Chapter – VI
Chapter VI

Summary of Findings, Suggestions and Conclusions

6.1 Findings of the Study
6.2 Suggestions of the Study
6.3 Conclusions

Bibliography
Chapter - VI

Findings, Suggestions and Conclusions

This chapter is devoted to the presentation of findings, suggestions and conclusions from the research work. The chapter consists of two sections; the first section presents the findings of the study. The second section provides suggestions for improvement of evaluation of training and development in banks.

6.1 Findings of the Study

1. Majority of the total sample respondents of the banking industry had completed graduation degree (75.9%). When the two sectors are compared against each other 74.6% of the private banks sample respondents had completed post-graduation degree against 15.1% of the public banks sample respondents with same level of education.

2. Majority (55%) of the sample respondents of the banking industry were male indicating that men still are the most employable human resource in the banking industry.

3. 52.9% of the sample respondents of banking industry were in the age groups of 31-40 years showing that the banks had young human resources.

4. 37.6% of the total sample respondents of the banking industry had rendered service ranging from 4 months to 20 years, with an average length of 5.2 years

5. 23.2% of the public banks sample respondents revealed that the objective of planning policy is to assess or forecast future skills, while 24.8% of the private
banks sample respondents revealed that the objective of planning policy was to acquire and possess the right people.

6. Majority of the sample respondents of the banking industry opined that, the component considered at the micro level planning in banks was existing branches and the least component considered at micro level planning was replacements and administrative office.

7. Majority of the sample respondents of the banking industry opined that examination and interview was most preferred mode of recruitment and selection of employees.

8. Majority of the sample respondents of the banking industry stated that the rationale for managerial and supervisory training was to create a pool of readily available talent in the banks.

9. 31.0% of the public banks sample respondents revealed that reasons for managerial and supervisory training are for the purpose of enhancing the bank's ability. While 21.8% of the private banks sample respondents opined that the reason for managerial and supervisory training was for building an efficient and effective team.

10. Majority of the sample respondents of the banking industry stated that the main reason for formal training in the selected banks (public and private) was to reduce learning period.

11. Majority of the sample managers of the banking industry revealed that the benefits of training to banks are to increase productivity and is to increase efficiency of employees.
12. 64.6 % and 60.9 % sample respondents of the public banks were in the age groups of 41-50 and 31-40 who opined that the benefits of training is to enhance better relations. While 68.2 % and 63.7 % sample respondents of the private banks were in the age groups of 20-30, 41-50 and 31-40 opined that the benefits of training is to increase happiness amongst employees with their job.

13. Majority of the sample respondents of the banking industry stated that the classroom lecture is the most commonly used type of training for banks.

14. 52.3% of the public banks sample respondents revealed on the job training is widely used in their banks, whereas 50.7% of the private banks sample respondents opined that off the job training are widely used in their banks.

15. Majority of the banking industry sample respondents opined to have attended training at national institute of bank management.

16. Majority of the public and private banks sample respondents revealed that the training materials were mostly useful to the age group of between 31-40 years and 41-50 years.

17. Majority of the public and private banks sample respondents who opined to performance appraisal were those with a graduation level of education least were those with SLLC who had no idea of what performance appraisal is.

18. 57.1% were male and 42.9% were female belonging to the public banks sample managers revealing that the public banks conduct performance appraisal for their employees on an annual basis, whereas 66.7% were male and 33.3% were female belonging to the private banks sample managers who revealed that the private banks review performance of their employees on quarterly basis.
19. Majority of the banking industry sample respondents revealed that both public and private banks conduct performance appraisal for their employees.

20. 43.0% of the public banks sample respondent opined that the banks offer promotions to employees in order to instil confidence and responsibility. Whereas, 50.7% of the private banks sample respondents revealed that banks offer promotions with higher salaries.

21. 46.7% of the public banks sample respondents stated that different grades are considered as a basis of promoting officers in the public banks, whereas, 40.0% of the private banks ample respondents stated that promotion is based on sub-staff to clerical cadre.

22. Majority of the banking industry sample respondents opined that both seniority and merit serves as the basis for promotions in the banks. Seniority is applied widely in public banks for promotions, whereas merit is the criteria widely used for promotions in private banks.

