

# Effectiveness of Training in the Banking Sector of Bangladesh

Md. Zahangir Kabir, Jannatul Mawa, Md. Mostafizur Rahman,  
Sourav Paul Chowdhury & Md. Jamal Uddin

## Abstract

The aim of the study was to evaluate the effectiveness of employee training in the banking sector of Bangladesh, where effectiveness is defined as the improvement of knowledge, skill, ability (KSA) and job performance. There were four predictors (training design, development and implementation of training, validity of training and facilitation of transfer) and two hypotheses were developed to conduct the study. To test the developed hypotheses data were collected from 120 bank employees through close ended questionnaire and convenience sampling were used to select the respondent. Multiple regression analyses were used as a statistical tool to test the impact of the factors on improvement of KSA and job performance. The findings reveal that training design and facilitation of transfer have significant influence on improvement of KSA and job performance. This study will help the managers and practitioner to understand why evaluation of training is so much important. Simultaneously, it will encourage managers to provide support, opportunity and other facilitations that are conducive to transfer training.



IJSB

Accepted 21 December 2019  
Published 02 January 2020  
DOI: 10.5281/zenodo.3596360

**Keywords:** Training, Effectiveness, Banking, Performance, KSA

## About Author (s)

**Dr. Md. Zahangir Kabir** (Corresponding Author), Professor, Department of Management, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh.

**Jannatul Mawa**, Statistical Officer, Bangladesh Bureau of Statistics, Bangladesh.

**Md. Mostafizur Rahman**, Assistant Professor, Department of Management, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh.

**Sourav Paul Chowdhury**, Assistant Professor, Department of Management, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh.

**Dr. Md. Jamal Uddin**, Associate Professor, Department of Marketing, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh.

## Introduction

The mushrooming recognition of the potential of human resources in providing competitive advantages, organizations have begun to consider employees as valuable assets or investment. This view has become more significant in today's knowledge economy that depends on the skills, knowledge, and attitude of the workforce. Physical inputs or finance, and access to these resources, are no longer the factors that differentiate between organizational success or failure. Rather, it is the ability to use these tangible resources (money, machinery, etc) that serves as the distinguishing factors. An organization that grasps on to and builds on the skills, competencies and knowledge of its workforce can turnaround into business rather quickly, even if it loses all of its physical resources (Agarwala, 2007). In order to survive and succeed in the turbulent competitive atmosphere organizing, development and managing of human resources is the best armament. Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux, 2002) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. Contemporary management thinking advocates that, human capital can be a competitive advantage to organizations. Training and development function ensures that human capital instill required knowledge and abilities. In banking sector, training and development is one of the important tools which transfer an employee to an effective employee. Training program is evaluated to determine the extent of knowledge, skills and attitudes delivered through training and translated into performance. A training program is said to effective, when it delivers what is intended. If training methods is not evaluated then how we came to know that it is effective or not and what measure used to make it effective. This paper aims at evaluating training effectiveness in the Banking sector of Bangladesh. The volatile operational environments lead to a sense of temporariness in today's organization. Responding effectively and efficiently to these modifications means that managers and leaders of the organization must transform their human resources to cope with the uncertainty and ambiguity of temporariness. They must adopt and practice flexibility, spontaneity and unpredictability to meet environmental challenges (Robbins & Judge, 2013). In today's competitive global environment bank organizations need the kinds of skills that best help to attain organizational goals and objectives.

Every year, in business organizations, a large amount of money was allocated for training and development. For example, in 2017 organizations of USA spent as much as \$164.2 billion on such programs; meanwhile banks of USA expended almost \$4.5 billion annually in same time (Training Industry Report, 2017). In spite of the overwhelming effects on training of organizational employees by organizations, there is still limited literature on human resource development issues in developing countries (Debrah & Ofori, 2006) and increasing concerns from organizational customers towards low quality services in the banking sector. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey, 2002; Harvey, Matt & Milord, 2002; Jackson, 2002; Kamoche, 2002; Kraak, 2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of training on employee performance.

