A Thesis
On

The Impact of Training and Development on Employee Performance in Banking Sector of Bangladesh

This report is submitted to the Department of Management, Faculty of Business Studies, Hajee Mohammad Danesh Science and Technology University, Dinajpur for the partial fulfillment of the degree of Master of Business Administration (MBA) in HRM

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Certificate of Supervisor

I hereby declare that this thesis entitled "The Impact of Training and Development on Employee Performance in Banking Sector of Bangladesh" is an original work done by Fahmida Sharmin, bearing Student ID: 1703062, MBA in HRM, semester III, year 2022, Department of Management, Batch 12th, Faculty of Business Studies, Hajee Mohammad Danesh Science and Technology University, Dinajpur-5200. She has performed her analysis under my supervision and submitted this thesis program for the partial fulfillment of the requirement for the degree of Master of Business Administration in HRM.

I wish her every success in life.

………………………
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Student’s declaration

I hereby declare that this thesis work, entitled “The Impact of Training and Development on Employee Performance in Banking Sector of Bangladesh” has been prepared by me and is supervised by Dr. Md. Zahangir Kabir, Professor, Department of Management, Faculty of Business Studies, HSTU, Dinajpur.

I further affirm that the work and information presented in the thesis work are original and, in part or whole, have been submitted to, in any form, any other university or institution for any degree or any other purpose.

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Abstract

This report investigates the impact of training and development programs on employee performance within the banking sector of Bangladesh. The study's objectives include examining the correlation between training programs and task performance, conceptual performance, and overall employee productivity. Data was collected through a survey of 150 bank employees using a structured questionnaire, and analyzed using descriptive statistics, regression, and correlation analyses. The findings reveal a strong positive correlation between training initiatives and both task and conceptual performance. These results underscore the critical importance of training in enhancing employees' skills, knowledge, and abilities, thus contributing to organizational effectiveness. The study emphasizes the necessity of ongoing training programs to improve workforce productivity and performance within the banking industry. Through hypothesis testing, it is confirmed that training and development have a significant impact on employee performance, emphasizing the importance of investing in such initiatives to foster organizational success. The study concludes with recommendations for banks to prioritize training and development programs as essential strategies for enhancing employee productivity and maintaining a competitive edge in the dynamic banking sector of Bangladesh.

Keywords:

Employee Performance, Banks, Training and development, Organization, Bangladesh.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

All organizations, whether private or public, agree that training and development programs are essential for the growth and development of their core activities (Noe, 2002). Employees are indispensable assets and key elements in gaining a competitive advantage, with training being an essential tool for realizing this potential (Houger V. P., 2006). Training and development play a crucial role in the effectiveness of an organization (Goldstein, I. L., Ford, K., 2002).

The banking system is a critical component of a nation's economy, facilitating the flow of money by taking deposits and providing loans. Modern banks offer a wide range of online services and play significant roles in the economy. Banks, in particular, have proven vital to business and economic stability. They contribute to GDP growth by promoting trade and commerce, increasing exports, reducing poverty, improving living standards for lower-income groups, and fostering sustainable socioeconomic development (Islam, 2015).

The goal of training and development programs is to add value to the organization. Training is crucial for flawless job performance and enhances employees' skills, enabling them to use the latest technology. Top-level employees, such as branch managers, need a wide range of abilities, including leadership, supervision, general banking knowledge, communication, and technological expertise (Jalil, 2020). They must understand both the organization's activities and the broader banking sector. Training and development teach staff how to respond appropriately in various situations, providing learning opportunities through on-the-job experiences. These programs, although planned and methodical, yield significant workplace benefits. For both managerial and non-managerial staff, training and development serve essential functions, primarily aimed at enhancing individual and organizational performance (Islam, 2022).

New hires at banks may not be fully prepared for their roles but have the potential to learn. Therefore, these banks invest in training staff to meet expected standards. Training and development offer numerous opportunities, including career advancement, problem-solving, performance enhancement, and personal growth. Effective and skilled workers are valuable assets, contributing to increased productivity, efficiency, and profitability, as well as reduced turnover and greater accountability as employees gain new skills and knowledge (Islam, 2013).

Banks prioritize training programs, providing ongoing training to enhance workforce productivity. These banks offer over forty skill development training programs through their training institutes. The strong emphasis on training has opened opportunities for research on this subject and tracking changes in employee performance post-training.

1.2 OBJECTIVES OF THE RESEARCH

1. To illustrate the connection between training and development programs and task performance.
2. To demonstrate the connection between training and development programs and conceptual performance.
3. To know the significance of the training provided by the banks and the change in employee productivity after receiving the training.
4. To identify challenges and prospects associated with the implementation of training and developments programs in banking industry of Bangladesh.

1.3 Rationality of the study

Bangladeshi banking needs to adapt to the universal conversion. There is much room for improvement and the nation's economy still has a lot of room for improvement. In an economy, the banking industry can be extremely important to the development of the nation's overall social-economic standing. Banks now have to contend with competition in the financial sector from both domestic and international institutions. The bank's management is in charge of making choices and creating long-term plans and strategies. As a result, they are crucial to the development of their actions and the repetition of training that was necessary to achieve the company's previous goal. Because of this, banks must offer their staff a variety of training and development opportunities (Islam, 2019). Establishing a strong and efficient training and development program is crucial for the bank's ability to satisfy customers and perform well. Enhancing customer satisfaction and building the bank's reputation through training and development boosts bank clientele and performance. As a result, training and development contribute to the highlighting of customer satisfaction-related facts and relationships as well as improving productivity, operational effectiveness, and the bank's strengths and weaknesses financially. I have chosen the study topic, "Impact of training and development program on employee performance," with these concerns in mind.

