

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the study

Organizations are focusing more on employee performance for success in order to utilize human resource effectively. Organizations emphasize on their human resources to keep them up to date based on environmental changes, technology and competition. Organizations tend to focus on managers to pay special attention on human resource to attain organizational goals and objectives (Noe, 2010). Organization focuses more on human capital in order to get financial solvency and competitive advantage. The success of every organization depends on employee skill, knowledge and attitude. This study, therefore, discuss the one of the core valuable function of human resource which is employee training (Holden, 1997). Training is very important at all level of employees, due to the reason those skills erode and become obsolete over a period of time and need to be replenished. Employees need training to respond customer and market requirement because it keeps on changing.

Organizations invest in training programs to improve performance of employees as the success of organizations depends on skilled labor (Armstrong, 2012). Training enhances the performance outcome of the organization. Active usage of training is one of the essential roles of human resource management, it is the very important component for raising the level of executive capability and individual, it helps employees narrow the gaps then they fulfill their tasks effectively (Olaniyan & Lucas, 2008). Training main objective is to increase worker's ability for present and forthcoming tasks and challenges, work ideas and capabilities. Training helps employees to perform processes because it targets the employee's weaknesses and hindrance to perform the specific task efficiently. Training capture the problem fills the gap and helps to remove negative outcomes by facilitating and providing information that are necessary to improve their performance level.

Training is often used casually to describe any effort initiated by an organization to foster learning among its members. Anthony (1999) make a distinction between training, which tends to be more narrowly focused and oriented toward short-term performance concern and development which tends to be oriented more toward broadening an individual's skills for

their future responsibilities. Training is therefore a systematic process of changing the behavior, knowledge and motivation of present employees to improve the match between employee characteristics and employment requirements. Thus, it is an attempt to improve employee performance by the attainment of specific skills needed to do the current job (Armstrong, 2010). Employee training has therefore become a key factor in improving levels of organizational productivity. This is so because it provides skills required now and in the future, for the organization. In addition, to more valid staffing methods companies can seek competitive advantage through training and development of workers. Leading companies have come to view training as a key to organizational survival and success (Shafiq & Hamza, 2017).

To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies needed to work. As a result, many require extensive training to acquire the necessary skills, knowledge, abilities and competencies to be able to make substantive contribution towards the organization's growth (Afsana, Afrin, & Tarannum, 2015).

The present study is based the employee training aspect of Garima Bikas Bank Limited which is licensed as "B" class financial institution by Nepal Rastra Bank in August 7, 2007 has been operating in the Nepalese Financial market for over twelve years and is one of the leading development bank in the banking industry. The bank was incorporated under Company Act on August 7, 2007 and acquired license from Nepal Rastra Bank to perform its financial transactions on October 11, 2011. The bank started its formal operations on November 04, 2011 from Waling 3, Syangja. After the successful merger between Garima Bikas Bank Limited and the then Nilgiri Bikas Bank Limited, the bank upgraded to National Level on July 14, 2014. The bank also merged the then Subhechha Bikas Bank Limited on September 20, 2016. On April 09, 2017 the bank shifted its' head office to Lazimpat, Kathmandu from Mahandrapool, Pokhara, Kaski

Currently the bank has 107 branches in the country ([www.garimabank.com.np](http://www.garimabank.com.np), n.d.). Out of 812 employees this study is however concentrated on 102 assistant level employees of Garima Bikas Bank Ltd. inside Kathmandu, Lalitpur and Bhaktpur. The interviews conducted with staff members supported whatever surveys (questionnaire) that were administered to the research units. Training is an important core function that provides skills, information and understanding of the organization and its goals to employees. Following are the list of factors that affects the quantity and quality of training activities are as follows:

1. The degree of change in the external environment
2. Training emphasize on internal change; new markets, new processes, new competitors.
3. Suitable knowledge, skills and attitude within the existing workforce
4. Training focuses on adaptability of existing workforce
5. The commitment of senior management to training as an essential part of economic success
6. The extent to which the organization supports the idea of internal career development
7. The extent to which management sees training as a motivating factor in work and finally.

## **1.2 Problem statement**

Digitalization, globalization, political and economic environment are making organization to face increased competition, therefore organization need to embrace employee training so as to prepare them for these dynamics to boost the performance (Pau, Evans, Pucik, & Barsoux, 2002). It is the responsibility of every organization to improve the employee job performance and training is one of the most significant steps towards the achievement of employee performance. Training plays an important role order to increase the productivity, work quality and efficiency. Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development in specialist departments or management positions.

Many training programmes were conducted in government as well as private organizations but they were not effective because they were theoretical and not directed towards the achievement of specific objectives. The training programmes were not responsive to the needs of the employees as their needs or weakness have not been identified, and there was also no coordination among the different stakeholders within the organizations (Cole, 2002). The recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of the organizations where investment in employee development is considerably emphasized.

The problem of the present study relates training programme and their role in filling the gap between expected performance and actual performance of GBBL employees. The gap can be bridged through well executed training programmes. Many Banks in Nepal engage in training of staff for which Garima Bikas Bank Ltd is no exception. This study is conducted to what extent training programmes of GBBL are effective, responsive to the needs and expectation of its staff, and how this affects staff performance. The present study explores the impact of training programmes on the performance of employees of GBBL. The problem statement of the study lies in what ways the training programme impact on the level of performance of GBBL employees. Hence the study mainly deals with following issues.

- 1) What is the impact of training on perceived HR performance at GBBL?
- 2) What is the relationship between training and employee performance?

### **1.3 Objective of the study**

The objectives of the study are as under:

- To assess the training programmes in terms of the components of training contents and course design, deliverables, instructional design, and frequency and adequacy at Garima Bikas Bank, and
- To examine the impact of training on perceived HR performance at Garima Bikas Bank

### **1.4 Rationale of the study**

This research is essential for Garima Bikas Bank Ltd organizational performance; as employees are important assets who can make the organization work better and if the

employees are not skilled and experienced to perform their work duties and responsibilities then the objectives and goals of organization are not achieved. The purpose of the study is to find out the effects or impacts of training on employees' performance. Through this purpose, the establishment of the appropriate strategies among the employees will sought in Bank. It will also enable training issues in organizations to appreciate the impact of employee training programs. In other words, training of employees in Garima Bikas Bank Ltd would not be a mere routine program but would ultimately yield expected results. The rationales of the study are:

- The study will contribute significantly to academia for other researchers, since it offers adequate and extensive research knowledge in treating this subject matter.
- The outcomes of this research will help and support the banks to identify the training factors that influence the employee performance in the banking organizations.
- The research will be helpful for the human resource department of organization which tries to increase the productivity and performances of their employees.

### **1.5 Limitations of the study**

The following are major limitations of the study:

- The study is limited to sample size of 102 respondents within the Kathmandu valley.
- The study will cover assistant level employees Garima Bikas Bank Ltd. Only.
- Only limited no of analytical tools has been used.
- Lack of proper data availability is also obstacle to focus on any variable for satisfactory outcome.
- The validity of the study depends on the accuracy of the information provided by the respondents to be covered on the study.
- The study is based on conceptual framework that has used only limited training variables and employee performance measures.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Introduction

This chapter reviews relevant literature related to the study. It comprises theories related to the training of employees at working place. It defines some of the basic concepts used in employee training, training objectives, types and methods of training and problems facing training of employees. The theories underpinning the concept of training were also discussed. The chapter concludes with the development of a conceptual framework and review of related studies.

#### 2.2 Theoretical review

##### 2.2.1 Human resource training and development

Organizations aspire to be successful through differentiated programs, services, capabilities, and other products. However, such elements need to be envisioned, developed, implemented and sustained by well-trained individual (Rodriguez & Walters, 2019). Employee training and development could be a challenging task for many leaders, organizations are investing on employee training and development (Jehanzeb & Bashir, 2013) so employees are able to positively impact organizational outcomes. This investment on employee training and development comprises diverse content areas, such as mandatory, compliance, managerial, supervisory, executive development, customer services, sales, interpersonal skills and other (Jehanzeb & Bashir, 2013). Efforts on employee training and development demonstrate the organizations not only on high potential employees but also on individual who can commit to achieving higher levels of responsibilities. Companies used to offer reimbursement to their employees so that they can improve their knowledge it has been found by the Corporate University that all most 10 % of the employees are for this benefit (Rosenwald, 2018).

Human resource training and development is a vital component of human resource planning activities, but it may also attract better talent to the organizations (Bapna, Langer, Mehara, & Gopal, 2019). Comprehensively, it develops the thinking ability and creativity of individual for better decision making, customer services, complaints handling and overall self-efficiency (Elnaga & Imran, 2013). In addition, human resource training and development

provides the capabilities when individual move from one assignment to another of a different nature. Human resource training and development should be utilized to orient individuals and to enhance their managerial and operational skills. Core proficiencies and structure throughout the human resource training and development process, it increases the probability for individuals to effectively deliver the mission, while supporting others in creating a learning culture as part of the organization's strategic goals (Jehanzeb and Bashir, 2018). When organizations provide the resources necessary to perform a job, individuals become satisfied with their jobs and more productive, while the organization becomes more successful (Rodriguez & Walters, 2017).

### **2.2.1 The concept of training**

Training is defined as planned and systematic process of changing behavior through learning events, activities and programs, which assist the participant to acquire knowledge, skills, competencies and abilities to carry out their work efficiently and effectively (Bataneh, 2014). According to (Abidun, 1999) training also changes the beliefs, ideas, knowledge, individuals behavioral aspects in their relationship with work groups in organization. Training consists of planned programmes designed to improve performance at the individual, group or organizational levels (Cascio, 2006). Training is defined as the planned and systematic process of changing the behavior through learning events, activities, and programs, which assist the participants to acquire knowledge, skills, competencies and abilities to carry out their work efficiently and effectively (Gordon, 1992)

Cole (2002) explained training as a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Therefore, investment in training is regarded as good management practice to maintain knowledge, skills, and attitude of employees and this make easier from employees to acquire further knowledge based on foundation gained from the training.