23. Majority of the banking industry sample respondents opined that T&D transfer policy is initiated due to the fact that keeping an employee continuously at one place leads to his/her ineffectiveness due to monotony in the job, besides the possibility of developing certain vested interests or indulging in frauds etc. Sometimes transfers are made to meet the needs of the bank, occasioned due to rapid branch expansion. When the employee does not get well along with fellow employees or superiors or branch manager’s transfers are made to solve such conflicts.
24. Majority of the banking industry sample respondents opined that ordinary transfers are initiated in order to balance the surplus employees in one branch or department and shortage in another, to give a change in environment, surroundings', the job working conditions etc, to correct an original mistake in placement. It can be further observed that these transfers are made when an employee has worked for a specified period, say, three years or five years at a particular branch, such transfers are made.

25. Majority of the public banks sample respondents earn more than 100000 lakh per annum whereas majority of the private banks sample respondents earn more than 200000 lakhs per annum.

26. 46.7% were male and 53.3% were female belonging to the public banks sample respondents who opined that organizing free tours acts as a source of motivation it is employees. Whereas, 73.3% were male and 26.7% were female belonging to the private banks sample respondents opined that increments in pay is the source for motivation of employees.

27. Majority of the sample respondents of the public and private banks opined to have been given on the job training.

28. 66.7% of the sample public banks managers received special training through coaching/understudy, while 50% of the sample private banks managers received special training through special committee assignment.

29. 44.4% of the sample public banks managers received special training for the purpose of meeting changing business requirements, while, 45.5% of the sample
private banks managers also opined that they received special training for the purpose of meeting changing business requirements.

30. 40.4% of the sample of public banks respondents opined that the purposes of employees training and development in banks is for creating a pool of readily available and adequate replacements of the human resources at the time of need, while, 43.4% of the sample of private banks respondent opined that the purposes of employees training and development is for ensuring adequate human resources for expansion into new branches.

31. 40.0% of public banks managers opined that the benefit of training employees is to increase productivity. While 37.5% of the private bank managers opined that the benefits of employees training is to increase efficiency.

32. Majority of the sample respondents of the banking industry stated that banks sponsored training in areas of leadership development, financial training and HR training in both banks.

33. Majority of the sample managers of public and private banks did not receive training because they have expertise in work.

34. 86.7% of the sample managers of the public banks have received special training as compared to 80% of the sample of private banks managers.

35. Majority of the sample respondents of the banking industry opined that all the methods of training were found to be efficient apart from the library facility method which was found to be least effective.
36. 88.9% of the sample respondents of the public banks and 63.4% of the private banks sample respondents opined that training is given on vital areas of banking activities.

37. Majority of the sample respondents of the banking industry stated that the challenge of training is associated with the difficulty of measuring T&D outcome.

38. Majority of the public banks sample respondents opined their banks provide training in the areas of customer relationship management, while the private banks sample respondents stated that the banks provide training in the areas of risk management.

39. Majority of the public banks sample respondents have benefited from the training in bettering their relations. While majority of the private banks sample respondents have benefited from the training in securing promotions.

40. 53.4% of the public banks sample respondents and 35.5% of the private banks sample respondents stated that the elements on which training objectives are based is the job requirements.

41. 46.6% of the public banks sample respondents and 41.8% of the private banks sample respondents opined that they have not received training in the assigned area of work.

42. Majority of the sample respondents of the banking industry opined that their performance increases due to being posted in the areas in which they had taken training.

43. Majority of the sample respondents of the banking industry had encountered the problem of mismatch in training where the training and jobs needs are not related.
44. 50.1% were male and 49.9% were female of the public banks sample respondents and 51.1% were male, 48.1% were female of the private banks sample respondents they stated that they will opt for training even if freedom of choice is given for either to attend or not to attend training.

45. Majority of the public banks sample respondents opted for training in order to widen their knowledge, while majority of the private banks sample respondents opted for training in order to increase promotion chances.

46. Majority of the banking industry sample respondents have attended all the training programmes conducted by the industry.

47. 52.3% were male and 47.7% were female of the public banks sample respondents and 48.8% were male, 51.2% were female of the private banks sample respondents they opined that they were unable to attend all the training programmes due to personal inhibitions.

48. 34.5% of the public banks sample respondents and 38.6% of the private banks sample respondents stated that they are always nominated for training wherever the training opportunity arises.