1.4 Scope of the Study

The outcomes of this research will assist banks in identifying the training and development factors that influence employee performance. Additionally, this research will benefit the human resources departments of various organizations aiming to enhance employee productivity.

1.5 Limitations

There was an endless opportunity to study a survey and pay close attention to the bank's operations. However, there are limitations to the study because it is difficult to conduct in areas where the banking sector is restricted. The limitations are covered in the section below

1. **Lack of sufficient information:** There is not enough information available on the subject, and it is difficult to locate it. Additionally, there is privacy or information restriction, and they are unable to alter it. The authority's information is extremely inadequate.
2. **Secrecy of Information:** Banks maintain the confidentiality of the majority of important information. Because it could damage their accomplishments or reputation if it becomes public. Because of this, they only provide limited information by upholding confidentiality.
3. **Time Constraints:** We have very little time for the study, and it is challenging to conduct a thorough survey in that time. Additionally, identify the factors that hinder a comprehensive evaluation of the bank's training and development initiatives.

CHAPTER 2

LITERATURE REVIEW

2.1 Literature review

Training and development programs are essential for every organization, aiming to enhance employee competence and thereby maximize the effectiveness and efficiency of human resources. Winning the "hearts and minds" of employees by fostering their identification with the organization can be advantageous (Armstrong, 2009). Mitu, Akter, Mita, and Mustafi (2016) examined the effectiveness of training and development on employee performance in the banking sector in Bangladesh. Their research revealed a strong correlation between employee performance and training and development. They suggested that private banks in Bangladesh should organize more training programs to ensure better employee performance.

The effectiveness of a training program is achieved when trainees can apply the theoretical knowledge gained to real-world work environments. Bates and Davis (2010) emphasize the use of role-playing, case studies, simulations, mediated exercises, and computer-based learning to expose trainees to current and relevant knowledge and real-world situations. Training objectives clearly communicate what is expected of the trainee by the end of the program and are critically important from the perspectives of various stakeholders, including trainers, trainees, designers, and evaluators (Karthik, R. 2012). According to Michael Armstrong (2001), "Training is the systematic improvement of the knowledge, skills, and attitudes required by an individual to perform a given task or job adequately. " Flippo (1984) defines training as "the act of increasing the knowledge and skills of an employee for doing a particular job."

Training helps workers update their existing skills and acquire new ones by enhancing their aptitudes, abilities, and skills for particular jobs. Ghorbani and Fard (2015) highlight the importance of staff training in the banking industry to meet daily challenges. Their research in Tehran, Iran, using a random sampling method, found that customer training benefits both supervisors and employees by enhancing performance and aiding in non-bank financial activities. Oatey (1970) noted that training improves task-related skills and supports the social, logical, and mental development of employees, which is crucial for productivity and personal growth within any organization.

The success of a training program depends on factors such as the perceived value of the learning program, the attitude towards the teacher, the reaction to learning conditions, and the trainees' desire to learn (Chih, Li, and Lee, 2008).

Training is the tactical and logical modification of behavior through learning events, activities, and programs that leads to participants achieving the required levels of knowledge, skills, competencies, and abilities to carry out their work effectively, according to Garavan (1997) and Berge et al. (2002). Employee performance, or job performance, involves completing tasks assigned by management and is a significant element in organizational and industrial psychology (Kahya, 2009). Improving employee performance is essential for organizational success (Abbas & Yaqoob, 2009), as the performance of employees directly impacts the organization's success or failure (Hameed & Waheed, 2011).

Noe (2017) highlights the critical role of employee training and development in boosting performance at work. The book offers methods to enhance conceptual skills and job competencies. It underscores the impact of well-designed training programs on both organizational success and employee fulfillment. Human resource management practices positively correlate with employee development and performance, as previous studies have shown (Hafeez & Akbar, 2015). Employee behavior and the results attained when performing job activities with particular abilities make up their performance, which is evaluated using a variety of scales (Imran & Tanveer, 2015).

Workers and the company need to have a solid working relationship, and employees should be completely engaged in training programs (McConnell, 2004). Employee development entails organizing and becoming ready for new tasks and difficulties (Kadiresan et al., 2015). Effective training can only begin once it is determined which employees need training and in which areas (Kum & Cowden, 2014). A skilled workforce is essential for organizational success, and training and development programs ensure that employees are capable and ready to perform well (Bataineh, 2014).

2.2 CONCEPTUAL FRAMEWORK

Research Model

The research model is based on the Job Descriptive Index developed by Smith et al. (1969) and incorporates insights from previous studies on the impact of training and development in Vietnam. This model aims to investigate the impact of training and development on employee performance, specifically focusing on different factors within the training and development programs in the banking sector of Bangladesh.