This study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of human resource management in general and

training in particular in Bangladesh. Training helps the employees to perform their tasks in the best possible manner. So, providing training is inevitable to develop skills and knowledge of employees that enable them to take up challenging jobs. If the organization wants to develop competencies and capabilities of their employees not only providing training but also evaluating the training is essential to ensure the effectiveness of training but the main problems are firstly, lack of interest to know whether the training meet needs and expectations of the organization that means improvement of KSA and job performance and secondly, lack of factual information about what factors of training have significant influence on improvement of KSA and job performance.

### Objectives of the study

The objective of the study is to evaluate the effectiveness of training by predicting the effects of training design, development and implementation of training, validity of training, and facilitation of transfer on employee's KSA and job performance in the banking sector of Bangladesh.

### Review of the Literature

The main purpose of training is to acquire and improve knowledge, skills and abilities 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. Training can be defined as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills (Campbell *et.al*, 1970). Training is a learning experience that seeks a relatively permanent change in individuals that will improve their ability to perform on the job (DeCenzo and Robbins, 2005). Evaluation of training is the Measurement of one or more relevant criteria (such as attitude or performance) before and after the training, and determining whether the criteria changed (Griffin, 2009). It is not enough to merely assume that any training an organization offers is effective; we must develop substantive data to determine whether our training efforts is achieving its goals-that is, if it's correcting the deficiencies in skills, knowledge, or attitudes we assessed as needing attention (DeCenzo and Robbins, 2005). Knowledge, skills and ability are three important outcome of training. An individual's capacity to perform the various task in a job (Robbins and Judge, 2011). Skills and abilities relate precisely to the qualifications and capabilities of an individual to perform a specific job (DeNisi and Griffin, 2009). Job performance has been defined as the overall expected value from employees' behaviors carried out over the course of a set period of time (Motowidlo *et al.*, 1997). Training is only effective if it produces results. In every study a good literature review provide knowledge about what has been done in the research area. This might help to build an insightful and purposeful study. Armstrong (2000) said, It is very necessary for the organization to design the training very carefully. Employees are very conscious about the delivery style. Drucker (1999) said that the most valuable asset of a 20th century company was its production equipment. The most valuable asset of a 21st century institution will be its knowledge workers and their productivity. Palo and Padhi (2003) said, training and development is an aspect of human resource practices that help in enhancing employees' skills & knowledge. Bhat (2013) concluded that training have positive impact on job performance. Training is a motivational factor which enhances the knowledge of the employee towards the job and helps to be a better performer. Training can be used as a weapon to cope with rapidly changing technological innovation, market condition and organizations structure. Cole (1996) asserts that complex jobs will make demands not only in

terms of specialist knowledge but also on a real understanding of the basic principles and the underlying concepts of the job performance or the work involved. Ghafoor *et al.*, (2011) conducted a study about impact of training and development on organizational performance which focused on the job training, training design and delivery style on organizational performance. results show that training and development, on the job training, training design and delivery style have significant effect on organizational performance and all these have positively affect the organizational performance it means it increases the overall organizational performance. Subrahmanian (2010) conducted his study about evaluating training effectiveness where the 8 independent (or predictor) variables such as general evaluation, evaluation of trainer, methods of presentation, program content, instructional material, assignments, facilities and planned improvement are a better predictor of an overall opinion of the training program where analysis proved the relationships of predictor and depended. Rani and Garg (2014) concluded that banks provide training programs to enhance their knowledge and skills to satisfy the customers. The study concluded that most of the respondents are strongly agree that training improves their skills, knowledge, minimizes their faults in operation, enhance their efficiency and effectiveness of work. Growth of banking sector in India is the result of skilled manpower which is the outcome of training and development. Kunchet *et al.*,(2011) studied on analysis and evaluation of training effectiveness where 5 key elements were taken and evaluated using Kirkpatrick model where they concluded the importance about time, environment, material, pre and post training reaction, and performance.

