



## A STUDY OF TRAINING AND DEVELOPMENT NEEDS OF EMPLOYEES: A CASE OF THE SIRSA CENTRAL COOPERATIVE BANK LTD, SIRSA

**Krishan Gopal**

Assistant Professor, Govt. National PG College Sirsa.

### Introduction

The co-operative banks in India started functioning in almost 100 years ago. The cooperative bank is an important constituent of the Indian Financial System, judging by the role assigned to co-operative, the expectations of the co-operative is supposed to fulfill, their number and the number and the number of offices the cooperative bank operate. The cooperative banks in India play an important role in rural financing. The businesses of cooperative bank in the urban areas also have increased phenomenally in recent years due to the sharp increase in the number of primary cooperative banks.

The game of economic competition has new rules. Firms should be fast and responsive. This requires responding to customers' needs for quality, variety, customization, convenience and timeliness. Meeting these new standards requires a workforce that is technically trained in all respects. It requires people who are capable of analyzing and solving job related problems, working cooperatively in teams and 'changing hats' and shifting from job to job as well. Training has increased in importance in today's environment where jobs are complex and change. Rapidly, companies that pay lip-service to the need for training, by lazily setting aside a few hours a year, will soon find themselves at the receiving end when talented employees leave in frustration and other employees find it difficult to beat rivals with new products, sophisticated designs and improved ways of selling. The present study aims to identify the needs for training and development of employees with special reference to The Sirsa Central Cooperative Bank Limited and to understand the methods of training and development and their role in developing individual competencies.

The Sirsa Central cooperative bank Ltd, Sirsa came into existence on 25 February, 1993. As on 31st March, 2000, there were 589 cooperative societies in the district out of which 148 were cooperative credit societies. Besides, there was 1 central cooperative bank with 22 branches. The bank advances short and medium term loan to individual members through its affiliated cooperative society's seasonal agricultural purpose and for the marketing of the crops. The working capital of the bank is derived mostly from the share capital contributed by the cooperative societies and their deposits. The cooperative bank is turn arranges finances to meet the requirements of the members of cooperative societies.

### Research Methodology

**Questionnaire Design:** A questionnaire comprises of good practice questions drawn from existing training and development literature, has been developed and filled from sample respondents

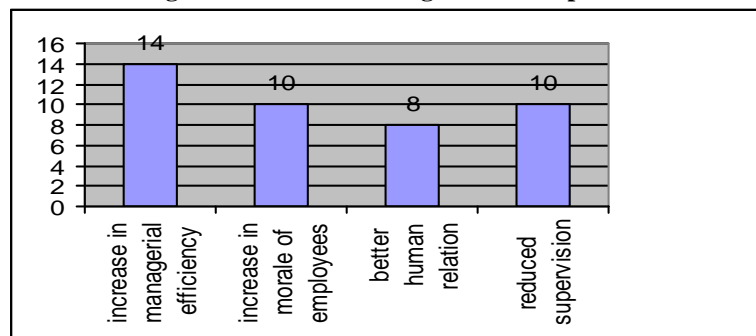
**Sampling and Data Collection:** The study used a sample of 42 respondents. All of the respondents had been directly contacted by visiting to the field.

**Analytical Tools:** Indeed, the nature of the present study is descriptive one which aims to describe the level of need of training and development of respondents. For this, the following statistical tools have been employed in the study.

**Bar Diagrams:** The number of respondents showing varying degree of need of training and development have been displayed using the Bar diagram since it best suits to present the findings of the present study.

**Analysis and Interpretation:** To know about the role of training and development, a survey of 42 employees in the Sirsa Central Cooperative Bank through the method of questionnaire has been undertaken. Results of the survey and feedback which was given by the employees are as under:-