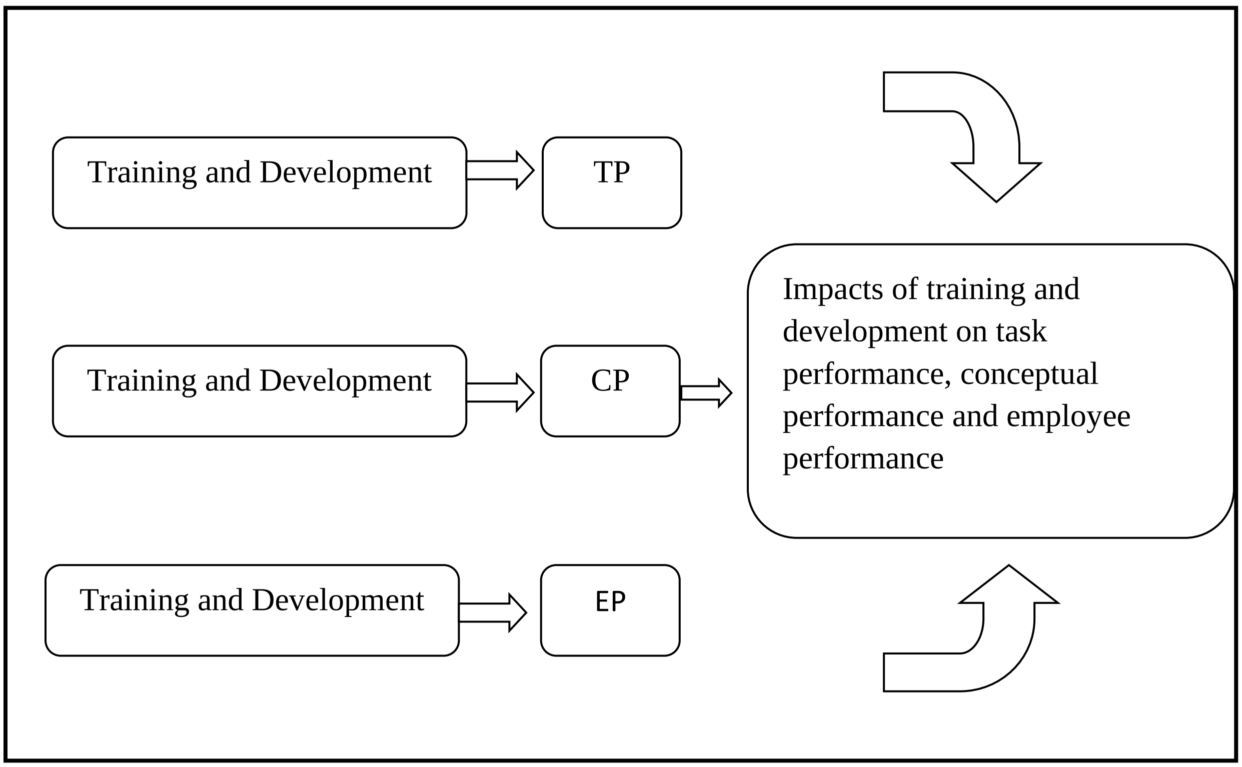


Figure1: Research Model

RESEARCH HYPOTHESIS

Based on my research the following hypotheses are formulated:

H1: Training and development significantly affect task performance.

H2: Training and development significantly affect conceptual performance.

H3: Training and development have a significant impact on employee performance.

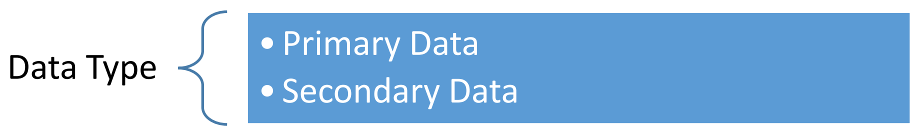
CHAPTER 3

METHODOLOGY

3.1 Methodology

In this study, research was conducted to understand the impact of training and development on employee performance. Information was collected from various sources, and a survey was conducted with 150 employees across different bank branches. The questionnaire used to collect primary data consisted of two parts. The first part gathered personal information such as name, educational qualification, and gender. The second part included questions related to various aspects of training, reflecting employees' perceptions, observations, and experiences. Responses were measured on a five-point Likert scale ranging from "Strongly agree = 5" to "Strongly disagree = 1."

3.2 Sources of Data:



Primary Data

Primary data collection utilized both questionnaires and face-to-face conversations. Some other sources of primary data are:

- Monitoring the actions of staff members.
- Examining office records and data.
- Participating in informal discussions with managers and employees.
- Collecting feedback from trainers and trainees.
- Evaluating the training institute's surroundings and determining the level of skill development.

Secondary Data

In order to properly complete the study, a number of sources were explored to gather secondary data. The following sources were consulted for this study:

1. Websites of 4 govt. and 11 non govt. banks in Bangladesh.
2. A variety of publications on training and development topics, including books, papers, and websites.
3. The trainees' training book.

The SPSS software was used to analyze the survey data and visually represented through graphical presentations created in Microsoft Excel. This analytical process aimed to provide insights into the topic's situation and uncover the report's findings. By understanding various aspects of the report, recommendations could be formulated based on the identified situation.

3.3 Research type

This study aimed to understand the impact of training and development on employee performance. The research adopted a quantitative explanatory and descriptive survey approach to explore knowledge awareness. A strategy of survey was implemented using a self-administered questionnaire for data collection.