Training not only develops the capabilities of employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover, it also enables enable to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue and Guzzo, 2004). Training develops self-efficiency and results in superior performance on job (Svenja,2007) by

replacing traditional weak practices by efficient and effective work related practices (Khan, 2012).

Training refers to planned intervention aimed at enhancing the elements of individual performance (Daft, 2008). It is all about improving skills that seems to be necessary for the achievement of organizational goals. Training program helps the workforce to decrease their anxiety or frustration, originated by work on job (Gusdorf, 2009). Those workers who feel themselves to be unable to perform a task with a desired level of performance often decide to leave the organization, otherwise there stay at firm will not be productive (Elnaga & Imran, 2013). The greater the gap between the skills necessary and those possessed by the work force, the higher job dissatisfaction of the worker (Beardwell & Claydon, 2004).

Training generates benefit for the employee as well as for the organization by positively influence employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Tahir & Sajjad, 2013). Training plays an important role in the development of the organization, improving performance as well as increasing productivity and eventually putting companies in the best position to face competition and stay at the top (Subhari & Riady, 2015). Training is an attempt to improve current or future performance of an employee and it is important for both new and current employee (Ivancevich, 2010).

### **2.2.3 Employee performance**

According to (Kenny & Papendick, 1992) employee performance is defined as the attainment of specific tasks by employees of an organization and it is measured against the predetermined or identified standards of accuracy, completeness, cost and speed set by the organization. Employee performance is the ability of the employee to manage and present their tasks to reflect their quality and good service preferred by their organizations (Olaniyan & Lukas, 2008). Employee performance depends on the amount of time and individual physically present at a job and also the degree to which he or she is mentally present or efficiently function while present at a job (Wanyama & Mutsotso, 2010). Good employee performance has been linked with increased consumer perception of service quality while poor employee performance has been linked with increased customer complaints and brand switching (Jaymum & Teslim, 2018). Baldwin (2008) defines performance as a carrying out



actions efficiently and effectively to meet agreed job objectives. Employee performance is using their skills, ability, experience and so forth, to perform the assigned task required by their subordinate with effectiveness and efficiency (Sila, 2014). Employee Performance refers to employee productivity and output as a result of employee development (Laing, 2018).

The employee performance is essential for the company to evaluate and make every attempt to help low performers to perform better in their tasks. The performance is divided into five elements which are planning, monitoring, developing, rating and rewarding. Planning is setting goals, monitoring involves continuously measuring performance and providing ongoing feedback to employees and work groups on their progress towards reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting pre-determined standards and to make changes unrealistic or problematic standards. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame on has been working at the company. The employees can be more committed towards the company have not rewards like good appreciation engagement with growth, recognition and trust (Neelam, Israr, & Muhammad, 2017).

#### **2.2.4 The link between employee training and the performance of employee**

According to Human Resources Management (HRM) literature, the link between training and employee performance and that of an organization is well established. Most of the previous studies in the literature provide evidence of the positive association between these two variables. They show that effective training of employee enhances the performance of such employees not only by making employee competent but also improves their knowledge, skills, abilities and attitudes as well as behaviors necessary for the future job, and this consequently contributes to organizational performance (Wright & Geroy, 2010). The improvement in all these aspects (including competencies) on part of employees enables them to perform their work effectively and efficiently with resultant increase not only in their performance but also in achievement of the firms' objectives in a competitive manner. This places organizations in a better position to face competition and to always stay at the top of their rivals in the market. Furthermore, this greatly reduces job dissatisfaction, complaints, absenteeism and turnover among employee in an organization (Wright & Geroy, 2010).

Thus, in summary, organizations are encouraged to train their workforce to acquire new skills, knowledge, abilities and attitudes to assist them in performing their jobs efficiently and effectively.

Training enables employee to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employee. It was further mentioned that a well-trained worker is able to make a best use of organization resource with minimum level of wastages (Mamoria, 1995). As stated Ohobunwa (1999), when employee is well trained, organization can delegate responsibility and authority to them with full confidence of ensuring organization success.

There is significant positive relationship between training and employee performance training not only improves efficiency and effectiveness of employee in performing their jobs but it also enhances the efficiency of the companies in which they work (Hafeez & Akbar, 2015). Training programmes positively affect the quality of the workers knowledge, skills and capability resulting higher employee performance on the job (Guest, 1997).

Training accelerates the initiative ability and creativity of the work force and facilitates to avoid human resource obsolescence that may occur because of demographic factor such as age, attitude or the inability to cope with technological changes (Aronoff & Litwin, 1971). Employee that are trained by their organizations are more involved in the assigned tasks (Becker, Antuar, & Everett, 2011). The employee who are very committed to the job assignments are an essential part of their live. After their better performance, they feel satisfaction, this nature of job involvement deemed towards self-esteem (Bright, 2008).

Training helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance (Armstrong, 2001). Research indicates that investments in training employee in problem-solving, decision-making, team-work and internal personal relations result in beneficial firm level outcomes (Hafeez & Akbar, 2015). Training and development had a significant impact on preparing the employee to be more effective in work, increasing technical abilities, good interpersonal abilities, raise teamwork, job confidence and motivation of work (Hutchings, Cherrie, Brain, & Yiming, 2009). Research indicates that investment in training employee in

problem solving, decision-making, teamwork and interpersonal relations result in beneficial firm level outcomes (Afsana, Afrin, & Tarnnum, 2015). Efficiency and effectiveness are components of performance regardless of competitiveness and productivity, which is the best way of training to increasing performance of individual.

According to Jaoude (2015) organizations providing high-level training have been able to realize three times increasing profits compared to competitors. However, to possess such high impact programs and employee is not simple; it requires a mixture of alignment and planning. This involves developing and designing training in a manner that meets the organization's top goals. Furthermore, employee training should be based on gaps in the job market. This is done through identification of what employee possess regarding skills and the ideal ones required for the job. Through this approach, training can effectively be offered based on motivation, skills mastery, and giving critical thinking skills to employee. Lastly, training should be done based on practical and class lessons to produce effective and sustainable skills in the workforce (Urdinola, 2013).

Training generates benefits for the employee knowledge, skills, ability , competencies and behavior (Benedicta, 2010). It is obvious that training plays an import role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employee and those organizations that do not (Becker, 2011).

Organizations that are dedicated to generating profits for its owners (Shareholders) and providing quality service for its customers and beneficiaries usually invest in the training of its employee (Dowling, Festing, & Engle, 2008). Most organizations have long recognized the importance of training to its development. As new technologies progress, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce for good performance. Many of the jobs being replaced by machines have been of an unskilled nature, and this emphasizes the need for a higher education and skills for those wishing to gain employment in the future (Armstrong, 2001).

Training improves employee performance in the human resource as well as the organization. If employees are whole heartedly involved in training issues which are directly related to their job, then they try to take initiatives to remove many problems (Safferstone, 2007).

Involvement in the official tasks directly influences the employee performance. Effort is an intervening relationship of training and performance. Training is therefore a key element to employee performance (Dabale, Jagero, & Nyauchi, 2014). Training need is any shortfall in employee performance, or potential performance which can be remediated by appropriate training. There are many way of overcoming deficiencies in human performance at work, and training is the only one of them (Dabale, Jagero, & Nyauchi, 2014).

## **2.3 Empirical review**

### **2.3.1 Review of journals and articles**

Khan (2012) conducted study the effects of training and development on employee performance. The study used structured questionnaire for data collection and analyzed such data used Pearson correlation and regression analysis. The results of the study showed that both training and development positively affect the performance of the employee. Therefore, the conclusion was that apart from technology, management behavior and working environment, having good training plans for employee enhances the performance of employee in an organization.

In related study, Nassazi (2013) examined the effects of training on employee performance at telecommunication industry in Uganda. The study was focused on three big telecommunication companies in Uganda namely; Mobile Telephone Network (MTN), Warid and Uganda Telecom (UTL). In this study the data were collected through the structure questionnaire, which was distributed to 120 respondents at these three companies and was analyzed through descriptive statistics techniques especially the frequency and percentage distributions. The analysis of the results reveled that training has a positive impact on the performance of employee of these companies in Uganda. Therefore, the study concluded that these findings would be helpful to human resource policy decision makers, government and academic institutions.

Agyei (2014) conducted a study on the impact of training and development programmes on the performance of employee in the rural banks of Ashanti region in Ghana with the objectives of identifying the nature of training and development programmes, specific

training programs and to assess impact of training and development programmes on the performance of employee. The study collected both qualitative and quantitative data. The qualitative data from the interview were analyzed by means of content analysis. Quantitative data analysis was the frequency distribution and percentages. The respondents were aware about training programmes, half of the respondent rated that training programmes are good and remaining other rated very good and very efficient.

Kiweewa and Asiimwe (2014) studied the effect of training on employee performance at Uganda communication commission (UCC) using data for sample of 80 out of 180 respondents drawn through the self-administered questionnaire. In order to analyze the data, the study used qualitative and quantitative techniques specially Pearson correlation analysis. The result showed that training increases the performance of the employee at UCC particularly when UCC has handled issues to training need assessments, training methods and evolution carefully. The study concluded that UCC and other sister organization in Uganda should always use competent staff or external consultant to formulate strategic plan to guide the implementation and evaluation of organization objective or organization objective to enhance achievement.

Ahmad, (2014) also studied the impact of training and development on employee performance in banking sectors in North Punjab, Pakistan. The paper used a structured questionnaire to collect data from the sample and employed regression analysis for data analysis. The results showed a significant positive relationship between training and development and the performance of employee. In addition, the empirical findings supported a positive relationship between on-job- training and employee performance and a positive relationship between mode of training delivery and employee performance in banking sector in Pakistan.