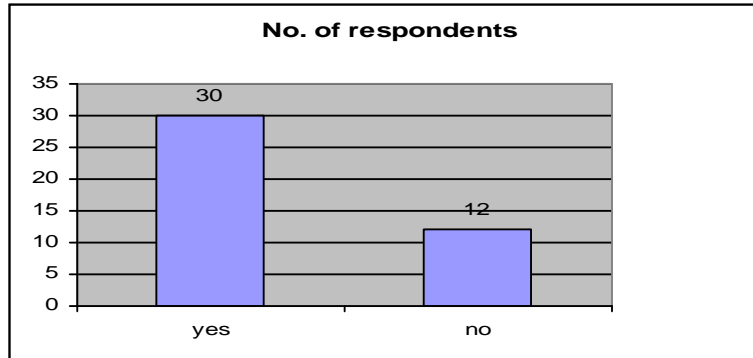
**Figure 1-Role of Training and Development**





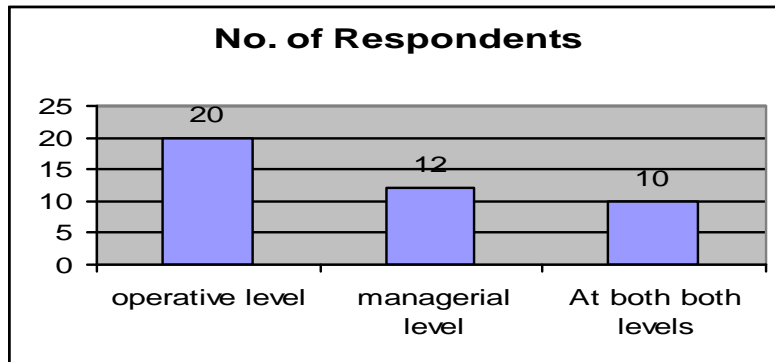
From the given Figure, it can be said that 33.3 percent employees think that training and development increase the marginal efficiency. 23.8 percent think that it increase moral of employees, 19.1 percent think for better human relations and 23.8 percent think it reduces supervision as well. As it can be seen that majority of employees think that training increase their managerial efficiency.

**Figure 2- Need of Training to the Existing Employees in Case Of New Technology**



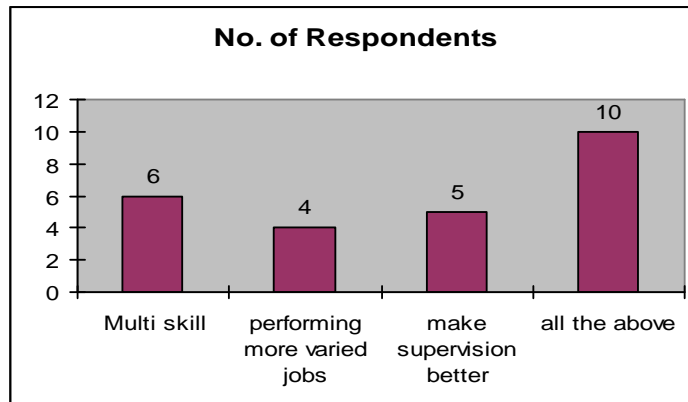
It can be seen that training to existing employees is an important as to the new employees. 71.42 percent employees think that sometimes new technology comes and they find themselves unaware about that. The 28.58 percent employees think that it is not necessary to give training to the existing employees. So the training should also be given to the existing employees so that they can give their best outcome.

**Figure 3-Levels at Which Training Should be Given**



From the above Figure, it can be said that 42.61 percent employees think that training should be given only at the operative level since their work is mostly clerical or mechanical. On the other hand, 28.52 percent employees think that training should be given at managerial level also. 23.82 percent employee's view that training should be given at both levels.

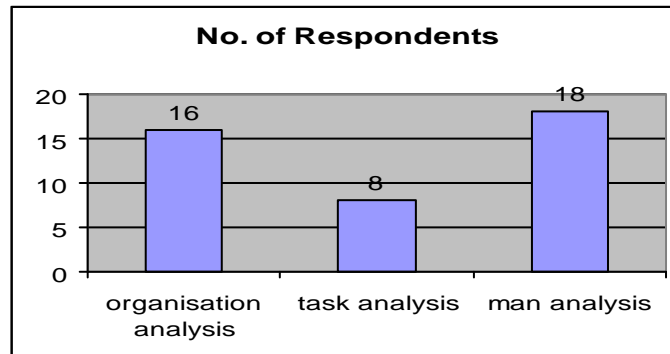
**Figure 4- Reason to Give Training at Managerial Level**



It can be interpreted from the given data that most of the employees think that at managerial level, the training is required to develop in employees' multi skill, performing more varied jobs and to make supervision better.