Noe and Schmitt (1986) conducted a study to investigate the influence of trainee attitudes on training effectiveness. Results of the study suggest that job involvement and career planning are antecedents of learning and behavior change. Motivational and environmental influences on training effectiveness have received little attention. Wisecarver *et al.*,(2011) provide recommendation for training where influence of training on skills, training contents and methods, trainability of KSAOs, and enhancing transfer were discussed to measure impact of training on KSAOs. Korde and Laghate (2015) explained on his findings that the bank which has invested more in training is able to perform better than the bank which invests comparatively less in the area of training and especially in the area of HR related training. Kiboss (2014) asserts the employees felt that the forms of training seemed relevant in improving their performance of current duties but failed to prepare them to cope with the new technological changes. In view of these findings, the study recommended that organizations such as Telkom Kenya should give priority to employee training programs for preparing them to cope with new technological changes and put modern resources to benefit both the organization and its employees.

Nur *et al.* (2015) conducted an exploratory qualitative study on the learning transfer where the qualitative data was collected from instructors, employers, NOSS panel, trainees and colleagues, through face-to-face interviews and focus group discussions. Qualitative findings revealed that training design is an important factor that influences learning transfer. The findings of the study show that there are several themes that are supported by previous studies related to the training design these were the personal capacity to transfer, the perceived content validity, lucre to use, transfer design, and comes back-transfer performance. Dabale *et al.* (2014) the study was aimed to determine the relationship between training and employee performance in Mutare City Council, Zimbabwe. It was explored that there was strong positive relationship between training and performance of employees. It

was recommended that all stakeholders, be involved in one way or the other in training to enhance employee knowledge, skills, ability, competencies and behavior.

### Hypotheses

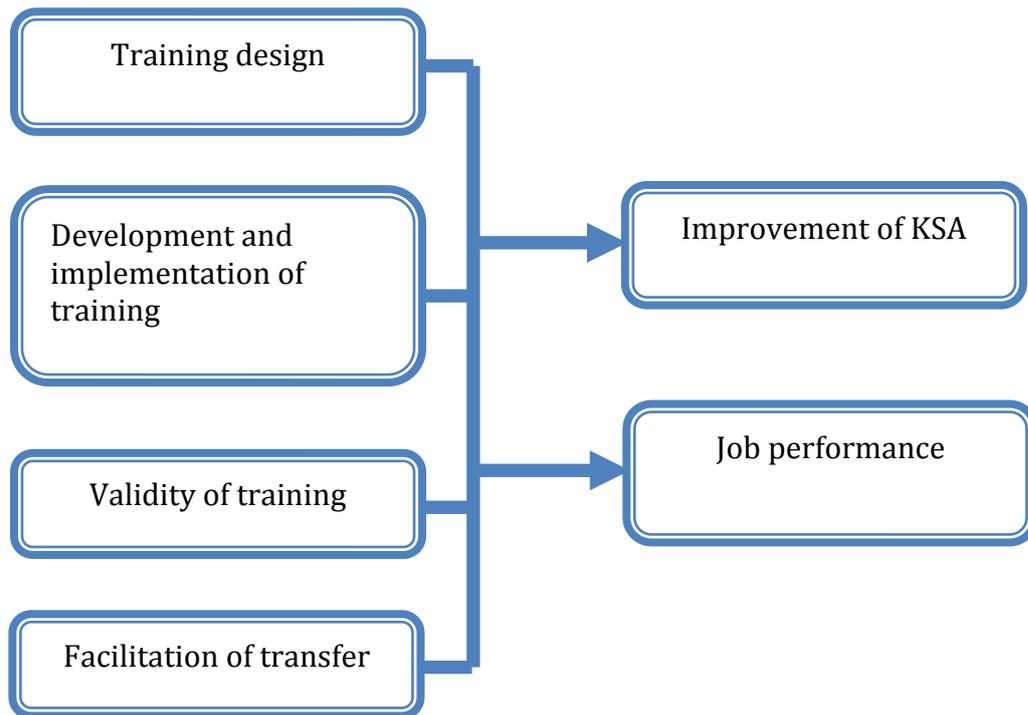
To serve the objectives of the study these hypotheses were developed.