In another study conducted in Karachi, Pakistan, Hafeez and Akbar (2015) examined the impact of training on employee performance in four companies. Employee were selected by Random sampling technique and data collection was done by means of a self-administered questionnaire. The data revealed statistically significant and positive relationship between

training and employee performance at these four companies. Therefore, it was concluded that the training of employee not only improves efficiency and effectiveness of employee in performing their jobs but it also enhances the efficiency of the companies in which they work.

Imran and Tanveer (2015) conducted a study on impact of training and development on employee performance in Banks of Pakistan. In this study various statistical research "-tools mean, median and mode has been done to classify the acquired data systematically. Also the use of inferential statistics like regression analysis and the use of co-efficient of determination have been implemented. Attending the training and development program has given better understanding of my job responsibilities to employee. Training and development session has played a significant role in improving the quality of work. The skills and knowledge gained through Training enable to deliver quality services to the customers. Training has improved my skills to work with others at work. After being trained, employee feel much more attachment and professional obligation towards Bank. After attending the training and development programme, employee contribution towards achieving the organizational goals has increased.

Pandey (2017) aimed to test the hypothesized relationship of training and organizational performance in Nepalese banking sector by using survey design. Ten commercial banks were selected randomly and 230 respondents from various banks participated in the survey. Likert scale questions were used for getting responses. Multiple regression analysis, ANOVA, and simple descriptive statistics were used for data analysis. All training techniques taken individually and in group (formal, informal) were regressed on turnover growth. The study result confirmed that the both incidence and intensity of training has strong effect on organizational performances particularly the turnover growth.

Moreover, Pandey (2017) further stated that managers may perceive that informal training is more relevant, this study highlights the importance of targeted formal interventions to specific problems. The research suggested that these findings are consistent with tactical approaches to training that address specific and identified training needs. By addressing particular crises or difficulties, banking managers are investing (either time or money) to provide access to specific knowledge resources that can contribute directly to business

performance. If they are to add value, need to be flexible enough to support idiosyncratic development needs, and not just provide generic solutions that do not accrue value to the firm. Finally, the approach and effectiveness of training appears to be mediated by a number of contingent variables, including market, structure and leadership. Further analysis is required to provide a deeper understanding of these effects.

Motlokoa (2018) employed stratified sampling technique through self-administered questionnaire to examine the impact of training on employee performance, employee's motivation and job-satisfaction in the banking sector in Lesotho. The results of the study revealed that the majority of the respondents linked training to improved employee performance in the banking sector in Lesotho while only few percent of the respondents argued that training had no positive impact on the employee performance in the banking sector in Lesotho.

Motloka (2018) stated that empirical findings are not only also consistent with the results of other similar studies in the literature but also have important policy implications for managers and policy makers in the banking sector and, probably, in other organizations in Lesotho regarding issues related to improving employee performance and general organizational performance. First, the banking sector in Lesotho should always set aside budgets solely dedicated for employee training based on identified skill gaps to sharpen employee skills, capabilities, knowledge and competencies to capacitate them to cope with the dynamic working environment in the advent of significant financial innovation and financial development and liberalization. Second, the banking sector should develop training policies and ongoing training programmes with a view to enhance employee performance, motivation and job-satisfaction. Not only will these increase employee loyalty and commitment towards their organizations but will also ultimately assist organizations to achieve strategic objectives, vision and mission. Last but not least, the banking sector should also regularly review and improve employee working conditions and remuneration packages and benefits in order to retain their talented workforce as such employee always become attractive to other organizations, which often want to build strong human resources to enhance their competitive edge against their rivals.

Sthapit and Ghale (2018) aimed to examine training and development programs and their impact on perceived employee performance at Agriculture Development Bank Limited of Nepal. Data from the questionnaires were analyzed quantitatively using descriptive statistics. Mean, standard deviation, correlation and independent sample t-test are used to analyze the data. The study found that there is a significant relationship between training and development on employee performance. The study also shows that appropriate training and development enhance competency and productivity which will help to minimize the errors in employee performance. This study shows that training and development bring positive attitudes in employees and improve job behavior and attitude making significant changes in performance of employees.

A study by Gautam (2019) followed a descriptive and correlational research design. Structured questionnaire with 5-point Likert scale is used to collect the information. Mean, standard deviation, correlation and independent sample t-test are used to analyze the data. Results revealed that Nepali banks have established the training culture. Training environment, training methods, training-reward linkage are the major factors of training culture affecting training satisfaction and employee performance. Employees are satisfied through the skills acquired from training. Gender and the bank types have a mediating role in training satisfaction and employee performance.

The major conclusion of this study is that the Nepali banking industry has established the training culture as to compete in most competitive business environments. Training not only increases the job skills but also motivates the employee which leads to an increase in the employee's job performance. Through training culture, organizations can fulfill the mandatory provision to develop employees' wellbeing and guarantee of growth opportunities. Training culture is one of the most essential dimensions in an organization's development and success. It is hence vital for an employer to understand what motivates the employee and how to maximize their overall job performance. Results show a positive and significant correlation between employee performance and components of training culture.

A study on training and development on a commercial bank by (Chalise, 2020) concluded that employee training and development plays a significant role for the overall development of any type of organization. In the context of a commercial bank in Nepal, employee training plays a crucial



role for better performance. Questionnaire was administered to the 200 employee of the eight commercial banks inside the Kathmandu valley. The study was done to find out the relationship between training and employee performance and the study shows that employee training and development programmes has positive relationship with employee performance. Simple descriptive tools have been applied to analyze the data.

Daqar and Constantinovits (2021) conducted a study to explore the impact of training on employee performance in banking sector of Palestine. Questionnaire was administered to the permanent staff of 10 banks. The result shows that there is significant relationship between training materials and employee performance, and also significant relationship between training delivery and employee performance, while the study revealed that there is not significant between (Training Design and Training Content) and employee performance. The study suggested that training helps employee in applying and learning various types of knowledge and skills, providing clear instructions for all activities, and providing trainings with reasonable time duration. The authors concluded that the most important factors affecting the efficiency and the effectiveness of training in an organization which is the training delivery and training material. Simple random sampling was used for data collection and 290 employee participated in the work.

Kuruppu, Kavirathne, and Karunarathna (2021) found that there is strong positive relationship between training and employee performance among the selected sample. Researcher selected 100 employee in order to carry out the study. The study concluded that offering a systematic training and career development programs for the employee is a key responsibility of organizations since employee are the ones who drive the organizations.

Van Assen (2021) concluded that training for continuous improvement and the use of common improvement methods are indeed positively related to employee involvement, but it also shows that there is a negative interaction effect between training and use of common improvement method such that the higher the use of common improvement method the more reduced the positive effect of training on employee involvement is. Which shows that employee involvement partly mediates the impact of training on continuous improvement. However, the higher the adherence to a common improvement method, the lower the direct effect of training via employee involvement on continuous improvement is. Training should

therefore not by be given about the common improvement method, but especially broad in the field of continuous improvement.

#### **2.4 Concluding remarks**

The review of the literature conducted explains and highlights the role of effective training and feedback in improving the quality of task process which ultimately results in the improvement of performance of employee. In this study, it is assumed that individual social and demographic characteristics of employee are likely to intercept and affect the impact of training on employee's performance. Hence, finding the socio-demographic determinants of the impact of training on employee's performance is the gap between the finding of the literature review and this research paper. Therefore, the aim of this research is to find the determinant of the impact of training on employee's performance. Further implications of the study should highlight some other factors which can strengthen the result.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the research design used for the study, the various procedures and processes that was employed to collect and analyze the data. It highlights on the, research design, sources of data, the population of the study, sample size and sampling techniques, the methods used in data collection and data analysis. A structured questionnaire was prepared and distributed among the assistant level employee of Garima Bikas Bank Limited inside Kathmandu, Lalitpur & Bhaktpur. The study has adopted case study approach under which Garima Bikas Bank Limited was chosen. The reason for the choice inside the valley is because they are located in main cities.

#### **3.1 Research Design**

An analytical research design has been used to find supporting evidence to the research being done, more particularly, to support the idea of impact of training on perceived employee performance by collecting and evaluating the data and other important facts related to the research.

This study has used survey research method, which allows investigation of possible relationship between variables and enabled data collection from broader category as well as comparison between variables. Thus, survey research design was more appropriate for the study because Ogutu (2012) posits that a survey research method is probably the best method available to social scientists who are interested describing a population which is too large to observe directly.

The dependent variable in this study is the employee performance while the independent variable was training. The question was self-administered. Respondents were assured the essence of the research and the questionnaire is purely for academic purpose. It was also assured that all information provided by them would be confidential and not used for any other purpose. The questionnaire was distributed to the staff in random manner with no discrimination to the gender and qualification. Simple random sampling was applied when selecting the respondent from Garima Bikas Bank Limited.

The study has adopted a mixed approach to research as the mixed method represents research that involves collecting, analyzing and interpreting quantitative and qualitative data in single

study or in a series of studies that investigate the same underlying phenomenon (Leech & Onwuegbuzie, 2008). So for, this research mixed approach research design was used. The reason for using the mixed research method in this study was supported by the views of Creswell and Clark (2007) that a mixed research strengthens the claims of the findings.

### 3.2 Population and sample, and sampling design

(Sekaran, 2011) described population as the entire group of people, events or things of interest that the research wishes to investigate while the target population is the total collection of elements about which the researcher wishes to make inferences. Garima Bikas Bank Limited currently has 812 employees among them 732 are permanent employee and 80 are contract employee. Out of 812 employees 566 are assistant level employee, 147 are officer level employee, 16 are managerial level employees and others are in messenger level. Out of 566 assistant level employees 102 are working inside Kathmandu, Lalitpur and Bhaktpur. The study is concentrated assistant level employees of head office and branch offices in Kathmandu, Bhaktpur and Lalitpur.