3.4 Data collecting Instrument

Surveys with questionnaires are used to obtain data. To gather important data, a series of questionnaires was created, and different employees were asked to provide the necessary information.

Source of Information

Data was gathered from various employment positions.

Questionnaire and Measurement Scale:

To collect primary data for the study, a standardized questionnaire was used. A self-administered questionnaire was used to gather data using a survey approach. This descriptive survey targeted various respondents, featuring 18 topic-related questions. A 5-point Likert scale was used to evaluate the responses, with each question offering five options, each assigned a specific point value as follows:

SA = Strongly Agree = 5

A = Agree = 4

N = Neutral = 3

D = Disagree = 2

SD = Strongly Disagree = 1

Sampling Methods:

The survey employed convenience sampling techniques and a purposive sampling method, as these approaches facilitate the collection of data from respondents of 15 public and private banks working in Dinajpur and Khulna. Candidates has been selected for positions up to middle and upper levels required age between 25 and 50, or older, and must have at least 2 years of job experience. Data are collected from these banks:

IFIC Bank, City Bank, Rupali Bank PLC, Brac Bank Limited, Social Islami Bank Limited, Dutch Bangla Bank Limited, Trust Bank Limited, Sonali Bank PLC, Jamuna Bank, Prime Bank Limited, National Bank Limited, Agrani Bank Limited, AL Arafa Islami Bank Limited, AB Bank Limited.

200 questionnaires were distributed to the employees of Public and Private Banks. However, only 150 questionnaires could be usable further.

Data Analysis Methods:

Frequency analysis, descriptive statistics, regression analysis (Model summary, ANOVA, Coefficients analysis) and Correlations analysis are used to determine the impact of training and development programs on employee performance. Statistical tools such as SPSS were utilized to analyse the data; Microsoft Word and Excel were used for percentage analysis on a five-point Likert scale.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.1 Demographic Characteristics of the respondents:

4.1.1 Age of the respondents:

Table 4.1: Age of the respondents:

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30 Year	7	4.7	4.7	4.7
	31-45 year	94	62.7	62.7	67.4
	46-60year	49	32.6	32.6	100
	Total	150	100.0	100.0	

In the study, respondents were categorized based on age, as opinions may vary across different age groups. I have found that on the basis of the age majority of respondents fall within the 31-45 years age range, representing 62.7% of the total.

Respondents aged 46-60 years make up 32.6%. The smallest group is the 18-30 years category, comprising only 4.7% of the respondents. The cumulative percentages confirm that the data covers the entire sample population of 150 respondents, with each category summing up to 100%.

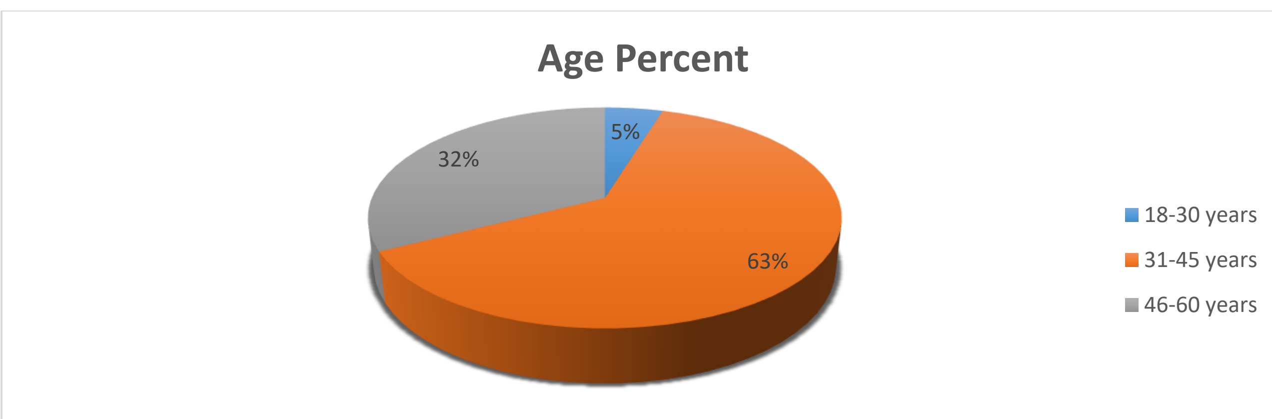


Figure 4.1: Age

4.1.2 Gender of the respondents:

Table 4.2: Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	108	75.0	75.0	75.0
	Female	42	25.0	25.0	100.0
	Total	150	100.0	100.0	

- There are 150 people in the sample.
- There are 25% female respondents and 75% male respondents.
- It shows males being more than twice as many as females.

