.00
Department	Operations	36	45.00
Department	Finance	16	20.00
Department	Human resources	8	10.00
Department	Marketing	12	15.00
Department	Agriculture	8	10.00

The sample included 48 male employees (60.00%) and 32 female employees (40.00%). The largest age group was 36-45 years (30.00%), followed by 26-35 years (25.00%). Graduates accounted for 40.00% of respondents, while postgraduate and other qualifications each represented 30.00%. Most respondents were married (80.00%). In terms of tenure, 45.00% had worked for 1-10 years and 40.00% for 11-20 years. Operations was the largest departmental group (45.00%), followed by finance (20.00%). The sample therefore contains employees with varied ages, qualifications, work experience and functional responsibilities.

6.2 Nomination, Frequency and Training Methods

Table 2. Basis for Selection for Training

Selection basis	Frequency	Percentage	Rank
Supervisors' recommendation	23	28.75	1

Selection basis	Frequency	Percentage	Rank
Compulsory for all employees	22	27.50	2
On joining the bank	16	20.00	3
Upon employee request	10	12.50	4
Performance appraisal	8	10.00	5
Do not know	1	1.25	6

Supervisor recommendation was the most frequently reported basis for training nomination (28.75%), closely followed by compulsory nomination for all employees (27.50%). Only 10.00% linked training selection to performance appraisal and 12.50% reported participation on their own request. This pattern suggests that nomination is largely management-led and that appraisal data and employee-initiated learning could be used more systematically.

Table 3. Reported Training Schedule

Schedule	Frequency	Percentage	Rank
Every six months	26	32.50	1
Quarterly	22	27.50	2
Once a year	16	20.00	3
No specific schedule	10	12.50	4
Every two years	6	7.50	5

Training every six months was the most common schedule (32.50%), while 27.50% reported quarterly programmes. A further 12.50% stated that no fixed schedule existed. The findings indicate that many banks provide recurrent learning, although a consistent annual training calendar may not be available in every institution.

Table 4. Training Methods Reported by Respondents

Method	Frequency	Percentage	Rank
Presentation	28	35.00	1
Lecture	15	18.75	2
Discussion	12	15.00	3
Demonstration	8	10.00	4
Seminar	10	12.50	5
Group discussion	7	8.75	6

Presentations were the dominant delivery method (35.00%), followed by lectures (18.75%) and discussions (15.00%). Demonstrations, seminars and group discussions were used less frequently. Since banking work involves decision-making, system use and customer interaction, the existing approach could be strengthened through case exercises, simulations, role plays and guided practice.

6.3 Quality, Relevance and Perceived Performance Outcomes

Table 7. Overall Effectiveness Ratings and Corrected Weighted Average Scores (N = 80)

Code	Statement	Poor	Fair	Good	Very Good	Excellent	WAS	Rank
S1	Induction training receives adequate importance	0	1	12	28	39	1.31	6
S2	Training programmes are well planned	0	3	18	27	32	1.10	14
S3	Organisational norms and values are clearly explained during induction	0	2	22	36	20	0.93	15
S4	Training programmes are periodically reviewed and improved	0	5	20	39	16	0.83	16
S5	Training develops technical knowledge and skills	0	2	18	26	34	1.15	12
S6	Training is based on genuine employee and job needs	0	1	15	15	49	1.40	3
S7	Employees participate in identifying training needs	0	2	13	22	43	1.33	4
S8	Training improves employee skills	0	0	20	28	32	1.15	12
S9	Training enhances service quality	0	0	20	22	38	1.23	10
S10	Training contributes to employees' sense of achievement	0	0	10	35	35	1.31	6
S11	Training improves work efficiency and effectiveness	0	0	5	15	60	1.69	1
S12	Training reduces operational errors	0	5	14	22	39	1.19	11
S13	Training strengthens leadership and managerial skills	0	0	12	18	50	1.48	2
S14	Training helps reduce employee stress	0	0	16	22	42	1.33	4
S15	Training contributes to organisational stability	0	1	23	12	44	1.24	9
S16	Training supports promotion and monetary benefits	0	0	20	15	45	1.31	6

The weighted scores were positive for all sixteen statements, and the overall average was 1.25 on the -2 to +2 scale. The highest score was recorded for improvement in work efficiency and effectiveness (S11 = 1.69). Leadership and managerial development ranked second (S13 =

1.48), followed by needs-based training (S6 = 1.40). Employee participation in identifying needs and stress reduction also received strong evaluations (S7 and S14 = 1.33 each). The lowest scores concerned periodic review and improvement of programmes (S4 = 0.83), explanation of organisational values during induction (S3 = 0.93) and programme planning (S2 = 1.10). Even these lower-ranked areas remained positive, but they identify practical priorities for improvement.

The findings are consistent with earlier research that links well-designed training with employee capability and job performance (Kabir et al., 2020; Sanyal & Hisam, 2018). The favourable ratings for efficiency, leadership and service quality also support the view that training can influence both operational and motivational outcomes. At the same time, the relatively lower score for programme review suggests that banks should place greater emphasis on post-training evaluation and continuous redesign rather than relying only on participant satisfaction.

7. Major Findings

- Training nomination was mainly controlled by supervisors or compulsory organisational arrangements; performance appraisal and employee requests played smaller roles.
- The most common training interval was six months, although a notable group reported that programmes did not follow a fixed schedule.
- Presentations and lectures were more common than experiential methods such as demonstrations and group discussions.
- Training delivery was evaluated favourably, with 82.50% rating quality as Very Good or Excellent.
- All respondents considered training effective, reported improvement in job performance and expressed a need for additional training.
- The strongest perceived outcome was improved work efficiency and effectiveness, followed by leadership development and needs-based training.
- Programme review, induction-related communication of organisational values and planning were the main areas requiring attention.

8. Recommendations

- Banks should conduct formal training-needs assessments using performance appraisal, competency requirements, operational errors, customer feedback and employee requests.
- A documented annual or half-yearly learning calendar should be prepared, while retaining flexibility for urgent regulatory and technological updates.

- Presentation-based instruction should be supplemented with simulations, case analysis, demonstrations, role plays, group problem-solving and supervised workplace practice.
- Training evaluation should extend beyond participant satisfaction and examine learning, behavioural application and measurable work outcomes.
- Greater use of short online modules and blended learning can reduce time and cost while allowing employees to revisit material when required.
- Priority topics should include digital banking systems, cybersecurity, regulatory compliance, risk management, customer service, leadership and stress management.
- Public and private sector banks should maintain training records that connect participation with competency development, promotion readiness and performance indicators.

9. Limitations and Directions for Future Research

The study is based on convenience sampling and a relatively small sample from two cities; the findings cannot be generalised to all public and private sector banks. The results are based on employees' perceptions and do not include independent performance records or pre- and post-training measurements. Future research should use probability sampling across a larger geographic area, compare public and private banks statistically, test validated multi-item scales and examine whether training participation predicts objective indicators such as service quality, productivity, error reduction and customer satisfaction.

10. Conclusion

Employees of the selected banks expressed a strongly positive view of training and development. They regarded the programmes as relevant, well delivered and beneficial to job performance, and they showed a clear demand for continued learning. The weighted analysis indicates that employees particularly value training for improving efficiency, leadership capability and job-related skills. Nevertheless, favourable perceptions should not lead banks to treat current practices as complete. Stronger needs assessment, broader employee participation, interactive methods and systematic post-training evaluation are required to ensure that learning investments produce sustained workplace outcomes. Within the limits of its descriptive design, the study provides local evidence that structured employee development remains an important component of effective banking operations in Bardoli and Bilimora.

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