49. Majority of the banking industry sample respondents stated that the criterion followed by most of the banks in selecting trainees to attend the training is underperformance of employees.

50. Majority of the banking industry sample respondents stated that training departments and HR department are the departments involved in designing training contents.
51. Majority of the banking industry sample managers opined that they will never stop employees nominated for training from attending the training.

52. 66.7% of the public banks sample respondents and 53.3% of the private banks sample respondents stated that no bank will close the department held by the employees who has left for training as there is relocation of members.

53. 66.1% were male and 33.9% were female of the public banks sample respondents who opined that the reasons for attending training is to get a certificate for promotion, while 69.1% were male and 30.9% were female of the private banks sample respondents who stated that the reasons for attending the training was due to compulsion from their seniors.

54. 45.7% of the public banks sample respondents had attended training in the areas of general management, while 34.8% of the private banks sample respondents had taken training in areas of marketing management.

55. Majority of public banks sample respondents revealed that the ideal duration of training is that of 8 hours, whereas, the ideal duration in the case of private banks sample respondents is that 6 hours.

56. 53.8% of the public banks sample respondents stated that they had faced poor guidance during the training session. While 47.3% of the private banks sample respondents had faced the problem of favourism towards some trainers during the training session.

57. Majority of the public banks sample respondents revealed that the training programmes were average. While in the case of private banks sample respondents opined that the training programmes were excellent.
58. 55.2% of the public banks sample respondents revealed that to some extent were satisfied with the training programmes, while 48.1% of private banks sample respondents opined that the level of satisfaction with training programmes was to greater extent.

59. Majority of the banking industry sample respondents opined that there is regular training needs assessment in the banking industry.

60. Majority of the banking industry sample respondents revealed that training needs ascertainment is conducted by the superiors.

61. Majority of the public banks sample respondent opined that the bank assess the training needs in area of customer management, whereas, majority of the private banks sample respondent opined that the bank assess the training needs in areas of management development.

62. Majority of the banking industry sample respondents stated that banks conduct training needs assessment in order to know how much they should allocate and spend towards training and to identify the knowledge and skills that employees must possess in order to perform effectively.

63. Majority of the sample managers of the banking industry stated that lecturing methods are verbally used when the goal is to present a great deal of material to many employees, as it is more cost effective to a group than to train people individually.

64. Majority of the banking industry sample respondents opined that banks offer special training to the managers through coaching/understudy.
65. 73.3% of the public banks sample respondents and 60.0% of the private banks sample respondents stated that it is important for managers to undergo special training.

66. Majority of the sample managers stated that the need for receiving special training in the banking industry is to meet the changes in the unpredictable business environment.

67. Majority of the sample respondents of the banking industry revealed that evaluation of training is conducted.

68. Majority of the banking industry sample respondents when asked if the banks have a training budget, 94% (28) responded yes while 16% (2) responded no. hence the majority of the managers opined that banks have a training budget but they do not have any information as to whether it is adequate.

69. Majority of the sample respondents of the banking industry stated that the responsibility of evaluating training lies with the training department.

70. Majority of the sample respondents of the banking industry stated that the benefits of evaluating training and development in the banking industry is to promote business efficiency by linking efforts to train and develop staff operationalize priorities.

71. 66.7% of the public banks sample respondents revealed that the benefit of implementing training evaluation framework is to avail data regarding effectiveness of training at multiple levels. While 66.7% of the private banks sample respondents revealed that the benefits of implementing training evaluation framework is to develop curriculum with relevant data which focuses on specific aspects of training.
89.3% of the public banks sample respondents stated that the importance of evaluation of training in the banking industry is so crucial in development process. 93.2% of the private banks sample respondents hold a positive attitude towards importance of evaluation of training.

Majority of the banking industry sample respondents opined that the purpose of evaluation of training is to continue offering a particular training programme.

Majority of the banking industry sample respondents opined that the specific needs of training of trainees were met by the trainer.

53.0% were male and 47.0% were female belonging to the public banks sample respondents opined that the difficulty of transfer of learning is due to no follow ups after the training programmes as taken place. While 54.3% were male and 45.7% were female belonging to the private banks sample respondents stated that the difficulty of transfer of learning to their jobs is due to employees not being able to learn the skills that are immediately applicable to their jobs.