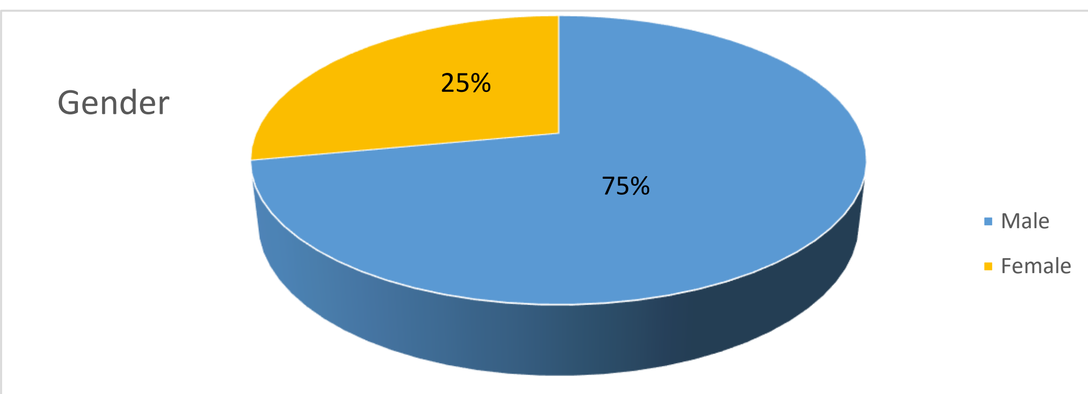


Figure 4.2: Gender

4.13 Educational qualifications of the employees:

Table 4.3: Educational qualification

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	22	14.7	14.7	14.7
	Masters and above	128	85.3	85.3	100.0
	Total	150	100.0	100.0	

Within the banking sector of Bangladesh, there exists a diversity of employees with varying educational qualifications, often corresponding to their respective positions within the organization. Specifically, my findings indicate that 85% of individuals hold a Master's degree, whereas 14% possess a Bachelor's degree.

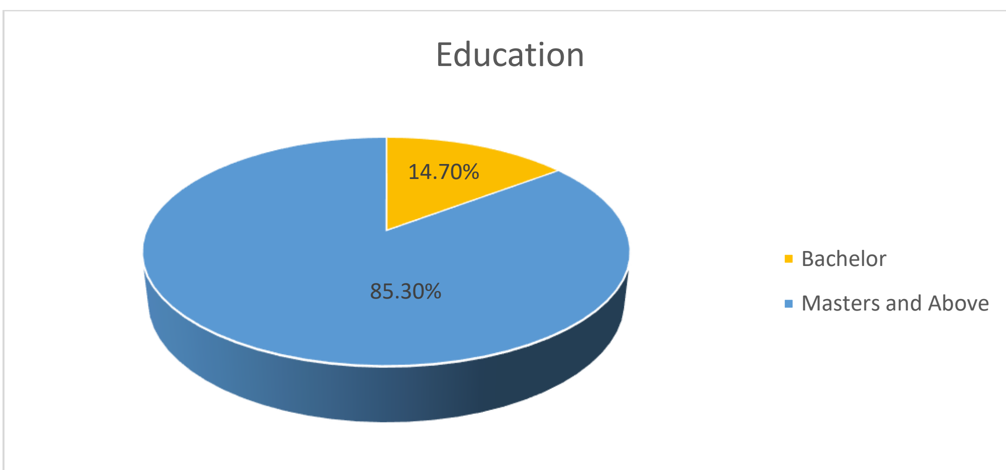


Figure 4.3: Educational qualification

4.1.4 Income of the respondents:

Table 4.4: Income

Income					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfy	34	22.7	22.7	22.7
	Normal	62	41.3	41.3	64
	Dissatisfy	54	36.0	36.0	100
	Total	150	100.0	100.0	

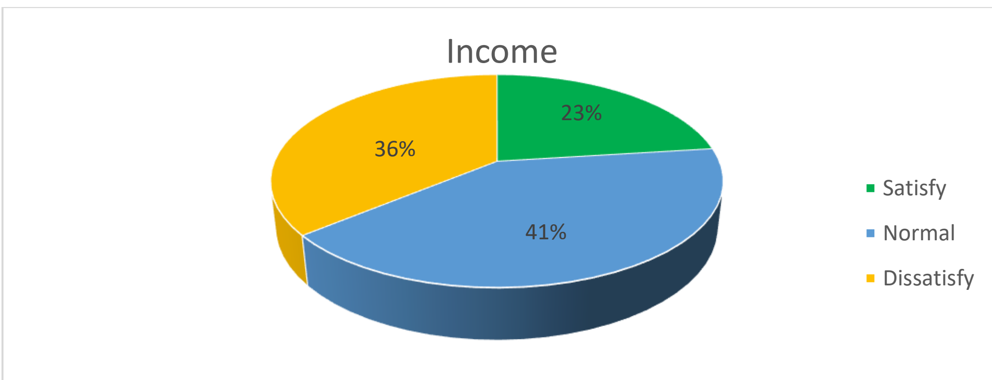


Figure 4.4: Income

In the study i have found that, 41% of the respondents are normal, 36% of the respondents are dissatisfied, and 22% of the respondents are neutral about their income.

4.2 Descriptive Analysis:

Descriptive analysis involves summarizing and interpreting data to identify patterns, trends, and relationships within the dataset. It provides a comprehensive overview of the data's characteristics, offering insights without drawing conclusions or making predictions.

The data presented encompasses the number of observations for each variable, the mean value of each respective variable, the standard deviation for each variable, as well as the minimum and maximum values of each variable.