The target population was 102 comprising of 34 senior assistants, 33 assistants, 23 junior assistants and 12 trainee assistant from entire department and branch offices inside Kathmandu, Lalitpur and Bhaktpur. To ensure all categories of all assistant level employees in the sampling process, stratified random sampling technique was used to sample the survey respondents from the target population. This helps high degree of accuracy and adequacy. The employees were categorized into four strata of senior assistant, assistant, junior assistant and trainee assistant. Considering the fact that it would be difficult to study the entire population due to cost & time sample size was chosen in order to represent whole population. Sample is viewed not as whole in itself but as an approximation of the whole. The questionnaires were administered to ninety-two (92) employees out of whom only seventy-six (76) responded. To determine required size of sample respondents from a target population, a simplified sample size determination formula of Yamane (1967) was used as under.

$$n = \frac{N}{1+N(e^2)}$$

Where,

n = Sample size      N= Total population    e = Level of precision

Assuming a 90 percent confidence level, the total required sample size was calculated at 76; hence sample size of respondent has been set at 76 for the present study.

Table 3.1  
Study population and sample from GBBL

Respondent Categories/Strata	Target Population	Sample Size as per Yamane formula	Sample % of total population
Senior Assistant	34	24	70.58
Assistant	33	24	72.72
Junior Assistant	23	18	78.26
Trainee Assistant	12	10	83.33
Total	102	76	

*# Based on sample size determination formula of Yamane (1967).*

*Note: From Human Resource Department, GBBL*

### **3.3 Nature and sources of data, and the instruction of data collection**

In the light of this, the study gathered data from primary sources using the survey technique as stated below.

#### **3.3.1 Primary data and questionnaire**

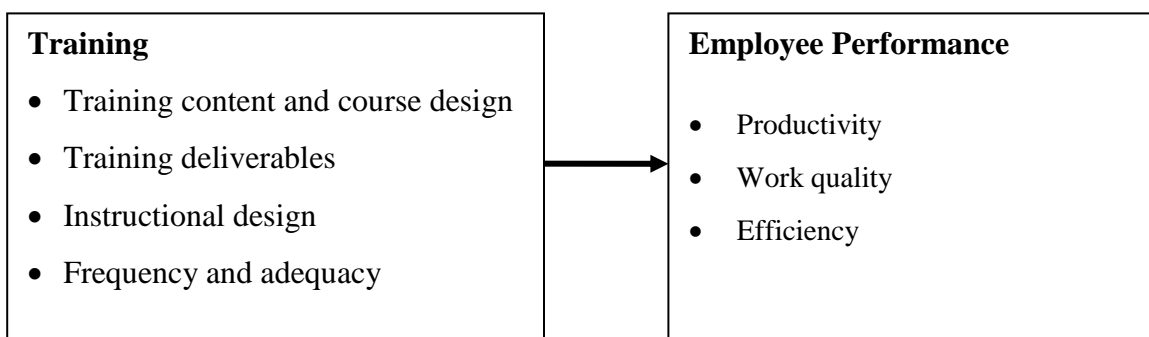
Primary data was collected with the aid of questionnaires and interviews (face-to-face interactions). The questions were mostly close-ended type to enable the respondents to attempt the questions without much difficulty. Each of the questionnaires had a different number of items, consisting of both open-ended and close-ended questions where it was deemed appropriate. It was further broken into three sections; A, B and C, where Section A demanded personal data of respondents which included sex, institution, academic and professional qualifications and their schedule of work. The questions under Section B are training related questions. And Section C consist training content course design, training deliverables (knowledge and skill transfer), instructional design and performance related questions. The purpose of the questionnaires and interview were to investigate the awareness of training program and the role the bank play in the training of its employees and how this affected employee performance.

### 3.4 Method of data analysis

Data for the survey was collected from assistant level employees working in GBBL. The five point Likert scale questions were included in which respondents were asked to what extent respondents agree or disagree about the dimension of training content and course design, training deliverables, instructional design, frequency and adequacy of training and employee performance. Descriptive analysis and inferential analysis were used for the study. Descriptive statistics included mean and S.D of variables. Inferential statistics included Pearson's correlation and regression analysis. Pearson's correlation and regression were used to analyze the influence of independent variable over dependent variable.

### 3.5 Research framework and definition of variables

Various variables are used in this study in form of independent Variables and dependent variables. The definitions of each variable used in the study are as follows.



**Independent Variables**

**Dependent Variables**

**Figure 3.1 Conceptual Framework**

#### 3.5.1 Definition of variables

Based on the previous researcher the study examines effect of dependent variables on independent variables are defined below.

#### **Training content and course design**

Training contents refer to “the result of deciding on what should be included in the training program for learning to take place” (Elnaga & Imran, 2013). Making a decision to determine

the training content is crucial to ensure the training content matches the training needs and objectives. The training content usually refers to what is to be taught, at which level and in what amounts. According to (Buckley & Caple, 2009), training content is developed based on job requirements, skills and knowledge that will be applied to the job.

Course design is defined as the degree to which course has been designed and delivered to give trainees the ability to transfer learning to the job (Bataineh, 2014). The Course design involves planning and determining the appropriate activities to be carried out, the selection of appropriate methods and determining the sources for the purpose of achieving certain objectives of the training program. It can only be done when there is a clear objective which is expectation of what trainees should master in their training session and what requirements are to be achieved by the participants at the end of the training programmes.

### **Training deliverables**

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information, they need to perform those jobs (Anonymous, 1998). The general benefits received from employee training are: increased job performance with morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

### **Instructional design**

Effective instruction is instruction that enables employees to acquire specified skills, knowledge, and attitudes (Reiser & Dick, 1996). During the effective instruction, students can be motivated well. To motivate employees in the instruction process, all factors must be determined well. During determination process, there are four important principles that play key role. These principles are listed below: 1. Begin the planning process by clearly

identifying the general goals and specific objectives employees will be expected to attain; 2. Plan instructional activities that are intended to help employees attain those objectives; 3. Develop assessment instruments that measure attainment of those objectives; 4. Revise instruction in light of employee's performance on each objective and employees attitudes towards instructional activities (Reiser & Dick, 1996). Instructional design is the creation of learning experiences and materials in a manner that results in the acquisition and application of knowledge and skills. The discipline follows a system of assessing needs, designing a process, developing materials and evaluating their effectiveness.

### **Frequency and adequacy of training**

Frequency and adequacy training is the methodical gaining and improvement of knowledge, skills, and behaviors imperative for employees to complete the job responsibilities or to perform better in their work environment. (Tharenou, Saks & Moore, 2007).

### **Employee performance**

According to Afshan (2012) employee performance is defined as the attainment of specific tasks by employees of an organization (through the effort applied by employees within such organization) and it is measured against the predetermined or identified standards of accuracy, completeness, cost and speed set by organization. There are no of indicators that can be used to measure the performance either in context of organizations or employees, whose performance directly increase that of organizations.



## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter gives detailed information on data collected from the field via the use of questionnaires and interview. These data are analyzed to emphasize response from respondents using various forms of graphical representations. This chapter deals with the employees of the institution.

#### 4.1 Presentation and analysis of data

The quantitative analysis involves the use of descriptive statistics including frequency, percentages and variance and standard deviations. The analysis and discussion in this section involve demographic analysis, training programmes and performance.

##### 4.1.1 Demographic characteristics of respondents

###### 4.1.1.1 Gender of respondents

Figure 4.1 present data on the gender of respondents. It is realized that the male respondents formed majority of the target population. The study sample taken from the Kathmandu based employees of Garima Bikas Bank Limited is dominated by male respondents.

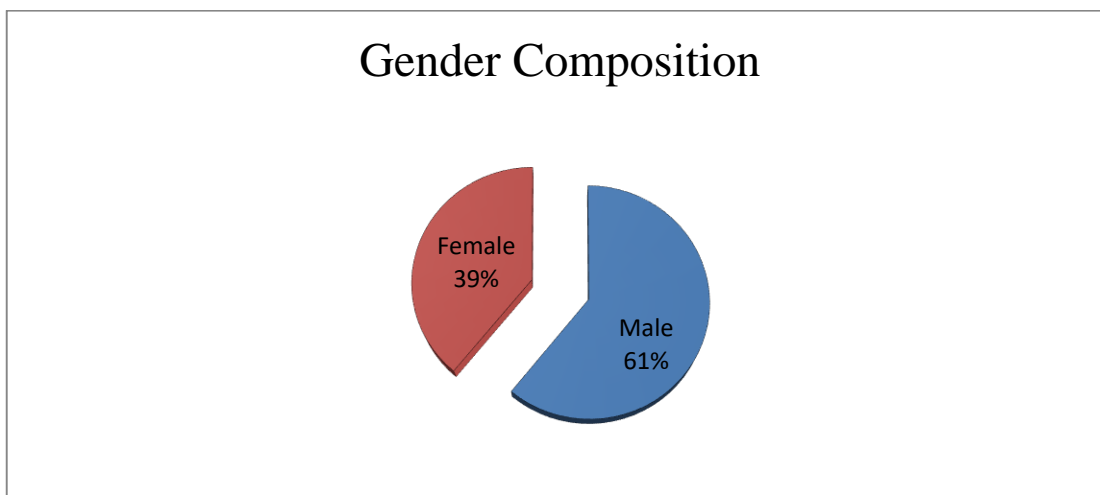


Figure 4.1

Gender Compositions of Respondents

*Note: Field Survey, 2020*

#### 4.1.1.2 Age group of respondents

Table 4.1 describes the age group of the respondents in the Bank. It reveals that majority of the respondents are 18 to 25 years old. This confirms high number of young assistant level employees in the institution. So, the organization is more focused on middle-aged group in assistant level.

*Table 4.1*

*Ages Group of Respondents*

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative percent</b>
18-25 years	41	54	54
26-30 years	23	31	85
31-35 years	12	15	100
36 years and above	0	0	100
<b>Total</b>	<b>76</b>	<b>100</b>	

*Note: Field Survey, 2020*

#### 4.1.1.3 Academic qualification of respondents

Table 4.2 indicates the respondent's educational qualification. The study shows that majority of the respondents have a bachelor's degree which shows that the level of education among the assistant level in this survey is satisfactory. Training must be systematically organized in order to improve the productivity of work.