*H1:* Training design, development and implementation, validity, and facilitation of transfer predict improvement of KSA.

*H2:* Training design, development and implementation, validity, and facilitation of transfer predict job performance.

### Conceptual Framework

Additionally, a conceptual framework was developed to satisfy the hypotheses:



**Figure 1: Impacts of Training on Employee**

### Methodology of the Study

The study was conducted based on both primary and secondary sources of data. Several reference books, journal, research papers and internet were used as source of secondary data. Purposive sampling techniques were used in this study. Primary data were collected from 15 private commercial banks (PCBs) bank employees of Dinajpur and Rangpur district. The data were collected from 120 bank employees (5 to 11 employee from each bank). A close ended 30 items (10 item demographic, 20 on stated variables) questionnaire were used to collect the data in a scale of 5-point Likert format ranging from 1=strongly disagree to 5=strongly agree. Improvement of KSA and improvement of job performance has been taken as a dependent variable and other factors like training design, development and implementation of training, validity of training and facilitation of transfer has been taken as the independent variables. Statistical tools like ANOVA and Multiple Regression were used to test the hypotheses. In this study multiple regression analysis is used to determine the cause and effect relationship of the variables.

## Analysis and Interpretation

### Demographic profile of the respondents

This section represents a descriptive analysis of the personal profile of the respondents of this study. The personal profile includes the, age, gender, years of experience in the present bank, academic qualification. Respondents were composed of front-line staff, middle managers and top managers. The demographic profile of respondents is shown in below:

**Table 2: Demographic information of the respondent**

Factors		Frequency	Percent age
Gender	Male	112	93.33
	Female	8	6.67
Age	21-25	9	7.50
	26-35	65	54.17
	36-45	28	23.33
	46-51	18	15.00
Academic qualification	Bachelor	18	15.00
	Masters	102	85.00
	PhD	00	00.00
Total work experience	Less than 2 years	18	15.00
	2 to 5 years	30	25.00
	6 to 10 years	45	37.50
	More than 10 years	27	22.50
Managerial level	First line	78	65.00
	Middle	30	25.00
	Top level	12	10.00

Source: Field Survey

The demographic profile of the respondent shows that 93.33% are male and only 6.67% are women. Table 2 reveals that the respondent's age groups were categorized into four groups. The first group ranges between 21-25 years, the second is 26-35 years, the third is 36-45 years, and the fourth is 46-50years, 7.5% of the respondents were between the age of 21-25, followed by 54.17% of the respondents who were between the age of 26-35 years, 23.33% were between the age of 36 to 45 years, 15% are the age from 46-50years, the majority of respondents were between the ages of 26to 35 years. In table 2, academic qualifications are categorized 3 level Bachelor Masters PhD. The qualification range shows that the majority of respondents were laid in group 2 (Masters). Table 2 also highlights that 15% of the respondents had less than 2 years of experience with their current banks, followed by 25% % with 2 to less than 5 years, 37.5% with 6 to less than 10 years, and finally 22.5% with 10 years or above of experience. Table shows that 65% respondents are in first line, 25% are in mid-level and only 10% are in top level.

### Multivariate Analysis

In this study multiple regression analysis is used as a statistical technique to determine the cause and effect relationship of the variables.

**Table 3: (a) Model Summary (Relationships among Facilitation of transfer, Development and implementation of training, Training design, Validity of training with improvement of KSA)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 <sup>a</sup>	.546	.530	.31084

Source: Statistical Analysis of Field Survey Data

a. Predictors: (Constant), Facilitation of transfer, Development and implementation of training, Training design, Validity of training.