Table 4.5: descriptive statistics of the respondents

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TP	150	2.75	5.00	4.0217	.62049
CP	150	2.25	4.75	3.8883	.75002
TD	150	2.67	4.50	3.9556	.46450
EP	150	2.75	4.75	4.3133	.42092
Valid N (listwise)	150				

The descriptive statistics for 150 employees show that Task Performance (TP) has a mean of 4.02 and a standard deviation of 0.62. Conceptual Performance (CP) averages at 3.89 with a standard deviation of 0.75, Task Development (TD) has a mean of 3.96 and a standard deviation of 0.46, and Employee Productivity (EP) averages at 4.31 with a standard deviation of 0.42.

4.3 Regression analysis:

Model 1: Effect of Training and Development on Task Performance

Model Summary analysis:

Table 4.6.1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741[a]	.549	.546	.41825

a. Predictors: (Constant), TD

The R-squared value of 0.549 suggests a moderate to strong effect, indicating that the model explains over half of the variance in the dependent variable. The adjusted R-squared value of 0.546, being close to the R-squared, implies that the model fit isn't significantly influenced by the number of independent variables. Additionally, the relatively low standard error of the estimate (0.41825) suggests a precise model.

ANOVA analysis:

Table 4.6.2:

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.478	1	31.478	179.945	.000[b]
	Residual	25.889	148	.175		
	Total	57.367	149			

a. Dependent Variable: TP

b. Predictors: (Constant), TD

The ANOVA results indicate that the regression model, which uses TD to predict TP, is significant ($p < .000$). The model's F-value is 179.945, showing that the explained variance (Sum of Squares = 31.478) is much larger than the unexplained variance (Residual Sum of Squares = 25.889). With a total variance of 57.367 and 148 degrees of freedom for the residual, the model is robust in predicting TP from TD.

Coefficients analysis:

Table 4.6.3:

Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.108	.294		.366	.715
	TD	.990	.074	.741	13.414	.000

a. Dependent Variable: TP

The coefficient table presents the results of a regression analysis with TP as the dependent variable. The constant term is 0.108 with a standard error of 0.294, but it is not statistically significant ($p = 0.715$). The predictor variable TD has an unstandardized coefficient of 0.990 and a standardized coefficient (Beta) of 0.741, indicating a strong positive relationship with TP. This effect is statistically significant ($p < 0.001$).

Model 2: Effect of Training and Development on Conceptual Performance

Model Summary analysis:

Table 4.7.1:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.611[a]	.373	.369	.59577

a. Predictors: (Constant), TD

The model summary indicates a moderate positive relationship between TD and the dependent variable, with a correlation coefficient (R) of 0.611. The R Square value of 0.373 suggests that approximately 37.3% of the variance in the dependent variable is explained by TD. The Adjusted R Square, slightly lower at 0.369, confirms the model's robustness despite the number of predictors. The standard error of the estimate is 0.59577, indicating a reasonable level of precision in the model's predictions.

ANOVA analysis:

Table 4.7.2:

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.285	1	31.285	88.142	.000[b]
	Residual	52.532	148	.355		
	Total	83.817	149			

a. Dependent Variable: CP

b. Predictors: (Constant), TD

The ANOVA results show that the regression model using TD to predict CP is highly significant ($p < .000$), with an F-value of 88.142. The model explains a substantial portion of the variance in CP, as indicated by the regression sum of squares (31.285) compared to the residual sum of squares (52.532). With a total sum of squares of 83.817 and 148 degrees of freedom for the residual, the model is effective in predicting CP from TD.

Coefficients analysis:

Table 4.7.3:

Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-.014	.418		-.033	.974
	TD	.986	.105	.611	9.388	.000

a. Dependent Variable: CP

In the coefficients table, the regression model shows that for every unit increase in TD, there is a 0.986 increase in CP, as indicated by the unstandardized coefficient. This relationship is statistically significant ($p < .000$), with a t-value of 9.388. The standardized coefficient (Beta) of 0.611 suggests that TD has a moderate to strong impact on CP. The constant term is not statistically significant, indicating that when TD is zero, CP is not significantly different from zero. Overall, TD is a significant predictor of CP, with higher TD values associated with higher CP values.

Model 3: Effect of Training and Development on Overall Employee Performance

Model Summary analysis:

Table 4.8.1:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710[a]	.504	.500	.29757

a. Predictors: (Constant), TD

The model summary reveals a strong positive relationship between the predictor variable TD and the dependent variable. The correlation coefficient (R) of 0.710 indicates a significant association between TD and the outcome variable. The R Square value of 0.504 suggests that approximately 50.4% of the variance in the dependent variable can be explained by TD. The Adjusted R Square, only slightly lower at 0.500, confirms the robustness of the model even after considering the number of predictors. Additionally, the standard error of the estimate, 0.29757, suggests a reasonable level of accuracy in the model's predictions.

ANOVA analysis:

Table 4.8.2:

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.293	1	13.293	150.116	.000[b]
	Residual	13.105	148	.089		
	Total	26.398	149			

a. Dependent Variable: EP

b. Predictors: (Constant), TD

The ANOVA results indicate that the regression model, which utilizes TD as a predictor of EP, is highly significant ($p < .000$), with an F-value of 150.116. This suggests that the model explains a significant portion of the variance in the dependent variable. The regression sum of squares is 13.293, considerably larger than the residual sum of squares (13.105), indicating that the model captures a substantial amount of the variability in EP. With 148 degrees of freedom for the residual and a total sum of squares of 26.398, the model effectively predicts EP from TD

Coefficients analysis:

Table 4.8.3:

Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.770	.209		8.467	.000
	TD	.643	.052	.710	12.252	.000

a. Dependent Variable: EP

In the coefficients table, TD shows a significant positive relationship with EP. For each unit increase in TD, EP is expected to increase by 0.643 units. Both TD and the constant term demonstrate statistical significance ($p < .000$), with respective t-values of 12.252 and 8.467. This suggests that TD is a strong predictor of EP, indicating higher TD values correspond to higher EP values.