*Table 4.2*  
*Academic Qualification of Respondents*

<b>Education Background</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
SLC	0	0	0
Intermediate (+2)	15	20	20
Bachelor Level	32	42	62
Master Level	29	38	100
<b>Total</b>	<b>76</b>	<b>100</b>	

*Note: Field Survey, 2020*

#### **4.1.1.4 Job position in the institution**

Table 4.3 shows the position of respondents in the institution. It is realized that 24 out of the population of 76 representing 31% are senior assistant and assistant. Among the assistant level inside the Kathmandu valley it reveals that majority of the respondents are senior assistant and assistant.

*Table 4.3*  
*Job Position in the Institution*

<b>Position in the Institution</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative percent</b>
Senior Assistant	24	31	31
Assistant	24	31	62
Junior Assistant	18	24	86
Trainee Assistant	10	14	100
<b>Total</b>	<b>76</b>	<b>100</b>	

*Note: Field Survey, 2020*

#### 4.1.1.5 Time spent in the institution

Table 4.4 shows the years spent by respondents in the institution. It can be said that majority of the respondents have spent 1-5 years in the company. Normally, in assistant level there used to by high employee turnover but this result shows that turnover of assistant level employee in GBBL low.

*Table 4.4*  
*Time Spent in the Institution*

<b>Time Spent in the Institution</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Less than 1 year	19	25	25
1-5 years	28	38	63
6-10 years	23	30	93
Above 10 years	6	7	100
<b>Total</b>	<b>76</b>	<b>100</b>	

*Note: Field Survey, 2020*

#### 4.1.1.6 Time spent in current position

Table 4.5 describes the time spent in current position by the respondents in the organization. The study shows that majority of respondents spend 1-3 years in the current position.

*Table 4.5*  
*Time Spent in current position*

<b>Time Spent in the Institution</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Below 1 year	12	16	16
1-3 years	28	37	53
4-5 years	22	29	82
Above 5 years	14	18	100
<b>Total</b>	<b>76</b>	<b>100</b>	

*Note: Field Survey, 2020*

#### 4.1.2 Respondents opinion on elements of training programmes

This section presents data on Garima Bikas Bank Limited employee's perception on different aspects of training programmes.

##### 4.1.2.1 Frequency of training programmes in the institution

The study was conducted to find out how often the respondents attended the training programmes. Figure 4.2 show that most of the employees attended the training programmes. This implies that Garima Bikas Bank Limited regularly conducts training programmes towards the employees.

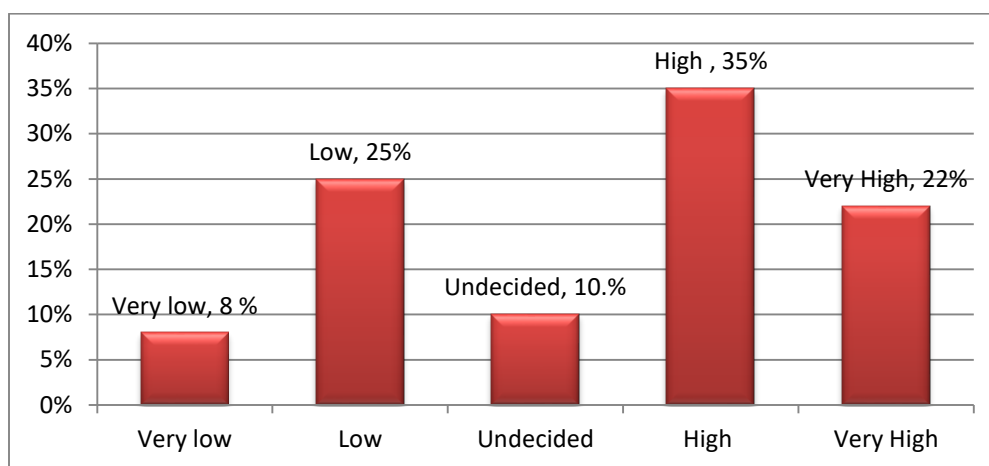


Figure 4.2 Frequency of Training Programmes Attended

Note: From Researcher's Survey 2020

##### 4.1.2.2 No of training programmes attended since joining the Garima Bikas Bank Limited

The study was conducted to find out employee attended the training programmes since they join the organization. Figure 4.3 indicates training attended by the respondent after joining the Garima Bikas Bank Limited. The figure shows that most of the respondents have attended training 2-5 times. Most of the respondents responded that have attended the training programmes 2-5 times and more than 5 times after joining the institution which shows that there is equality in conducting training programmes.

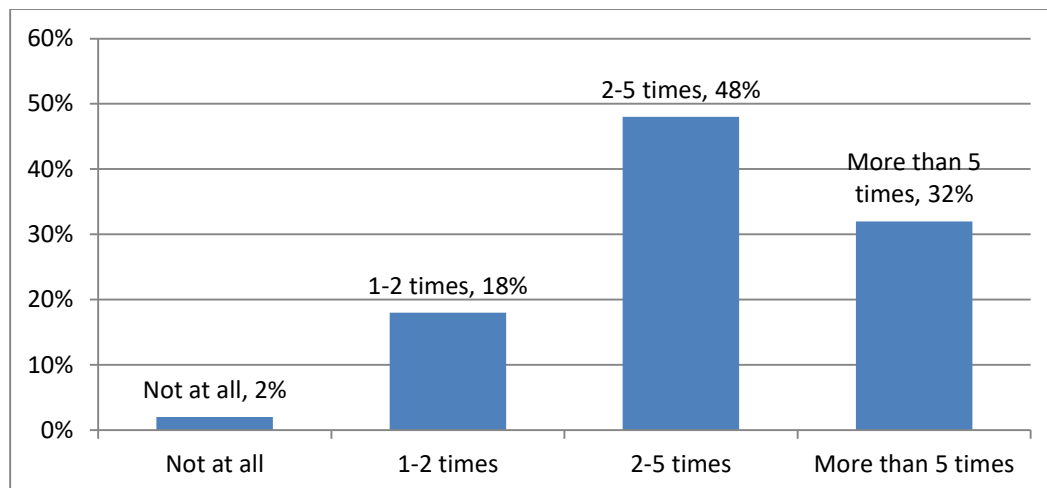


Figure 4.3 Training attended since joining the GBBL

Note: From Researcher Survey, 2020

#### 4.1.2.3 Basis for selecting employees for training programmes

The study was conducted to find out the selection basis for the training programmes. Figure 4.4 shows selection basis for training programmes. The survey shows that most of the training were conducted on the basis of supervisor recommendation. The result shows that the selection basis for training is mostly on supervisor recommendation.

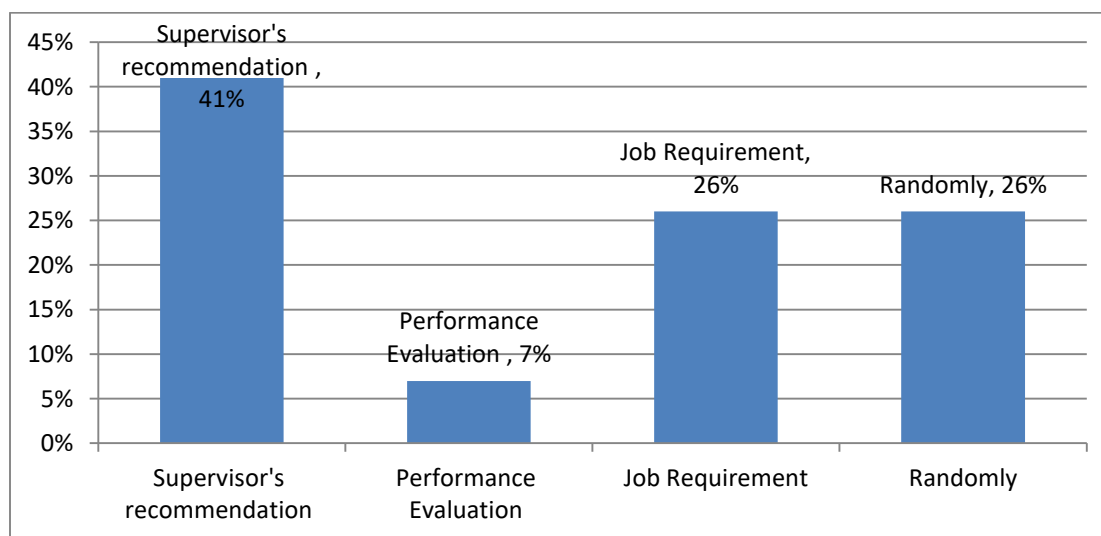
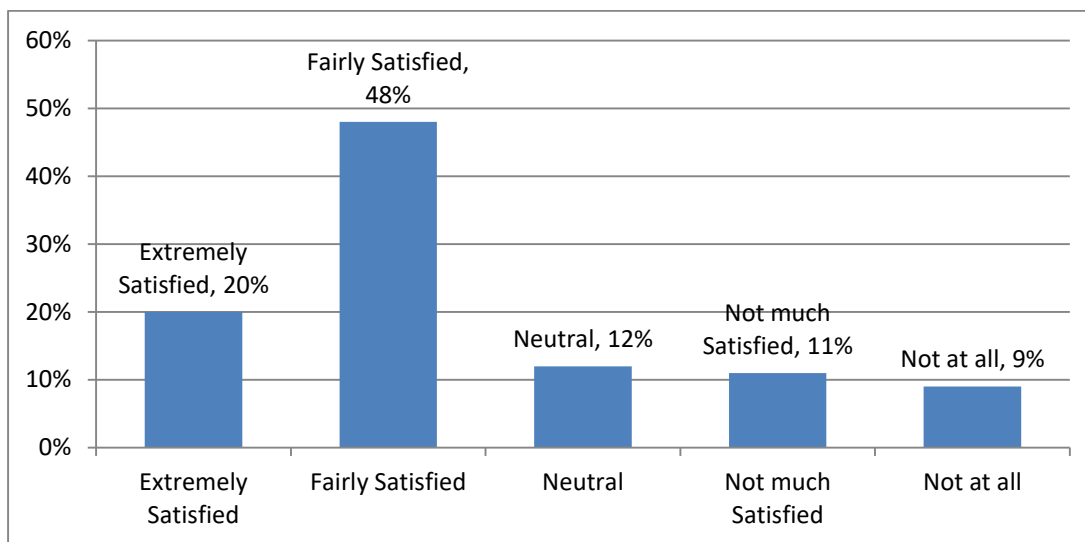


Figure 4.4 Bases of selecting training programmes

Note: From Researcher Survey 2020

#### 4.1.2.4 HR perception on impact of training on perceived job performance

The respondents were asked if training programmes help them to improve their job performance. Figure 4.5 shows perception about training on the employee job performance. Thus result shows that more than 50% responded that training was helpful in improving the performance.