The strength of association in multiple regressions is measured by the square of the multiple correlation coefficient (R Square). The closer the value of R square to 1 denotes the closer the association between the dependent variable and the independent variables. In table 3 (a) R square is 0.546 that is strong enough to describe the relationship. This also indicates that improvement of KSA is influenced by facilitation of transfer, development and implementation of training, training design and validity of training by 54.6%.

**Table 3 (b) ANOVA (Relationships among Facilitation of transfer, Development and implementation of training, Training design, Validity of training with improvement of KSA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.355	4	3.339	34.554	.000 <sup>a</sup>
	Residual	11.112	115	.097		
	Total	24.467	119			

Source: Statistical Analysis of Field Survey Data

a. Predictors: (Constant), Facilitation of transfer, Development and implementation of training, Training design, Validity of training.

b. Dependent Variable: Improvement of KSA.

The F-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. Table 3 (b) shows that, the independent variables statistically significantly predict the dependent variable,  $F(4,115) = 34.554$ , at 1% significance level (i.e., the regression model is a good fit of the data).

**Table 3 (c) Coefficients (Relationships among Facilitation of transfer, Development and implementation of training, Training design, Validity of training with improvement of KSA)**

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.128	.324		3.485	.001
	Training design	.200	.094	.203	2.128	.035
	Development and implementation of training	.012	.076	.014	.152	.879
	Validity of training	.368	.096	.375	3.840	.000
	Facilitation of transfer	.159	.062	.253	2.564	.012

Source: Statistical Analysis of Field Survey Data

a. Dependent Variable: Improvement of KSA.

The above mentioned coefficient table 3 (c) is the most important table for this study. The  $t$  value of this table helps to determine whether the hypothesis is accepted or not. The coefficient is significant at 1%. Development and implementation of training is not significant. But Training design, validity of training and facilitation of transfer are significant to improvement of KSA. To test the hypothesis the comparison between calculated value and critical value of  $t$  must be done. The calculated value must be larger than the critical value with  $n-5=115$  degrees of freedom at 1% and 5% significance level to accept the hypothesis as true. In table 3 (c) for training design the calculated value of  $t=2.128$  which is larger than the table value (1.6588) with 115 degrees of freedom at 5% significance level for a two tailed test. So the null hypothesis is rejected and there is a significant relationship between training design and improvement of KSA. The term beta coefficient or beta weight is used to denote the standardized regression coefficient. Here beta score is 0.203 which means 1 unit change of training design explained .203 unit increments in improvement of KSA. The table shows that the calculated  $t$  value of validity of training is 3.840 which is larger than the critical value (2.3607) at 1% significance level for a two tailed test. And the beta score 0.375 for validity of training. And the factor facilitation of transfer has significant influence on improvement of KSA where the calculated value is larger than the critical value of  $t$  ( $2.564 > 2.3607$ ) at 1% significant level for a two tailed test. That means there is significant linear relationship between facilitation of transfer and improvement of KSA. Here the beta score for facilitation of transfer is 0.253.

**Table 4 (a) Model Summary (Relationships among Facilitation of transfer, Development and implementation of training, Training design, Validity of training with Job performance)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772 <sup>a</sup>	.595	.581	.29665

Source: Statistical Analysis of Field Survey Data

a. Predictors: (Constant), Facilitation of transfer, Development and Implementation of training, Training design, Validity of training.

The closer the value of R square to 1 denotes the closer the association between the dependent variable and the independent variables. In table 4 (a) R square is 0.595 that is strong enough to describe the relationship. This also indicates that job performance is influenced by facilitation of transfer, development and implementation of training, training design and validity of training by 59.5%.

**Table 4 (b) ANOVA (Relationships among Facilitation of transfer, Development and implementation of training, Training design, Validity of training with Job performance)**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.888	4	3.722	42.293	.000 <sup>a</sup>
	Residual	10.120	115	.088		
	Total	25.008	119			

Source: Statistical Analysis of Field Survey Data

a. Predictors: (Constant), Facilitation of transfer, Development and implementation of training, Training design, Validity of training.