Correlations analysis:

Table 4.9:

Correlations

		TP	CP	TD	EP
TP	Pearson Correlation	1	.810**	.741**	.407**
	Sig. (2-tailed)		.000	.000	.000
	N	150	150	150	150
CP	Pearson Correlation	.810**	1	.611**	.549**
	Sig. (2-tailed)	.000		.000	.000
	N	150	150	150	150
TD	Pearson Correlation	.741**	.611**	1	.710**
	Sig. (2-tailed)	.000	.000		.000
	N	150	150	150	150
EP	Pearson Correlation	.407**	.549**	.710**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	150	150	150	150

Correlation is significant at the 0.01 level (2-tailed).

The correlation table highlights strong positive relationships among all variables: TP, CP, TD, and EP. TP exhibits a robust correlation with CP (0.810), TD (0.741), and EP (0.407), all significant at the 0.01 level. Similarly, CP shows strong correlations with TP (0.810), TD (0.611), and EP (0.549). TD correlates strongly with TP (0.741), CP (0.611), and EP (0.710), while EP displays significant correlations with TP (0.407), CP (0.549), and TD (0.710). These findings underscore the interconnectedness of the variables, suggesting mutual influence and predictive power within the dataset.

H1 is accepted.

Based on the results presented, it appears that Hypothesis H1 is accepted. The regression analysis reveals a significant positive relationship between training and development (TD) and task performance (TP), with a standardized coefficient (Beta) of 0.741 and a p-value less than 0.001. This suggests that increases in training and development efforts are associated with higher task performance among employees in the banking sector of Bangladesh. Additionally, the correlation analysis further supports this finding, indicating a strong positive correlation between TD and TP (Pearson Correlation = 0.741, $p < 0.01$). Overall, these results provide substantial evidence to support the hypothesis that training and development significantly affect task performance in the banking industry of Bangladesh.

H2 is accepted.

Based on the provided information, Hypothesis H2 states that training and development significantly affect conceptual performance (CP).

The regression analysis conducted for CP shows a significant positive relationship between training and development (TD) and conceptual performance (CP), with a standardized coefficient (Beta) of 0.611 and a p-value less than 0.001. This indicates that increases in training and development efforts are associated with higher conceptual performance among employees in the banking sector of Bangladesh.

Furthermore, the correlation analysis supports this finding, revealing a strong positive correlation between TD and CP (Pearson Correlation = 0.611, $p < 0.01$).

Considering both the regression and correlation analyses, along with the statistical significance of the relationship between TD and CP, it can be concluded that Hypothesis H2 is accepted.

H3 is accepted.

Hypothesis H3 states that training and development have a significant impact on employee performance (EP).

The regression analysis conducted for EP reveals a significant positive relationship between training and development (TD) and employee performance (EP), with a standardized coefficient (Beta) of 0.710 and a p-value less than 0.001. This indicates that increases in training and development efforts are associated with higher employee performance in the banking sector of Bangladesh.

Moreover, the correlation analysis supports this finding, showing a strong positive correlation between TD and EP (Pearson Correlation = 0.710, $p < 0.01$).

Considering both the regression and correlation analyses, along with the statistical significance of the relationship between TD and EP, it can be concluded that Hypothesis H3 is accepted.

CHAPTER 5

FINDINGS AND SUGGESTIONS

5.1 Findings

Following the completion of the survey and analyzing the collected data, the study's key findings were summed up as follows:

Training and development have a significant impact on task performance ($B = 0.741$, $p < 0.001$). Supporting the findings of prior studies. For example, Oatey noted that training improves task-related skills and supports the social, logical, and mental development of employees (Oatey, R. 1970). And Ghorbani, A., & Fard (2015), "The Impact of Staff Training on Task Performance: Evidence from the Banking Industry." These studies align with the result.

Training and development have a significant impact on conceptual performance where, $B = 0.611$, $p < 0.001$, supporting the findings of prior studies. For example, Noe (2017) in "Employee Training and Development: Improving Conceptual Performance in the Workplace" highlights the critical role of effective training programs in enhancing employee skills and overall job performance. These studies align with the result.

Training and development have a significant impact on employee performance where, $B = 0.710$, $p < 0.001$, supporting the findings of prior studies. For example, Hafeez and Akber (2015) in "Impact of Training on Employee's Performance" demonstrate that effective training programs substantially enhance employee performance. Similarly, Mitu, Aktar, Mita, and Mustafi (2016) in "Employee Training and Development and Its Role in Organizational Performance" emphasize that comprehensive training initiatives significantly boost employee productivity and efficiency. These studies align with the result.