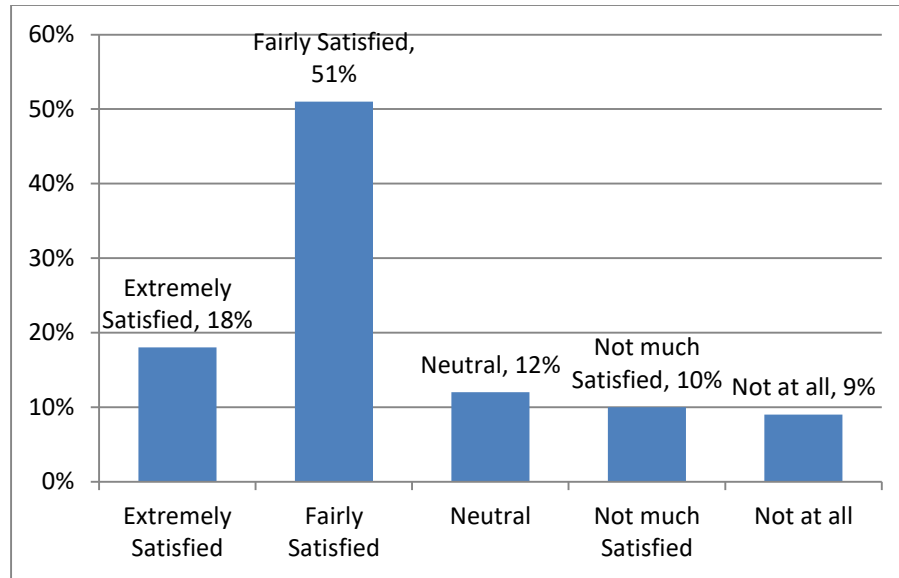


*Figure 4.5 Perception towards training on employee performance*

*Note: From Researcher Survey 2020*

#### 4.1.2.5 Level of satisfaction with training programmes.

Employees were asked if they were satisfied with the training programmes conducted by GBBL. Figure 4.6 shows level of satisfaction among the respondents regarding the training. Through the analysis it shows that most of the respondents are satisfied with the overall aspect of training programmes of Garima Bikas Bank Limited.



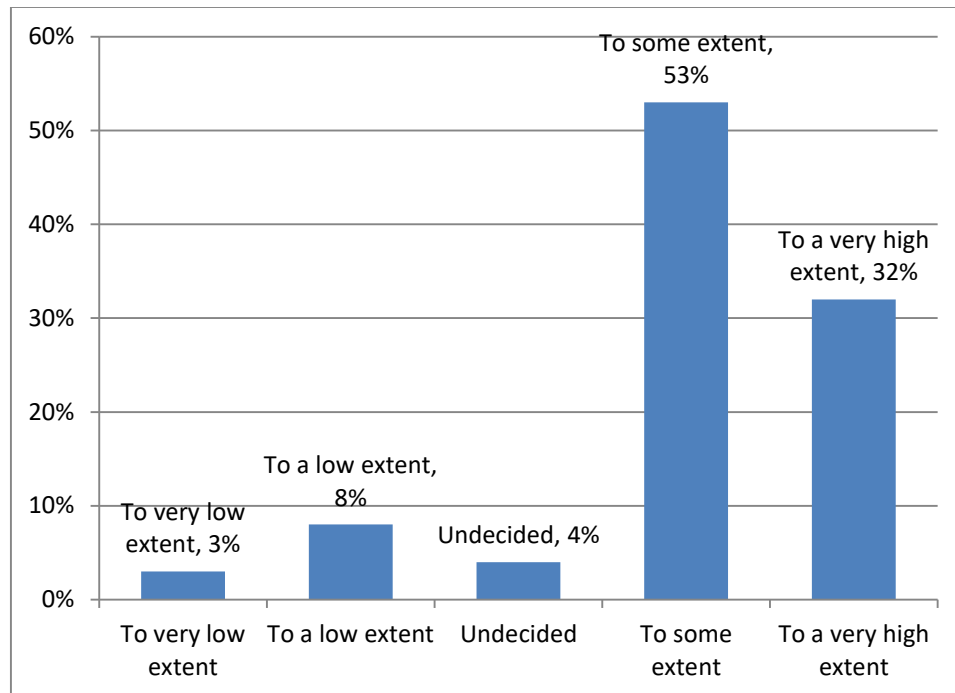
*Figure 4.6 Level of satisfaction with the training programmes.*

*Note: From Researcher Survey 2020*

#### **4.1.2.6 Impact of training on overall performance.**

Respondents were asked to what extent training programmes affects overall performance of the employees. The finding in figure 4.7 shows overall impact of training on employee performance. From the figure it indicates that most of the employee respondents believed that to some extent training affects overall performance.





*Figure 4.7 Impact of training on overall performance*

*Note: From Researcher Survey 2020*

### **4.1.3 The role of training in different variables**

This section shows the effect of training on perceived employee performance through different variables i.e. training content and course design, training deliverables, instructional designs, frequency and adequacy of training. This study watched how training has affected on employee performance through the different variables.

#### **4.1.3.1 Training content and course design in improving employee performance**

As shown in the table 4.6 the respondents of the study were asked to indicate the extent to which the training content and course design in GBBL has impacted on their performance. The result was collapsed into five categories of strongly disagree, disagree, neutral agree and strongly agree for the ease of interpretation. The highest mean nearly strongly agrees reveals that most of the employees of GBBL perceive that training course design helps in improving their performance. Another second highest mean is also near to strongly agree which reveals that training course design of GBBL is relevant to the work. The lowest mean reveals that training provided by GBBL lacks appropriate content and course design.

Table 4.6

*Impact of training content and course design on employee performance*

Statement	Mean	SD	Rank
Training course design helps in improving performance	4.88	0.33	1
Training course design is relevant to work.	4.86	0.35	2
Content of training programmes is relevant to work schedule of the employees(trainees).	4.78	0.42	3
Training content help to increase skills to approach the new technology	4.71	0.56	4
Training contains appropriate content & course design	4.57	0.64	5
Summated	4.76	0.46	

*Note: From Researcher Survey 2020*

#### **4.1.3.2 Training deliverables in improving employee performance**

As shown in the table 4.7 the respondents of the study were asked to indicate the extent to which the training deliverables in GBBL has impacted on their performance. The result was collapsed into five categories of strongly disagree, disagree, neutral, agree and strongly agree for the ease of interpretation. The highest mean which is near to strongly agree shows that most of employees perceives that the training provided by GBBL have enhanced their skills. The second highest mean shows that GBBL employees perceived that training has enhanced their knowledge. The lowest mean shows that the training deliverability process of GBBL is not effective.

Table 4.7

*Impact of training deliverables on employee performance*

Statement	Mean	SD	Rank
Training enhanced skills	4.68	0.47	1
Training enhanced knowledge	4.54	0.5	2
Training enhanced attitude	4.43	0.62	3
Training deliverability process is effective.	4.29	0.62	4
Summated	4.49	0.55	

*Note: From Researcher Survey 2020*

#### **4.1.3.3 Training instructional design in improving employees performance**

As shown in the table 4.8 the respondents of the study were asked to indicate the extent to which the training instructional design in Garima Bikas Bank Limited has impacted on their performance. The result was collapsed into five categories of strongly disagree, disagree, neutral, agree and strongly agree for the ease of interpretation. The highest mean nearly strongly agrees reveals that most of the GBBL employees perceive training instructional design creates meaningful learning experience and facilitates professional development. Another second highest mean reveals that an employee of GBBL believes that good instructional design ensures identification of employee skills gaps. Training instructional design affects the performance is in the lowest rank which reveals that employee GBBL believes that training instructional design will not play major role in employee performance.

Table 4.8

*Impact of training instructional design on employee performance*

Statement	Mean	SD	Rank
Training instructional design creates meaningful learning experience and facilitates professional development.	4.34	0.6	1
Good instructional design ensures identification of employee skills gaps	4.17	1.1	2
Training instructional design affects performance	4.07	0.9	3
Summated	4.19	0.9	

*Note: From Researcher Survey 2020*

**4.1.3.4 Impact of frequency and adequacy of training on employee performance**

As shown in the table 4.9 the respondents of the study were asked to regarding the frequency and adequacy of training programmes conducted by GBBL. The result was collapsed into five categories of strongly disagree, disagree, neutral, agree and strongly agree for the ease of interpretation. The highest mean shows that most of the respondents responded that training programs is frequent as per need and second highest mean shows that training content is adequate. The result shows that GBBL is regularly conducting training and the contents of training are adequate. The lowest mean shows that training is not adequate as per the need of the job.

