

EVALUATION OF THE EFFECTIVENESS OF BANKING TRAINEE PROGRAMMES IN A PRIVATE BANK

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Human resource is an important factor, which contributes to organizational effectiveness. Therefore, all organizations are interested in developing human resources (HR). In an organization, training is one way of developing HR and a potential solution for certain problems. Bank "A" is one of the leading banks in the private sector. There are 126 branches all over the country. The bank conducts several training programmes and this study was confined to the "Banking Trainee" programmes which involved the highest number of beneficiaries when compared to other training programmes. The bank had conducted only internal evaluations procedure and no external evaluation had been done before. This was the first time an external evaluation was done.

The general objective of the study was to evaluate the effectiveness of the training programme and the specific objectives were to determine the perception of trainees, trainers and supervisors regarding the effectiveness of the programme, to assess the content (objectives, relevance, quantity, and importance), teaching methods, logistics used and to identify the factors that should be improved and make recommendations.

Three training programmes were selected. They were trainings given after 6 months, 1 year, and 2 years. The sample included 77 trainees and 15 trainers. Data were gathered using question papers (pre-test/post-test design), questionnaires, personal observations and discussions. A mail-survey was conducted to collect data from 32 randomly selected supervisors. Data analysis was done by using the Statistical Package for Social Sciences (SPSS).

Results indicated that all the trainees were young between the age group of 20-27 and 80% were educated up to GCE A/L and 19% had tertiary education. Gender distribution was clearly unequal as only 8% were females. According to the results, both knowledge and attitude enhancement were significant in the 1 year training, while in the 6 months training only knowledge enhancement was significant. In the 2 year training both knowledge and attitude enhancement were not significant. There was a significant positive correlation between the attitudes and the perception regarding objectives, time period, extrinsic motivation, relevance and importance of the programme. There was also a positive correlation of knowledge with the relevance of objectives and extrinsic motivation.

According to the perception of the trainers, regarding the effectiveness of the training, 40% indicated it as very good, 46% as good and 13% as average. The perception of the supervisors towards training was as follows, very good-47%, good-46%, average-6%.

In conclusion it is seen that although the overall perception towards training was good, the enhancement of knowledge and attitudes was relatively low. Therefore, to increase the effectiveness of the training, increasing the number of practical sessions and the time period, job rotation, and conducting session- based evaluations would be appropriate.