The F-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. Table 4 (b) shows that, the independent variables statistically significantly predict the

dependent variable,  $F(4,115) = 42.293$ , at 1% significance level (i.e., the regression model is a good fit of the data).

**Table 4 (c) Coefficients (Relationships among Facilitation of transfer, Development and implementation of training, Training design, Validity of training with Job performance)**

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.326	.309		4.293	.000
Training design	.190	.090	.191	2.119	.036
Development and implementation of training	.102	.072	.121	1.413	.160
Validity of training	.144	.091	.145	1.572	.119
Facilitation of transfer	.277	.059	.437	4.682	.000

Source: Statistical Analysis of Field Survey Data

a. Dependent Variable: Job performance

With the help of coefficient table 4 (c), we can easily interpret that which factors of training have significant relationship with job performance and which have not. Table 4 (c) shows the coefficient is significant at  $\alpha=0.01$  where training design and facilitation of training are significant to job satisfaction. But development and implementation and validity of training are not significant. To reject the null hypothesis the calculated value of  $t$  must be larger than the critical value with  $n-5=115$  degrees of freedom at 1% and 5% significance level. The table shows that the calculated  $t$  value of training design is 2.119 which is larger than the critical value (1.6588) at 5% significance level for a two tailed test. And the beta score 0.191 for training design. In table 4 (c) for facilitation of transfer the calculated value of  $t=4.682$  which is larger than the table value (2.3607) with 115 degrees of freedom at 1% significance level for a two tailed test. So the null hypothesis is rejected and there is a significant relationship between facilitation of transfer and job performance. The term beta coefficient or beta weight is used to denote the standardized regression coefficient. Here beta score is 0.437, which means 1 unit change of training design explained 0.437 unit increments in job performance.

### Summary of Findings

The purpose of the study is to evaluate the effectiveness of training and to identify factors which have significant impact on effectiveness of training. The study is greatly supported by previous study of Ghafoor *et al.*, (2011), Subrahmanian (2010), Dabale *et al.*, (2014), Bhat (2015), Noe and Schmitt (1986), and Wisecarver *et al.*, (2011). The coefficient table 3 (c) and coefficient table 4 (c) provides that in the 1<sup>st</sup> hypothesis, conducted analysis reveals that among four independent variables (training design, development and implementation of training, validity of training and facilitation of transfer) three variables (training design, validity of training and facilitation of transfer) have significant association with improvement of KSA. The predictor, training design, has significant association with improvement of KSA ( $2.128 > 1.6588$ ) at 5% significant level. The finding is consistent with Wisecarver *et al.*, (2011) where found that contents and objectives of training have influence on improvement of KSA. The validity of training is significant at 1% ( $3.840 > 2.3607$ ) this result is consistent with Noe and Schmitt (1986) concluded that trainee's career and job attitude have significant impact on training effectiveness. In this study, the predictor facilitation of transfer has significant influence on improvement of KSA which is inconsistent with the finding of Noe and Schmitt

(1986) where motivation and environmental factors have got less significant on effectiveness of training. Secondly, in the 2<sup>nd</sup> hypothesis, conducted analysis reveals that among four independent variables (training design, development and implementation of training, validity of training and facilitation of transfer) two variables (training design and facilitation of transfer) have significant association with job performance. In this study, training design has significant association with job performance which is consistent with Ghafoor *et al.*, (2011) where it was revealed that training design was significant with job performance. But the study also revealed that delivery style was significant with job performance which is not consistent with this study. Here, development and implementation of training is not significant. And also validity of training is not significant. Coefficient table 4(c) shows that the facilitation of transfer has greater influence on job performance where the calculated value of  $t$  is greater than the critical value ( $4.682 > 2.3607$ ) at 1% significant level. This finding is not consistent with Subrahmanian (2010) where facility was not significant to effectiveness of training. Finally, result of the study shows that the facilitation of transfer has significant influence on effectiveness of training. Managers' support, peer and supervisors' support, and environmental factors are important to transfer learning. Learning is an important aspect of any training program. But equally is encouraging trainees to use learned capabilities on the job.