Table 4.9

*Frequency and adequacy of training programmes*

Statement	Mean	SD	Rank
Training programs is frequent as per need	4.42	0.66	1
Training content are adequate	4.41	0.73	2
Training programs is regular as per need	4.3	0.78	3
Training is adequate as per need of the job	3.88	1.05	4
Summated	4.25	0.81	

*Note: From Researcher Survey 2020*

#### 4.1.3.5 Impact of training on employee performance

As shown in the table 4.10 the respondents of the study were asked to indicate the extent to which the training in GBBL has impacted on their performance. The result was collapsed into five categories of strongly disagree, disagree, neutral, agree and strongly agree for the ease of interpretation. Most of the respondents responded that training enhances their productivity of work and training helped them to minimize the error and improved overall performance. Which reveals that employees of GBBL believe that training have enhanced their productivity of their work as well as training is helping them to minimize their errors at the work place and improving in overall performance? The lowest mean reveals that employees of GBBL do not believe that training help to enhance quality of employee performance through its quality programmes.

*Table 4.10*

*Impact of training on employee performance*

Statement	Mean	SD	Rank
Training enhances productivity of my work	4.42	0.55	1
Training helps me in minimizing errors at work and improves my overall performance	4.41	0.59	2
Training increases my efficiency at work place	4.41	0.55	3
Training help to enhance quality of employee performance through its quality programs.	4.39	0.63	4
Summated	4.41	0.56	

*Note: From Researcher Survey 2020*

#### 4.1.4 Association between training and perceived employee performance

A correlation analysis was conducted to establish whether there existed any relationship between training content and course design, training deliverables, instructional design, frequency and adequacy and employee performance. Table 4.11 shows with first content showing the correlation between perceived employee performances on perceived employee

performance is 1 indicates that perfectly positive correlation. So, that is called meaning that both variables move in the same direction together.

The study showed that there is highly correlation or strong correlation between training content and course design and perceived employee performance. The relationship between training content and course design and perceived employee performance was established to know whether relationship between them is or not. The correlation coefficient between training content and course design and perceived employee performance has found to be 0.796 that is highly degree of positively correlated. The p- value has recorded to be 0.046 that is significant. Thus, it can be concluded that there is a high degree of positive and significant relationship between training content and course design and perceived employee performance of employees. It confirms that training content and course design have insignificant relationship with perceived employee performance of employees working in Garima Bikas Bank Limited.

Another finding showed that their low correlation between training deliverables and perceived employee performance. The relationship between training deliverables and perceived employee performance was established to know whether relationship between them is or not. The correlation coefficient between Training deliverables and perceived employee performance has found to be 0.325 that is low degree of positively correlated. The p- value has recorded to be 0.003 that is significant. Thus, it can be concluded that there is a low degree of positive and significant relationship between training deliverables and perceived employee performance of employees. It confirms that training deliverables have significant relationship with perceived employee performance of employees working in Garima Bikas Bank Limited.

The study showed that there is moderate correlation between instructional design and perceived employee performance. The relationship between instructional design and perceived employee performance was established to know whether relationship between them is or not. The correlation coefficient between instructional design and perceived employee performance has found to be 0.534 that is moderate degree of positively correlated. The p- value has recorded to be 0.005 that is significant. Thus, it can be concluded that there is a moderate degree of positive and significant relationship between instructional design and

perceived employee performance of employees. It confirms that instructional design has significant relationship with perceived employee performance of employees working in Garima Bikas Bank Limited.

The study showed that there is high correlation between frequency and adequacy and perceived employee performance. The relationship between frequency and adequacy and perceived employee performance was established to know whether relationship between them is or not. The correlation coefficient between frequency and adequacy and perceived employee performance has found to be 0.728 that is high degree of positively correlated. The p- value has recorded to be 0.001 that is significant. Thus, it can be concluded that there is a high degree of positive and significant relationship between frequency and adequacy and perceived employee performance of employees. It confirms that frequency and adequacy have significant relationship with perceived employee performance of employees working in Garima Bikas Bank Limited.

This is true reflection that the independent variables that were studied in the study had a positively and significant influence on the perceived employee performance in banking sector of Nepal in Garima Bikas Bank Limited.

Table 4.11

*Correlation between training and perceived employee performance*

	CC	TD	ID	FA	PEP
Content and course design (CC)	1				
Training deliverables(TD)	.418** 0.000	1			
Instructional design(ID)	.201** 0.31	.503** 0.000	1		
Frequency and adequacy(FA)	.382** 0.007	.237** 0.12	.482** 0.000	1	
Perceived employee performance(PEP)	.796** 0.046	.325** 0.003	.534** 0.055	.725** 0.001	1

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

*Note: From Researcher Survey 2020*

#### 4.1.5 Regression analysis

Since all the relationship exhibited were statistically significant relationships, a regression analysis was conducted to determine the level of significance between the dependent variables on independent variable. The most common form of regression analysis is linear regression, in which one finds the line (or a more complex linear combination) that most closely fits the data according to a specific mathematical criterion.

Table 4.12 shows that analysis of variance (ANOVA) revealed a statistically significant relationship between training and employee performance which have  $F= 9.321$ ; significant at 0.000 ( $p<0.001$ ). Hence, the data are well fitted into the studied regression model; a statistically significant relationship exists for the variables under consideration at a 99 percent confidence interval. It establishes there is impact of training on perceived employee performance.

The signs and magnitudes of the variables shown in the regression are in line with the expected results. Training content and course design has a significant impact on perceived employee performance. Which implies that if training programme is focused on content and



course design it will bring positive changes in employee performance. Similarly, Frequency and adequacy has also significant impact on perceived employee performance. Which implies that high frequency and adequacy of training programmes result better employee performance.

The other two variables, namely a) training deliverables and b) instructional design did not post a statistically significant regression with employee performance. It underscores the need to work more elaborately in improving the training deliverables and instructional designs of training programmes to match them with real job performance needs at Garima Bikas Bank Limited. There is also need to design the training programmes in such a way that they help transfer the knowledge, and hone skills and abilities of employees as required by their concerned job performance.

The findings in the regression table 4.12 shows the R and R square values. The R square statistic indicates that the fitted model explains 44.2 percentage, which shows that 44.2 percentage in perceived employee performance can explained by training content and course design, training deliverables, instructional design and frequency and adequacy of training. The other in adjusted R square in 42.4 percent in perceived employee performance can explained by increases when the new variable improves the model more than would be expected by training contents and course design, training deliverables, instructional design and frequency and adequacy of training.

Table 4.12

*Regression of training on perceived employee performance*

Dependent Variable: Perceived Employee Performance (PEP)	
PEP = a+ $\beta_1$ CC+ $\beta_2$ TD+ $\beta_3$ ID+ $\beta_4$ FA +ei	
Coefficients	
(Constant)	**2.381 (0.042)
Factor 1: Content and course design (CC)	*0.449 (0.002)
Factor 2: Training deliverables(TD)	0.072 (0.135)
Factor 3: Instructional design(ID)	0.138 (0.140)
Factor 4: Frequency and adequacy(FA)	*0.449 (0.000)
F-value	*9.321 (0.000)
R-square (R2 )	0.442
Adjusted R-square (R2 )	0.424
[The numbers in the parentheses are the p-values]. * p< .01, **p<0.05	
a. Dependent Variable: Perceived Employee Performance (PEP)	
b. Predictors: (Constant), Content and Course Design; Training Deliverables; Instructional Design; Frequency and Adequacy	

Note: From Researcher Survey 2020

## 4.2 Discussions

Training is considered as one of the core strategies of the organization for its effectiveness. As the Bank is a well-trained organization, the basic aim of the study was to explore impact of training on perceived employee performance. Garima Bikas Bank Limited is chosen in order to examine the impact of training on perceived employee performance. Applying

Statistical techniques and interpreting the collected data, the study shows that there is significant strong relation between training program and employee performance.

The study states that there is significant relationship in between training content and course design and perceived employee performance. These findings are in line with the arguments placed by Wexley and Latham (2002) that organization that use appropriate training content and course design enhance employee performance gaps. Similarly, Agyei (2014) posited that the training content and course design process are meant to either improve performance of employee present job functions, transfer new skills for a new job position as a way of developing the employee growth within the organization. A properly designed training content aids the learning, development and improvement of the performance of the individual employees, which ultimately results in better employee performance. But in contrary, Daqar and Constantinovits (2021) revealed that there is not significant relationship between training content and course design and employee performance.

The findings of the study show that there is a significant relationship between training deliverables and perceived employee performance of employees. The result is similar with the study conducted by Noe (2010) that using appropriate training deliverability provide employee with the flexibility to manage the personal learning and balancing work, non-work and responsibilities that create positive impact on employee performance. The present study finding is also consistent with Jones and George (2005) who reported that good performance of employees is enhanced by providing better contents and delivery of employees. Aguinis and Kraiger (2009) stated that the application of appropriate training and development design and delivery methods can help maximize the benefit of training resulting positive impact on employee performance. An effective deliverability of training helps to accelerate an employees professional development and prepare them to excel in their role increasing for better employee performance.

The study finds that there is moderate degree of correlation between instructional design and perceived employee performance with significant relationship. The result is similar with the study conducted by Dick and Carey (2001) that training instructional design determines the best teaching methods for specific learners in specific context attempting to obtain positive employee performance. The present study findings confirm those of the study of Creswell

and Clark (2007) who argued that instructional design of training is an organized procedure that includes steps of analyzing, designing, developing, implementing and evaluation instruction by enhancing the employee performance. Similarly, Smith and Roghan (2005) argued that instructional design is significant to training and development implementation as it enhances the employee performance. Instructional design is the systematic and reflective process of translating principles of learning into plans for instructional materials, activities, information, resource and evaluation.

The study shows that there is significant relationship between frequency and adequacy and perceived employee performance. The finding was in line with Dick and Carey (2001) adequate training programmes will develop necessary skills, knowledge and ability to cope with changes through high-quality, flexible education, information and mobility programmes to improve employee performance. Training and development programs are formal effort to help employee learn new skills, improving existing skills and to performance the organizations (Collis & Hussey, 2009). Similarly, Benedicta (2010) argued that high frequency of training generate benefit for employee knowledge, skills, and ability which helps for the better employee performance.