5.2 SUGGESTIONS

These are my observed recommendations:

1. A highly qualified and experienced trainer should be assigned for staff training because they can greatly improve employee performance.
2. Banks should focus on improving the quality of their training programs to ensure that employees receive relevant and up-to-date skills and knowledge necessary for their roles.
3. Future research should aim to overcome data limitations by exploring alternative data collection methods or collaborating with banks to access more comprehensive datasets.
4. Further research could explore the long-term impact of training programs on employee performance to assess their sustainability and effectiveness over time.
5. There is a significant communication gap in banks, so they must offer training on communication skills to improve the relationship between staff and customers.
6. They should place greater emphasis on software and technology-based training, as these are essential for staying competitive.
7. In order for inefficient employees to become efficient and complete tasks quickly, they should receive extra attention and importance.
8. Following any training session, participants should provide feedback. This will serve as the foundation for any program modifications.
9. Banks should foster a culture of continuous learning and professional development among employees, encouraging them to take ownership of their learning journey and seek out opportunities for growth.
10. Training programs should be aligned with the strategic objectives of the organization to ensure that learning outcomes contribute directly to business success and competitive advantage.

CHAPTER 6

CONCLUSION, POLICY IMPLICATIONS AND FUTURE WORK

6.1 Conclusion

This paper highlights the crucial role of training and development programs in boosting employee performance within Bangladesh's banking sector. By analyzing various factors affecting training effectiveness and employee performance, it's clear that investing in comprehensive training initiatives is vital for organizational success. The study emphasizes the importance of continuous learning and skill development to meet the evolving demands of the banking industry. While training programs make significant contributions, the study also recognizes limitations like data constraints and the need for further long-term impact assessments. These limitations underscore the need for continuous research and evaluation to refine training strategies and ensure their long-term effectiveness. Overall, the findings emphasize the critical need for banks to prioritize training and development as integral parts of their human resource management strategies. By investing in high-quality training programs, addressing data limitations, and fostering a culture of continuous learning, banks can empower their employees to excel, driving organizational growth and success in the dynamic banking landscape.

6.2 POLICY IMPLICATIONS

The findings of this thesis highlight significant policy implications for the banking sector in Bangladesh. Banks should increase their investment in comprehensive and continuous training programs, tailored to the specific needs of both managerial and non-managerial staff, to enhance productivity and performance. The integration of modern training technologies, such as e-learning and simulations, can make training more effective. Additionally, fostering a culture that values continuous learning, coupled with robust evaluation and feedback mechanisms, can ensure the ongoing relevance and impact of training initiatives. Collaboration with educational institutions can further enhance training quality. Government support through favorable policies and incentives, such as tax breaks for training investments, can encourage banks to adopt these comprehensive training strategies. Emphasizing the development of soft skills and leadership can also significantly improve overall organizational effectiveness. Implementing these recommendations can lead to a more skilled workforce, improved job satisfaction, and better financial performance, benefiting the entire economy.

6.3 FUTURE WORK

This study was carried out on banking industry of Bangladesh. The same research can be done in any other industry, such as the hotel or medical industries, or in the private organization, education, or healthcare sectors. It is also possible to use other sample techniques.

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Appendix (optional)

Questionnaire

Dear Honorable Respondent,

I am the student of MBA, Department of Management, Faculty of Business Studies, Hajee Mohammad Danesh Science and Technology University (HSTU), Dinajpur. I want to conduct a research study on "The impact of training and development on employee performance in banking sector of Bangladesh". That's why I am expecting your participation in this research. You will be asked to fill out short questionnaire.

Please put the tick marks in the appropriate box.

Respondents' personal information:

1. Name (Optional): ……………………………………………………………………….
2. Name of the working Bank: ………………………………………………………….
3. Designation: ……………………………………………………………………………
4. Duration of employment (Years): …………………………………………………….
5. Age: ☐ 18-30 years ☐ 31-45 years ☐ 46-60 years
6. Gender: ☐ Male ☐ Female.
7. Education: ☐ Bachelor ☐ Masters and above.
8. Income: ☐ Satisfy ☐ Normal ☐ Dissatisfy

Please answer to the following questions to determine the impact of training and development in employee performance in banking sector of Bangladesh.

Please rank the following statements about your firm from 1 to 5 as par your evaluation:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Task Performance Scale						
1.	I managed to plan my work so that it was done on time	1	2	3	4	5
2.	My planning was optional	1	2	3	4	5
3.	I was able to separate main issues from side issues at work	1	2	3	4	5
4.	Collaboration with others was very productive	1	2	3	4	5
Contextual Performance Scale						
5.	I took on extra responsibilities	1	2	3	4	5
6.	I took on challenging work task when available	1	2	3	4	5
7.	I worked at keeping my job knowledge up to date	1	2	3	4	5
8.	I worked at keeping my job skills up to date	1	2	3	4	5
Training and Development						
9.	Training programs in my bank are well plan	1	2	3	4	5
10	Training programs are given enough importance in my bank.	1	2	3	4	5
11	Training helps increase productivity of employees	1	2	3	4	5
12	Training is part of the organizational strategy in my bank.	1	2	3	4	5
13	The quality of training and development programs in my bank is excellent	1	2	3	4	5
14	The objectives are achieved in training and development programs.	1	2	3	4	5
Employee Performance						
15	I kept looking for new challenges in my job	1	2	3	4	5

16	To perform my work well with minimal time and effort	1	2	3	4	5
17	Actively looking for ways to improve my performance at work	1	2	3	4	5
18	Training programs will increase my job security	1	2	3	4	5