53.4% of the public banks sample respondents reaction about evaluation of training programmes was average, whereas 44.1% for the private banks sample respondents concerning the evaluation of training programmes were poor.

Majority of the banking industry sample respondents opined that their performance had improved after undergoing training.

Majority of the sample banks managers had a mixed reaction in their opinions towards change in behaviour after training. They said that it is hard to attribute change of behavior of employees was exclusively as result of training; there are other factors which may have contributed about the behavior changes.
79. Majority of banking industry sample managers opined that the assessment of employees before and after training on various skills had shown remarkable improvement. The analysis has shown an improvement on each skills which the employees were tested on by use of F-Test.

80. 57.1% were male and 42.9% were female belonging to the public banks sample respondents who revealed that the interest of stakeholders approach is used while evaluating training. Whereas, 50.0% were male and 50.0 were female belonging to the private banks sample respondent who revealed that expediency approach is used in evaluating training.

81. 57.1% were male and 42.9% were female belonging to the public banks sample respondents and 50.0% were male and 50.0 were female belonging to the private banks sample respondents opined banks use evaluation of training programmes in order to improve future programmes.

82. Majority of the banking industry sample respondents opined that the quantifiable results for evaluating level four in banks is to increase production, improve quality, decrease costs and reduce frequency and/or severity of accidents.

83. Majority of the banking industry sample respondents opined that the objective of evaluating of training in banks is to understand the efficacy of institutionalizing an evaluation process.

84. Majority of the banking industry sample respondents opined that the professional relevance of training is shown if the program content has high relevance.

85. Majority of the banking industry sample respondents revealed that the knowledge acquired benefited the banks which led to effective utilization of resources.
86. 55.1% were male and 44.9% were female belonging to the public banks sample respondents were of the opinion that scrutinization of the nominees sent for training is of importance if the banks want to improve training programmes at level 3 and 4, while 54.3% were male and 45.7% were female belonging to the private banks sample respondents were of the opinion that if the banks want to improve training programmes at level 3 and 4, then it crucial for them to communicate the calendar of training in advance.

87. 40.0% of the public banks sample managers stated that the challenge of evaluation of training is due to the complexity of training results and outcomes, whereas 40.0% of the private banks sample respondents opined that the challenge of evaluation of training is measuring the relationships between training and organizational performance.

88. 80.0% of the public banks sample managers and 73.3% of the private banks sample managers stated that to overcome most of the evaluation of training difficulties that line managers should be involved.
Suggestions of the Study

Here an attempt is made to give suggestions and recommendations based on observations of the study and general suggestions are also made on the basis of general observation which is likely to help develop training and evaluation in the banking industry. However, the following are the important suggestions of the study.

1. Most of the sample respondents of the banks opined that training is very essential to the banks and employees, hence, it is suggested that training should not only be given to new employees but should also be administered to existing employees too.

2. The role played by the banking industry in the economy is a pivotal one. Hence, it is suggested that employees need to possess the right skills and knowledge in meeting the needs of their customers, in view of this; banks should provide right training to all employees.

3. Majority of the sample respondents of the banking industry stated that the rationale for managerial and supervisory training was to create a pool of readily available talent in the banks. Hence, it's suggested that managers should be given special training in relation to the new developments in the economy which demands high responsibility from the managers in decision making.

4. Majority of the sample respondents of the banking industry stated that the main reason for formal training in the selected banks (public and private) was to reduce the learning period. It is hence, suggested that formal training should be used to introduce the new comers to the banks by orienting them to norms and culture on banks.
5. Majority of the sample respondents of the banking industry stated that the classroom lecture was the most commonly used type of training method for banks. Hence, it's suggested that other methods of training be used in support of classroom lectures to make training more appreciable.

6. 52.3% of the public banks sample respondents revealed that on the job training was widely used in their banks, whereas 50.7% of the private banks sample respondents opined that off the job training are widely used in their banks. Hence, it's suggested that both methods of training be used for effective results to be realized in banks, as they will give both practical and theoretical aspects to the employees.

7. 43.0% of the public banks sample respondents opined that the banks offer promotions to employees in order to instil confidence and responsibility. Whereas, 50.7% of the private banks sample respondents revealed that banks offer promotions with higher salaries. In view of this, the banks promotions should be used wisely in order to avoid conflicts among the merit deserving and seniority should be taken into account.