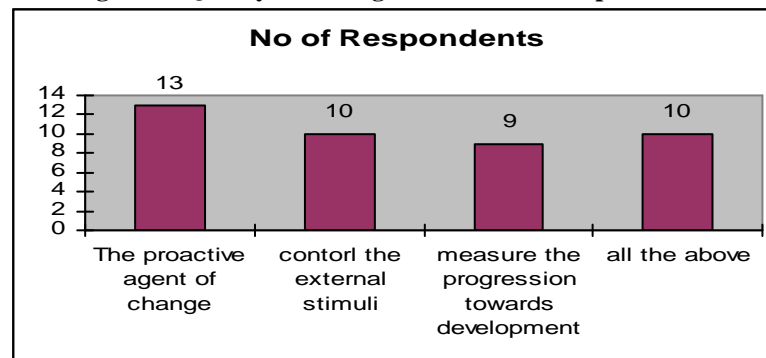


**Figure 5- Identifications of Training Needs**



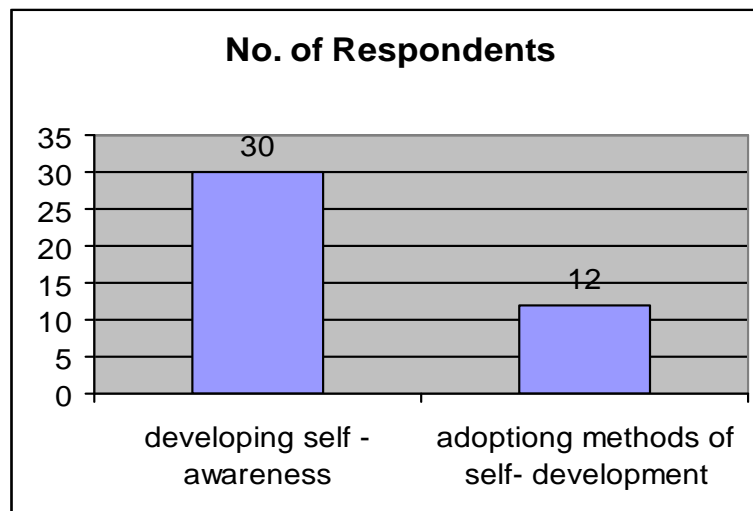
According to the above Figure it can be said that 38.09 percent of the employees say that training needs can be identified according to the nature of the organization. The other 19.05 percent employees say that the best way to identify training needs is according to nature of job and the other 42.86 percent employees think that it should be done by analyzing the man. So it can be said that the best way to identify the training needs is by analyzing the specific job so that right person at the right job can be required.

**Figure 6- Quality in Managers for Self-Development**



From the above stated data, it can be said that a manager should have all the qualities like he must be the proactive agent of change; he could control the external stimuli and could measure the progression towards development.

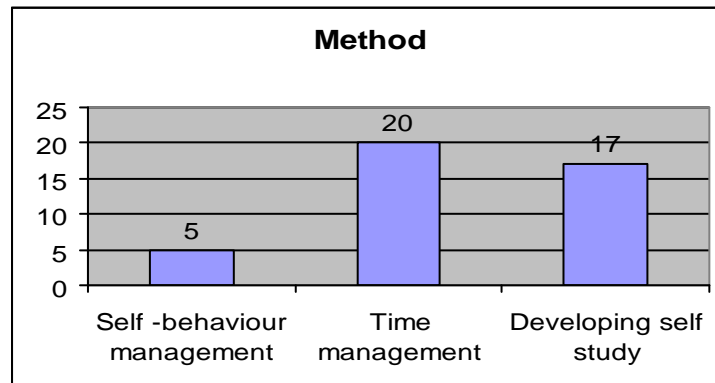
**Figure 7- Achievement of Self-Development**



As the diagram indicates that 71.42 percent of the employees achieve self-development by developing self awareness while other 28.58 percent achieve this by adopting methods of development. So self-awareness is the best way for the self-development.