### Conclusion

The aim of the study was to evaluating the effectiveness of employee training in the banking sector of Bangladesh. To achieve the aim of the study two specific objectives was developed. The study examined the effectiveness by assessing the impact of training factors on improvement of KSA and job performance. To conduct the study primary data were collected from banks in Dinajpur and Rangpur districts. The results of multiple regression analysis reveal that 3 factors (training design, validity of training and facilitation of transfer) among 4 factors are significantly associated with improvement of KSA where development and implementation of training is not significantly associated with improvement of KSA. Another important finding of the study informed us that training design and facilitation of transfer have significant influence on improvement of job performance. Here the term training design indicates in what extend the objectives and contents of the study was defined and how well the programs were organized. In this study, the factor development and implementation of training denotes how long the training duration was, how much knowledgeable the trainer was, and in what extend the materials of training were meaningful to them. Where, validity of training try to explore the relevancy of training to employees' personal need and expectation regarding job. How much opportunities the employees have had to transfer learning was the concern for the factor facilitation of transfer. Finally it can be concluded from the study that the trainings provided in bank industries are improving KSA and job performance of their employees. And the factor training design and facilitation of transfer are largely influence on effectiveness of training. But to assess that how much and in what extend training programs are achieving their goals evaluation of training is a crying need. As a service organization it is not enough for any bank to only provide training but to evaluate the effectiveness of training through realizing what factors have greater influence on improvement of KSA and job performance to cope up with challenging environment. Managers, individuals, organizations, leader and potential researcher might be informed from the study about impact of training on improvement of KSA and job performance, and importance of evaluation of training.

### Managerial implication and future scope of the study

The study contributes on theoretical knowledge regarding what factors of training have significant impact on effectiveness of training. The real picture shows that other factors (training design, validity of training and facilitation of transfer) have greater significant influence on effectiveness of training than development and implementation of training. In general view the factor facilitation of transfer is not considered as much worthy as it has on effectiveness of training. This study will help the managers and practitioner to understand why evaluation of training is so much important. To understand what factors have significant influence on effectiveness of training and what factors have less influence on effectiveness of training to give more focus on defining clearly the objectives and content of training. Helps to understand why should interest on and attitude toward training of employees are get importance. It will encourage managers to provide support, opportunity and other facilitations that are conducive to transfer training. The study might create scope of study for potential researchers on the impact of training design, validity of training and facilitation of transfer on improvement of KSA. There is another scope might be create for potential researchers and learners to conduct a study about the impact of training design and facilitation of training on job performance. The study was conducted through collecting data from Dinajpur and Rangpur districts. For future study, researchers can take sample from another region or another sector of economy. Peter Bramley's 3 stage model, Kirkpatrick 4 stage model and Virmani and Premila's model of evaluation might be helpful for measuring effectiveness of training which could not use for the limitation of pre-training evaluation.