8. Transfers are unavoidable in the banking industry. Hence, it is suggested that transfers should be initiated due to the fact that keeping an employee continuously at one place leads to his/her ineffectiveness due to monotony in the job, besides the possibility of developing certain vested interests or indulging in frauds etc. Sometimes transfers should be made to meet the needs of the bank, occasioned due to rapid branch expansion or when the employee does not get well along with fellow employees or superiors or branch manager’s transfers are made to solve such conflicts.
9. 46.7% male and 53.3% female belonging to the public banks sample respondents opined that organizing free trips acts as a source of motivation to employees. Whereas, 73.3% male and 26.7% female belonging to the private banks sample respondents opined that increments in pay acted as the source for motivation of employees. Hence, it's suggested that for employees motivation banks should organize trips for its employees and other sporting events.

10. Majority of the banking industry sample respondents revealed that both public and private banks conduct performance appraisal for their employees. In view of this, it is suggested that banks should have a mechanism in place of evaluating their employees on either quarterly basis or annual basis.

11. Majority of the banking industry sample respondents stated that grades were considered as a basis of promoting officers. Hence, it is suggested that grades should not only be the criteria for promoting officers, other avenues should also be looked at such as work performance and seniority as this will reduce conflicts and induce sincerity in work.

12. Majority of the banking industry sample respondents opined that banks offer training to its employees for meeting the job requirements. Hence, it is suggested that training should not only be given to employees for the purpose of meeting the requirements of the job, but it should be used for the purposes of creating a pool of readily available and adequate replacements of the human resources at the time of need and for ensuring adequate human resources for expansion into new branches.

13. Majority of the sample managers of public and private banks did not receive training because they had expertise in work. Hence, it is suggested no matter what
kind of expertise in whatever field training should be administered, since the banking business is not stagnant as threats and opportunities are many, so managers have to be trained on how to face these challenges and handle the opportunities.

14. Majority of the sample respondents of the banking industry opined that all the methods of training were found to be effective apart from the library facility method which was found to be least effective. Hence, it is suggested that banks should equip their libraries with latest materials and even consider having e-libraries.

15. Majority of the public banks sample respondents had benefited from the training in bettering their relations. While majority of the private banks sample respondents had benefited from the training in securing promotions. In view of this, training should be encouraged by the managers and the industry at large in order to reap benefits for the better and smooth functioning of the banks.

16. Majority of the sample respondents of the banking industry revealed that they will opt for training even if freedom of choice is given for either to attend or not attend training. Hence, it is suggested that banks establish the objectives of employees attending training, whether is in line with the banks set goals.

17. 34.5% of the public banks sample respondents and 38.6% of the private banks sample respondents stated that they were always nominated for training where never the training opportunity arises. In view of this, it is suggested that the banks should give equal chances for all employees to attend training, as this will lead to overall development and no one we feel left out.
18. 53.8% of the public banks sample respondents stated that they had faced poor guidance during the training session. While 47.3% of the private banks sample respondents had faced the problem of favourism towards some trainers during the training session. Hence, it is suggested that experienced and skilled trainer, who possesses good amount of knowledge and understanding about the organization's objectives, individual abilities and the present environment, should give training and guarantee fair and equitable treatment for employees in all matters related to employee training and development and that training facilities and curricula are accessible to employees with disabilities.

19. 55.2% of the public banks sample respondents revealed that to some extent were satisfied with the training programmes, while 48.1% of private banks sample respondents opined that the level of satisfaction with training programmes was to greater extent. In view of this, it is suggested that the public banks should encourage questions to find ways to expand the training of participants, by exploring what barriers, if any, may exist for effective training.

20. Majority of the banking industry sample respondents revealed that training needs were ascertained by the superiors. Hence, it’s suggested that training has to start from what the banks need in terms of human knowledge, skills, attitudes, behaviour and performance. And these have to be derived from the goals and objectives of the banking industry. Only with realistic identification of training needs and setting clear training objectives, deciding the standards of measurements and knowing how to use them will make training effective.
21. 33.3% of the public banks sample respondents and 60.0% of the private banks sample respondents stated that it is important for managers to undergo special training. Hence, it's suggested that managers be enlightened in use of technology as a priority and interpersonal communications skills training as a need for managers and employees. Training to address these needs in bettering the relations of customer and employees in general.