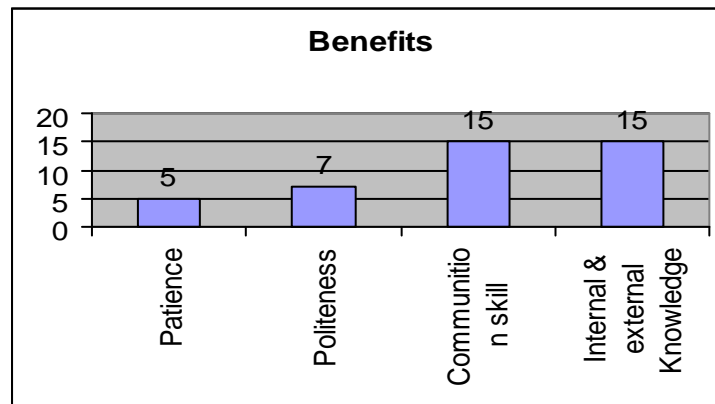


**Figure 8- Method for the Self-Development**



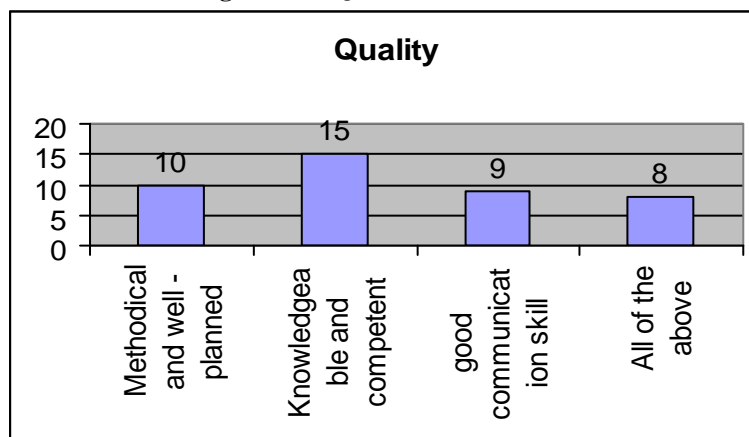
As the diagram indicates that most of the employees of the organization believe in adopting all the methods for self-developing i.e. self-behaviour management, time management and development through self study.

**Figure 9- Benefits of Employees from Self-Development**



It can be said from the above Figure and that 11.90 percent employees think that by developing themselves they become more patience, 16.66 percent says that they become more polite, other 35.72 percent says they become extrovert and 35.72 percent says that they become highly knowledgeable. In the end, it can be said that self-development increase the knowledge of employees.

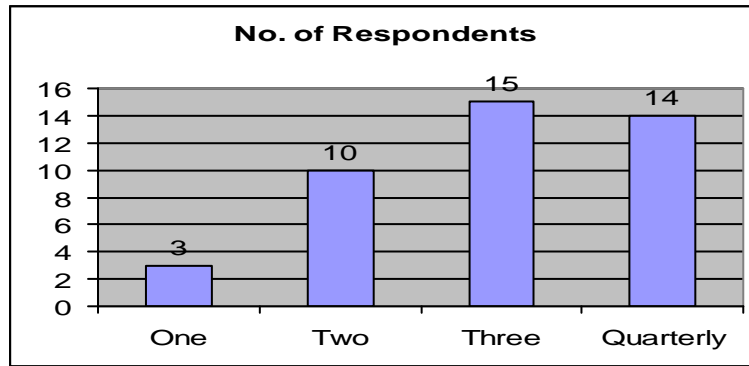
**Figure 10 – Qualities in a Trainer**



As stated above, a company seeks various qualities in a trainer so that the trainer may give adequate training to its employees and may increase their effectiveness. These qualities include methodical and well-planned, knowledge and competent and good communication skills.