### REFERENCES

- Agarwala, T. (2007). *Strategic Human Resource Management*. New Delhi: Oxford University Press.
- Armstrong, M. (2000). *Human Resource Management Practice*. London: Kogan page limited.
- Bhat, Z. H. (2013). Impact of Training on Employee Performance: A Study of Retail Banking Sector in India. *Indian Journal of Applied research*. 3(6). 292--293.
- Campbell, J. P., Dunnette, M. D., Lawler, E. E., & Weick, K. R., (1970). *Managerial behavior, performance, and effectiveness*. New York: McGraw-Hill.
- Cole, G. A. (1996). *Management: Theory and Practice*. London: Letts Educational.
- Dabale, W. P., Jagero, N., & Nyauchi, M. (2014). The Relationship between Training and Employee Performance: The Case of Mutare City Council, Zimbabwe. *International Journal of Human Resource Studies*. 4(4). 61-72. DOI: <https://doi.org/10.5296/ijhrs.v4i4.6620>.
- Debrah, Y. A. & Ofori, G. (2006). Human Resource Development of Professionals in an Emerging Economy: the Case of the Tanzanian Construction Industry. *International Journal of Human Resource Management*. 17(3). 440-463.
- DeCenzo, D. A. & Robbins, S. P. (2005) *Fundamentals of Human Resource Management*. Hoboken: John Wiley & Sons.
- DeNisi, A. S. & Griffin, R. W. (2009). *Human Resource Management*. New Delli: Dreamtech Press.
- Drucker, P. F. (1999). Knowledge-Worker productivity: the biggest challenge. *California Management Review*. 41. 79-94.
- Evans, P., Pucik, V. & Barsoux, J-L. (2002). *The Global Challenge: Framework for International Human Resource Management*. Boston: McGraw-Hill.
- Khan, R. A. G., Khan, R. A., & Khan, F. A. (2011). Impact of Training and Development on Organizational Performance. *Global Journal of Management and Business Research*. 11(7). 63-68.
- Griffin, R. W. (2009). *Management*. Boston: Houghton Mifflin Company.
- Jackson, T. 2002. Reframing human resource management in Africa: a crosscultural perspective. *International Journal of Human Resource Management* 13,7, 998-1018.

- Kamoche, K. 2002. Introduction: Human Resource Management in Africa. *International Journal of Human Resource Management*. 13,7, 993-997.
- Kraak, A. 2005. Human Resources Development and the Skills Crisis in South Africa: the Need for Multi-pronged Strategy. *Journal of Education and Work* 18,1, 57-83.
- Kiboss, E. V. (2014). Training Measures Used to Improve Employees' Ability to Cope with Challenges Posed by New Advances in Technologies in North Rift Region Kenya. *Human Resources Management and Labor Studies*. 2. 243-263,
- Korde, A. & Laghate, K. (2015). Is There Any Impact of Training on the Performance of Selected Public Sector Banks? *Symbiosis Centre for Management Studies. Pune*, 3.135-154.
- Kunche, A. P., Ravi K., Guniganti, S., & Puli, D. (2011). Analysis and Evaluation of Training Effectiveness. *Human Resource Management Research*. 1. 1-7.
- Noe, R. A. & Schmitt, N. (1986). The Influence of Trainee Attitudes on Training Effectiveness: Test of a Model. *Personnel Psychology*. 39. 498-523.
- Nur, F. A., Ruhizan, M. Y., & Rahim, M. B. (2014). Learning transfer in national occupational skill standard System and workplace learning: how training design affect it? *Procedia - Social and Behavioral Sciences*. 174, 156-163.
- Palo, S. & Padhi, N. (2003). Measuring Effectiveness of Total Quality Management Training. *Training and Development*. 3. 3-16.
- Rani, K. & Garg, D. (2014). Training and Development in Public Sector Bank. *Management and Social Sciences Research*. 3(2). 319-442.
- Robbins, S. P. & Judge, T. (2013). *Organizational Behavior*. New Jersey: Pearson Education, Inc.
- Subrahmanian, M. (2010). Evaluating Training Programmes in India Post. *Journal of Arts Science & Commerce*. 1 (1). 81-94.
- Training Industry Report. (2017). *Training*. <https://trainingmag.com/trgmag-article/2017-training-industry-report/>
- U.S Army Research Institute for the Behavioral and Social Sciences. (2011). *Knowledge, Skills and Abilities for Military Leader Influence*. (Technical Report 1281) Arlington, USA: Wiscarver, M., Schneider, R., Foldes, H., & Cullen, M.

#### Cite this article:

**Md. Zahangir Kabir, Jannatul Mawa, Md. Mostafizur Rahman, Sourav Paul Chowdhury & Md. Jamal Uddin (2020).** Effectiveness of Training in the Banking Sector of Bangladesh. *International Journal of Science and Business*, 4(1), 1-12. doi: 10.5281/zenodo.3596360

Retrieved from <http://ijsab.com/wp-content/uploads/441.pdf>

## Published by