22. Majority of the sample respondents of the banking industry stated that the classroom lecture was the most commonly used type of training method for banks. Hence, it's suggested that lecture delivery should be preferred when scheduling training as much of information can be disseminated quickly through it.

23. Majority of the banking industry sample respondents revealed that both public and private banks conduct performance appraisal for their employees. Hence, it's suggested that training should be used to improve performance and productivity; hence the management has to be convinced of its value and undertake performance appraisal regularly.

24. 46.7% male and 53.3% female belonging to the public banks sample respondents opined that organizing free tours acts as a source of motivating employees. Whereas, 73.3% male and 26.7% female belonging to the private banks sample respondents opined that increments in pay was the source of motivating employees. In view of this, it's suggested that banks should focus their training on priority development needs and to produce a strong motivation in order to bring change in employees.
25. 40.4% of the sample of public banks respondents opined that the purposes of employees training and development in banks was for creating a pool of readily available and adequate replacements of the human resources at the time of need, while, 43.4% of the sample of private banks respondent opined that the purposes of employees training and development was for ensuring adequate human resources for expansion into new branches. In view of this, it’s suggested that since training needs change with time, the purposes of training should also change in order to detect emerging patterns.

26. 40.0% of public banks managers opined that the benefit of training employees was to increase productivity. While 37.5% of the private bank managers opined that the benefits of employees training was to increase efficiency. Hence, it’s suggested that each bank should support future employees training opportunities. This support needs to be expressed in action the banks need “training champions” to create enthusiasm and spearhead initiatives. When employees are benefited from training definitely the banking industry is assured of a desired outcome.

27. Majority of the sample respondents of the banking industry stated that banks sponsored training in areas of leadership development, financial training and HR training. In view of this, it’s suggested that banks should develop, design, and sponsor internal training courses in a variety of areas for all employees to enhance knowledge, skills, and abilities of employees.

28. Majority of the sample respondents of the banking industry opined that all the methods of training were found to be effecful apart from the library facility method which was found to be least effective. Hence, it is suggested that the method or
type of training should be very cautiously selected by the organization depending upon the organizations' resources and an employee's individual need for training.

29. Majority of the sample respondents of the banking industry stated that the challenge of training was associated with the difficulty of measuring T&D outcome. In view of this, it is suggested that, training results have to justify the costs incurred on the process of training, it is also suggested that the banks look to the universities and colleges to locate subject matter experts.

30. Majority of the public banks sample respondents had benefited from the training in bettering their relations. While majority of the private banks sample respondents had benefited from the training in securing promotions. Hence, it is suggested that, banks should gather information regarding to the benefits of training to the employees and banks i.e. on behavioural change by interviewing those who work with the participants; supervisors, peers to check whether training as been of benefit or not.

31. 46.6% of the public banks sample respondents and 41.8% of the private banks sample respondents opined that they have not received training in the assigned area of work. In view of this, it is suggested that, employees should be assigned to the areas on which they had taken training, as this will ensure application of the knowledge of what they have learned. Further, it is suggested that banks should ensure that training and development activities of employees of banking industry are reported and updated in the employee training data file, in compliance with prescribed policies and procedures.
32. Majority of the banking industry sample respondents had attended all the training programmes conducted by the banking industry. In view of this, it is suggested that, banks should interview the attendees from all attendance years to gather expanded comments on what were the reasons for them attending training. This would provide the opportunity to find out the reasons for attending training and the connection between training and job requirement. The new data would provide a deeper understanding of the reasons as to why employees attend training on this basis long term effects of training on participants' knowledge, behaviour, and understanding will be ascertained.

33. Majority of the banking industry sample respondents stated that the criterion followed by most of the banks in selecting trainees to attend the training was underperformance of employees. In view of this, it is suggested that, the banks should establish, design and ensure maintenance of needed systems to report, evaluate, and document employee's development activities. Formulate and recommend training and development of employee policies, systems, and procedures that comply with banking statutory and regulatory requirements.