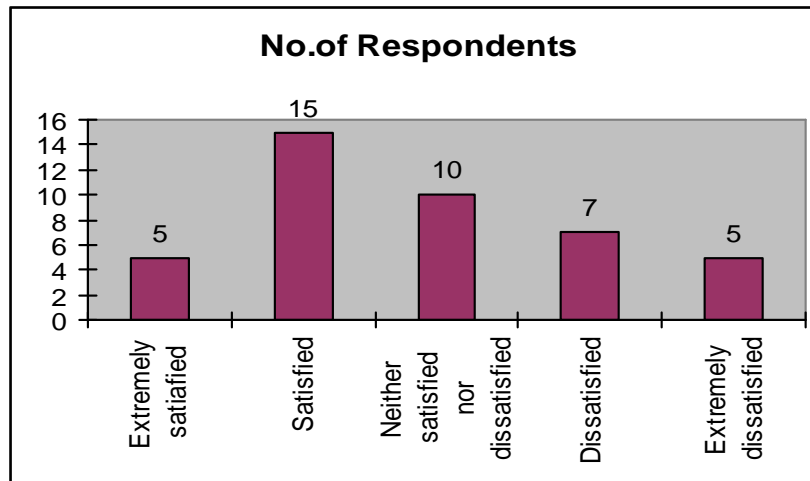


**Figure 11- Training Programmes in a Year**



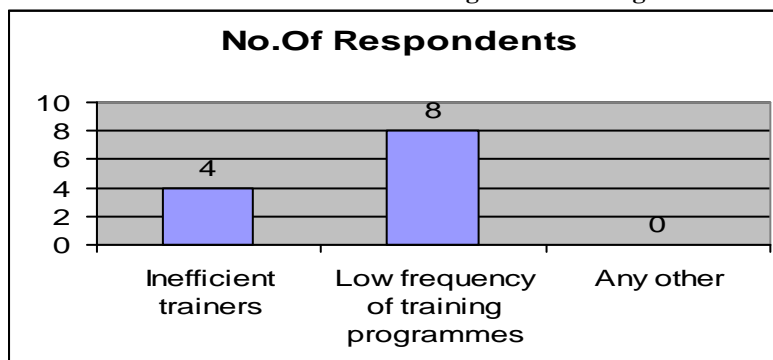
It can be said from the given Figure that 7.14 percent employees want that at least one training programmes should designed in a year. The training programmes along with detailed course contents should be prepared. 23.81 percent think that two training programmes are sufficient in a year. 35.72 percent suggest that there should be three training programmes in a year. 33.33 percent employees suggest that training programmes should be conducted quarterly. So at least there should be two training programmes in a year.

**Figure 12- Satisfaction Level of Employees towards Training and Development Programmes**



From the above diagram and Figure, it is obvious that 11.91 percent of employees are extremely satisfied from the training & development programmes, 35.71 percent are satisfied, 23.81 percent are neither satisfied nor dissatisfied and other 16.66 percent is revealed indifference. Summing up, it has been found that a substantial proportion of respondents are satisfied.

**Figure 13- Reasons for dissatisfaction with regard to training and development**



Among the respondents, 4 respondents are dissatisfied due to in efficient training staff and the other 8 respondents are dissatisfied due to low frequency of training programmes in a year.



### **Conclusions**

Overall the results depicts that the bank focuses on increasing operational efficiency by way of training. Employees expect to give them training at both levels i.e. managerial level as well as at operative level. 71.42% of the employees are in favour of giving training to the existing employees also. Employees think that self development also helps in increasing managerial efficiency. Employees view that self-development can be achieved by adopting development techniques like time management or self behaviour management. The training needs can be identified by task or job analysis. According to the employees self-development can be achieved by developing self-awareness. The trainer should be methodical and well planned, highly knowledgeable and should have good communication skill. The employees expect that there should be more training but of short in a year.

### **References**

1. Indule, C.B. "Co-operative Banking in India" (1989), confidential prakashan, poona.
2. Bhatia B.S. and etal, "Encyclopedia of cooperative management, Deep & Deep publication, Delhi, 1994.
3. J.S.pasricha, research study on cooperative banking in Haryana, 1999.
4. Prasad ,L.M "principles and practices of management education publishers , new Delhi.
5. Audit report the Sirsa Central Cooperative banks Sirsa(31-3-10).
6. District Sirsa credit plans 2010-11.
7. Manual instructions of deposit accounts.