The study shows that there is a significant relationship between training content and course design, training deliverables, instructional design, frequency and adequacy of training and employee performance. The findings are consistent with Sthapit and Ghale (2018) they argued that training content and deliverability process, instructional design, skills, knowledge and ability growth, and attitude and behaviour change make a symbiotic influence on the employee performance. Both study are done in Nepalese banking sector thus the findings are matching with each other.

## CHAPTER V

### SUMMARY AND CONCLUSION

#### 5.1 Summary

The purpose of the study was to examine the impact of training on employee performance among the employee of Garima Bikas Bank Ltd. The study was guided by the following objectives: to identify different training programmes organized by GBBL, to assess the training programmes in terms of components of training contents and course design, deliverables, instructional design and frequency and adequacy and to examine the impact of training on perceived HR performance at GBBL. The study was concentrated among the assistant level employees inside the Kathmandu Valley. The target population was 102 and sample of 76 employees was drawn

The first chapter has provided detail introduction to the study such as background of the study, problems statement, objective of the study, rational of the study and limitation of the study. It also describes the key terms and structure of the thesis. The second chapter has explained literature review in detail. The studies conducted by recognized scholars and researchers are discussed in literature review. The third chapter has presented research methodology of the study. It contained research design, population and sampling, data collection, research framework and definition of variables. In the same way, fourth chapter has examined and analyzed the results. It has transformed the collected data into meaningful information in order to answer the research questions. Finally, the last chapter deals with the summary and conclusion of this study. It also describes the implications of the research and presents the suggestions for further research.

#### 5.2 Findings

The research revealed the following findings:

- 1) Out of 76 respondents 61% are male and 39% are female inside the Kathmandu valley.
- 2) The study showed that around 54% of the respondents are in between the age of 18-25 years, 31% are in between 26-30 years, 15% are in between 31-35 years and organization don't have assistant level employee above 35 years. This shows that

organization has middle age group employees in assistant level inside the Kathmandu Valley.

- 3) The study showed that out of 76 respondents 42% of the respondents have completed bachelor degree, 38% percentage have completed masters' degree and 20% have completed intermediated. This shows that most of the respondents have passed bachelor degree.
- 4) The study showed that 31% are senior assistant, 31% are assistant, 24 % junior assistant and 14 are trainee assistant. Which reveals that majority of respondents are senior assistant and assistant.
- 5) 35% of the responded said there is high frequency of training, 22% responded said that there is very high frequency of training programmes, 10% remains undecided, 25 % said low frequency and 8% responded very low frequency of training.
- 6) After joining the GBBL 48% of respondents attended training 2-5 times, 32% attended more than 5 times, 18% attended 1-2 times and 2% of the respondents have not attended the training.
- 7) Regarding the selection basis of training programmes 41% said that training is given on the basis of supervisor recommendation, 26% said that training is given on the basis of job requirement, 26% responded selection for training is randomly and 7% responded training is on the basis of performance evaluation.
- 8) The findings of the study showed that 51% of the respondents are fairly satisfied, 18% are extremely satisfied, 12% stayed neutral, 10% are not much satisfied and 9% are not satisfied with the training programme of GBBL.
- 9) The study showed that 53% believes that training will impact to some extent on overall performance, 32 % believes that training will impact to very high extent on overall performance, 4 % remains undecided, 8% responded that training will impact to low extent and 3% responded that training will impact to a very low extent.

### **5.3 Conclusions**

This study was aimed at examining the impact of training programmes on perceived employee performance of Garima Bikas Bank Limited and the study supports a strong positive relationship between them. Training program is continuous practice in the Banks of Nepal and the employee was able to learn and update their knowledge and skills every year.

All the areas examined under training including training content and course design, training deliverables, instructional design and frequency and adequacy of training in employee were all significant.

The study has established a statically significant relationship between training content and course design and employee performance. Appropriate training and course design enhances competency and productivity and helps in minimizing the errors of employee performance. Thus, it can be concluded that trainings upgrade not only productivity of employees but also of the organization it is key to organizational development.

The study concluded that there is significant relationship between training deliverables and employee performance. Training helps to enhance skills, knowledge and attitude of the employees. Most of the employees have a few shortcomings in their working environment skills. Therefore, a training programme enable them to fortify those skills that every employee needs to progress.

The study showed that training instructional design creates meaningful learning experience and facilitates professional development. Good instructional design ensures identification of employees skills gaps. Training instructional design also plays major role in creating meaningful learning experience and facilitates professional development.

The study concluded that there is significant relationship between training and employee performance. Training enhances the productivity of the work performance, helps to minimize the errors, and improves the overall productivity, increases the efficiency at work place and training will help to enhance quality of employee performance through quality programme.

#### **5.4 Implications**

On the basis of the findings and conclusions of this study and for the purpose of achieving the stated objectives, the following implications are outlined to increase employees performance.

- The management of the Bank should improve training content & course design to enhance employee performance of Garima Bikas Bank Limited. Its management should ensure that the content and course design of training most match with the job

- design and responsibility of the employees. Specific contents and course design should be designed separately for different level of employees that ensure their readiness for taking up tasks and accepting change.
- Effective deliverability of training programme improves the productivity of employee. Thus, management of Garima Bikas Bank Limited should focus to carry out different training programmes to confine the training content and deliverability process so that training programmes would be job oriented.
  - There is room for improving instructional design of training programmes to enhance employee performance at Garima Bikas Bank Limited by matching it with the content and deliverability process. The study recommends that Garima Bikas Bank Limited should invest in training programmes by focusing in instructional design to enhance employee performance. When employees are provided with systematic instructional design training programmes, employees feel training related to the work that will increase the output level and dedication to the organization. Equally, the management should concentrate on employees work responsibilities after training since the study has indicated that employees provided with better instructional design training increase employee performance.
  - Organization should conduct training programmes time to time to ensure that employees have necessary engagement for enhancing employee and organizational performance. Training enhances knowledge, skills and ability of employee that better employee performance and helps to achieve organizational as well as personal goals. This study recommends Garima Bikas Bank Limited to conduct training programmes in very high frequency in an adequate way. Conducting training programmes regularly and adequately will enhance skills, knowledge and ability of the employee.
  - Selection basis for training should be based on training need assessment. The ultimate goal of training is to bridge the gap between current and desired performance/knowledge through the development of training program that has business goal with its core. The study showed that most of training is conducted based on supervisor recommendation. This study recommends Garima Bikas Bank Limited to conduct training programmes based on training need assessment.



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**APPENDIX-A QUESTIONNAIRE  
IMPACT OF TRAINING ON EMPLOYEE PERCEIVED EMPLOYEE  
PERFORMANCE**

**Case Study of Garima Bikas Bank Limited**

**Dear Respondent,**

This questionnaire is designed to collect data regarding the impact of training on employee performance of Garima Bikas Bank Limited for the partial fulfillment of MBS degree. Your feedback is highly valuable to the study. The information you will supply for the questionnaire will be treated confidentially. Your response will be utilized only for the purpose of my academic study.

The questionnaire will take you approximately 10 minutes to fill

**Please tick the appropriate box or write in the space provided.**

**SECTION- A** **Background Information**

1. Name:.....(Optional)

2. Gender:

Female

Male

Others

3. Age group :

18- 25

25 -30

31-35

Above 36

4. Academic Qualification:

SLC

Intermediate (+2)

Bachelor

Masters

5. Job Position:

Trainee Assistant

Junior Assistant

Assistant

Senior Assistant

6. Job Period:

Below 1 Year

1 to 5 Years

6 to 10 Years

Above 10 Years

7. Period in current position

Below one year

1-3 year

4-5 Years

Above 5 year

**SECTION- B**

**Training Related Questions**

8. How often do you attend training programmes at Garima Bikas Bank Limited?

Very Low

Low

Undecided

High

Very High

9. How many times have you attended training since you joined the Garima Bikas Bank Ltd?

Not at all

1-2 times

2-5 times

more than 5 times

10. Mostly on what basis selection for training was made?

Supervisor's recommendation

Performance evaluation

Job requirement

randomly

11. Do you think training has helped improve your job performance?

Extremely helpful

fairly helpful

Neutral

Not much helpful

Not at all

12. Are you satisfied with the overall aspect of training programs at Garima Bikas Bank?

Extremely Satisfied

Fairly Satisfied

Neutral

Not much satisfied

Not at all

13. To what extent does training affect overall performance?

To a very low extent  To a low extent  Undecided   
 To some extent  To a very high extent

**SECTION- C**

Please indicate whether you agree or disagree with each statement.

**SD=Strongly Disagree    D=Disagree    N=Neutral    A=Agree    SA= Strongly Agree**

S.N.	Questions	SD	D	N	A	SA
<b>Training Content &amp; Course design</b>						
14	The content of Training program in GBBL is relevant to work schedule of the employees (trainees).					
15	Training provided by GBBL contains appropriate training content & course design that can assists you in achieving your job performance objectives.					
16	Training course design helps you in improving performance at your job.					
17	Training content help me to increase my skills to approach the new technology.					
18	Training course design is relevant to my work.					
<b>Training Deliverables</b>						
19	The training deliverability process of GBBL is effective.					
20	Training delivered me enhanced knowledge					
21	Training delivered me enhanced skills					
22	Training delivered me enhanced attitude					
<b>Instructional Design</b>						
21	Good instructional design ensures identification of employee skills gaps					
22	Training instructional design affects your performance					
23	Training instructional design creates meaningful learning experience and facilitates professional development.					
<b>Frequency &amp; adequacy</b>						
24	Training programs is regular as per need					

25	Training programs is frequent as per need					
26	Training is adequate as per need of the job					
27	Training content are adequate					
<b>Employee performance</b>						
28	Training enhances productivity of my work performance.					
29	Training helps me in minimizing errors at work & improves my overall performance.					
30	Training increases my efficiency at work place.					
31	Training help enhance quality of employee performance through its quality programs.					