34. Majority of the banking industry sample respondents stated that training departments and HR department were the departments involved in designing training contents. Hence, it is suggested that the most essential prerequisite to any effort for training is the realization of its importance. Training has to be taken as a vital aspect of the development of human resources of the banking industry as a corporate strategy. Hence, all departments should be responsible in formulating training policy and should not be left for one department to decide.
35. 66.1% male and 33.9% female of the public banks sample respondents opined that the reasons for attending training was to get a certificate for promotion, while 69.1% male and 30.9% female of the private banks sample respondents stated that the reasons for attending the training was due to compulsion from their seniors. In view of this, it is suggested that, T&D is the most important element of human resource development. It concerns increasing, improving, enhancing and modifying employees', and managers' skills, abilities, capabilities and knowledge to enable current and future jobs to be more effectively conducted. These desirable achievements are likely to increase individuals as well as bank's growth and performance if employees are shaped and informed of this fact.

36. Majority of the banking industry sample respondents opined that there is regular training needs assessment in the banking industry. In view of this, it is suggested that a more in-depth focused survey should be conducted by the individual banks to assess the training needs of trainees.

37. Majority of the banking industry sample respondents opined that banks offer special training to the managers through coaching/understudy. Hence, it is suggested that, a mentoring option to be in place, but if not, it would be good to advocate for the implementation of such a programme. Mentoring would provide the opportunity for people to continue to learn from those who have come before, and prepare managers for the future of the organization.

38. 73.3% of the public banks sample respondents and 60.0% of the private banks sample respondents stated that it is important for managers to undergo special training. In view of this, it is suggested that as change in business and technology is
affecting most of the banking environment as a priority managers must be equipped with the latest trends in the market hence special training to them is imperative. Interpersonal communications skills should not miss in managers and employees.

39. Majority of the sample respondents of the banking industry revealed that evaluation of training is conducted. In view of this, it is suggested that a greater importance need to be given to evaluation since this is the only acid test available to management to know whether training served the purposes which it was intended to do in the first place. Therefore, it’s essential to know beforehand what is to be expected from training and how this expectation is to be measured in tangible terms.

40. Majority of the managers opined that banks have a training budget but they do not have any information as to whether it is adequate. Hence, it is suggested that, as banks establish priorities for the training and development of employees they should provide appropriate funding for these activities to be carried out. Assess employee’s own development needs which will sustain an optimum level of job performance.

41. Majority of the banking industry sample respondents opined that the specific needs of training of trainees were met by the trainer. Hence, it is suggested that, the trainers should provide counselling to employees regarding employee development concerns on a requested basis, e.g., career counselling.

42. 53.0% male and 47.0% female belonging to the public banks sample respondents opined that the difficulty of transfer of learning was there was no follow ups after the training programmes had taken place. While 54.3% were male and 45.7% were
female belonging to the private banks sample respondents stated that the difficulty of transfer of learning to their jobs was due to employees not being able to learn the skills that are immediately applicable to their jobs. In view of this, it is suggested that banks should be able to make follow up in order to make sure that employees are able to transfer whatever training to their jobs and make sure that training given to employees is relevant to their jobs.

43. Majority of banking industry sample managers opined that the assessment of employees before and after training on various skills had shown remarkable improvement. The analysis has shown an improvement on each skills which the employees were tested. In view of this, it is suggested that, training has to start from what the organization need in terms of human knowledge, skills, attitudes, behaviour and performance. And these have to be derived from the goals and objectives of the banking industry. Only with realistic identification of training needs and setting clear training objectives, deciding the standards of measurements and knowing how to use them will make training effective.

44. 57.1% male and 42.9% female belonging to the public banks sample respondents and 50.0% male and 50.0 female belonging to the private banks sample respondents opined that banks use evaluation of training programmes in level one in order to improve future programmes. Hence, it is suggested that, evaluation of training has not to take place only at one or two level which makes it meaningless and superficial. Finding out the immediate reaction of the trainees and observing them during training programmes are certainly the most popular evaluation methods but they just prove that training experience was pleasant and nothing
more. Testing whether, training as a process of unfreezing, new learning and refreezing experience has percolated down the knowledge, attitude and skill level is essential for evaluation.

45. 80.0% of the public banks sample managers and 73.3% of the private banks sample managers stated that to overcome most of the evaluation of training difficulties that line managers should be involved. In view of this, it is suggested that managers who are directly linked or who employees are working under should be involved any and development of the skills of employees and be included in the evaluation process too, since they are very much close to employees and know what kind of training they and they are able to evaluate them.
Conclusions

Business conducting and survival in the present day turbulent environment are relying on organizational knowledge in a sense of a giving timely and appropriate answer to challenges. The ability of individuals and organizations to obtain and master new knowledge has become the key comparative advantage. The concept of knowledge management and management of human resources, especially the function of employee training and development within the learning organization, are engaged with the basic resource of modern business, i.e. with knowledge and its utilization. Renewing knowledge is an imperative for the organization, and not an option. The rate of learning has to be greater than the rate of changes. Training and development of employees is a continuous procedure which is the only meaningful and logical approach in the condition of knowledge obsolescence, dynamic changes and increasing need for constant product and service innovations. Human resources represent intellectual capital which is the new source of organizational resources, and the organization could increase them only through training, development and motivation of employees. The prosperity of banks becomes explicitly dependent on the intellectual capacity of their employees and their ability to change and adjusts to the dynamic business environment.

The learning banking industry is the result of a strategic relationship with the employee training and development and the recognition of the fact that knowledge is the answer to the numerous challenges from the environment. Every bank is becoming an institution that learns and teaches. The successful learning bank is able to attract the most talented people, to involve them into all business procedures and to motivate them to
generate and exchange knowledge, enabling them in turn to maintain and improve their individual professional skills.

The study revealed that although all banks believe in the importance of the evaluation process they conduct somewhat limited evaluation processes for their T&D programmes. Despite regular evaluations of the T&D programmes these assessments are constrained to the use of questionnaires, asking trainees' managers or supervisors about their observation and assessments of trainees' learning. These methods of evaluating trainees are subjective in nature, and indeed, supervisors' assessment for T&D effectiveness can be highly personalized.

In terms of the range of evaluation frameworks the Kirkpatrick evaluation model is mainly used by both public and private banks. Nevertheless, they depend to a very large extent on the reaction level, which is about the trainees' reaction, opinions, attitudes and satisfaction about the T&D programmes, followed by learning outcomes which they evaluate through asking the trainees' direct managers for their assessment of the trainees' learning. Thus, evaluation is mainly based on subjective assessments. These evaluations range across an individual's perceptions, opinions and attitudes toward T&D outcomes, rather than focusing on behavioural changes, organizational relevant work practices and operational improvements. T&D evaluation should not just be based on trainees' reactions, but rather it should be based on learning and behavioural outcomes, which could be gained from observing the trainees' performance after they complete T&D programmes. Two important behavioural outcomes that might be observed are whether they transfer what they learn from T&D into their workplaces; and the extent to which on the job
performance was improved. Training evaluation faces many difficulties. A lack of quantitative measures, difficulty in measuring the change of trainees' behaviour over a short period of time, difficulty in separating training impact on the final results from the impacts of other activities, difficulty in getting managers to participate in the evaluation process, lack of knowledge about evaluation, lack of job description, and time required to do evaluation are some other difficulties. These issues are exacerbated by a lack of well qualified people who are in charge of T&D evaluation, lack of knowledge about the evaluation process and over dependency on external providers to evaluate the T&D programmes.

From a practical point of view, this research has provided several major managerial contributions. As many organizations have suffered from a low success rate with their T&D activities and most of them feel that T&D does not work, this study has provided useful guidelines in the form of the critical elements and factors that can enhance success in T&D. The study results provide assessments for the effectiveness of the current practices relating to the evaluation process of T&D and reflect many of the related problems and challenges. From this study evaluation of T&D professionals have an opportunity to derive a better understanding of the role of their T&D activities in the development of the organizations, especially in today's business world, which is characterized by ever increasing competition, globalization and change. The findings of this study may guide T&D professionals to understand how they can better manage their T&D activities, what they need to focus on, and what strategies may be employed to improve evaluation of T&D.
Based on the results of this study suggestions are given for organizations seeking to improve their evaluation of T&D stage. For instance, more attention and effort is required when evaluating T&D programmes. Importantly, there is a need to evaluate the outcomes of external T&D programmes rather than asking the external provider to perform the examination phase. Organizations are encouraged to use a systematic evaluation model. For more effective benefits an emphasis might be to consider the Kirkpatrick evaluation model outcome levels instead of an overemphasis on the reaction level, which do not provide or reflect much about evaluation of T&D. Finally, evaluation of T&D needs to be conducted based on the objectives of the planned T&D programmes.