

IMPACT OF TRAINING & DEVELOPMENT ON EMPLOYEES' PERFORMANCE IN BANKS OF PAKISTAN

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ABSTRACT: *The study is being carried out taking into consideration the significance of both Training & Development (T & D) and Employee Performance for the businesses at all levels and in all sectors. Banking sector is chosen as representative due to its backing up role in the economy of any country. It is most crucial for services businesses to keep their employees' knowledge and competencies up to the mark because of the global saturation occurring in services. Economies are becoming services' led so competition is being added up and strengthened by leaps & bounds. In such a situation, it becomes of prime concern for the organizations particularly servicing organizations like banks to capture new knowledge for serving competitively, store & preserve this knowledge, and then deliver it to the employees using some organized & methodical approach. Now what such an approach could be other than designing strategic and well suited T & D programs. Taking an account of all this, a descriptive & quite explanatory approach is being chosen to carry out a study for checking out the impact that T & D has on the performance level of employees working in the banks of Pakistan. Three objectives were designed for the study; assessment of current practices, impact check, and proposition for better investment into T & D. This has been done selecting six representative banks of Bahawalpur (Bank Alfalah Limited, Muslim Commercial Bank, Habib Bank Limited, Allied Bank Limited, National Bank of Pakistan, and Bank of Punjab) as sampling unit. Employees in these banks were given a structured questionnaire that was designed to particularly measure the influence of T & D on respondents' skills like Job knowledge, work quality & quantity, functional skills, and their motivation & loyalty. Data collection was done taking sample size of 150 employees while receiving 104 valid responses using convenience & referral sampling. Analysis was done through the application of frequency tests & bar charts on the response rates in SPSS. This gives the study a quantitative and empirical direction for results. So, then we checked the influence of T & D on the skills and attitudes mentioned above for associating these to employee performance level in banks of Pakistan as presented in the conceptual model. Major findings were that most of the employees agreed to the item statements by making it clear that T & D had a positive impact on their Job knowledge, work quality & quantity, functional skills, and their motivation & loyalty and these are all linked to their performance either strongly or moderately but in a supporting direction. Hence, the study concluded up with T & D positively impacting the employees' performance in the banks of Pakistan.*

KEYWORDS: Training & Development, employee performance, job knowledge, quality & quantity of work, functional skills, loyalty, motivation

INTRODUCTION

The beginning of 21st century has seen a dramatic surge among the businesses to attract and retain talent. This is much due to globalization, technology exploitation (Allen, 2010) and above all increased competition (Qayyum, Sharif, Ahmad, Khan, & Rehman, 2012; Kumpikaite & Sakalas, 2011). Employees need to be provided with a continuous learning atmosphere to keep themselves on track with the organizational mission & vision. In view of Spender (2001, as cited in Taylor & Ray, n.d.) employees must gain varied skills and broad knowledge in terms of various personal as well as professional attributes. It is performance that is the ultimate goal of any business's efforts that leads towards the achievement of market leadership and capturing of unbeatable talent. These two are crucial for the organizations and are part of the organizational strategic mission (Mwita, 2000, as cited in Abbas & Yaqoob, 2009). To get training was once thought of as an extra effort to excel personally and perform up to the mark in one's job but now it has become a matter of basic need to be trained to learn the change and adapt to the advancements in work practices (Garner, 2012). Also it is an undeniable fact that in response to the changing work practices if employees are not provided with chances to enlarge their professional experiences then this may lead them to skill obsolescence. Skill obsolescence has been defined by Greenhaus, Callanan, & Godshalk (2000) to be the absence of sophisticated know-how and advanced expertise required to accomplish organizational tasks. Such a situation has led organizations, regardless of their size and scope of operations, to focus on competency based hiring and set challenging job tasks. Competency based hiring is not all that is done but also employees are trained and developed to be proactive and leaders through precisely designed training and development (T & D) programs. These T & D programs together with offering basic skill enhancement also help in gaining advanced job related knowledge to avoid skill obsolescence. Noe (2008); Frederick & Stephen (2010); & Qayyum et al. (2012) suggest that it is an organization's management responsibility to facilitate the workforce through training & development to remain competent in their profession. They support their argument by saying that allocating resources and funds for training the employees is in the very interest of the organization itself as it has a positive effect on productivity. As highlighted in the literature review section, there is a relationship between training & developing employees and their job performance. Now through this study we are intended to check out this relationship on factual grounds by taking the banking sector of Pakistan as basis for this. In banks, the importance of T & D is inevitable as they fall in the services sector. Customer services are something that must be delivered carefully and at the maximum as the needs and wants of customers goes on changing.

Objectives of the Research

The objectives of the study are quite clear from the topic i.e. the theme of this research. We have broken down our area of study into five objectives in order to create a link among the variables and build theoretical and conceptual frameworks of the study. The study is being conducted:

1. To identify the existing Training and Development trends & programs in the banks under study in Pakistan.
2. To assess the relationship between T & D and employees' performance.
3. To propose a streamlined Training investment pattern for the banks under study in Pakistan.

LITERATURE REVIEW

Having an understanding of the Training & Development importance for the organizations, a lot of research has been done in this area. This importance is in terms of the enhanced performance of the people working in the organization with increased work commitment and dedication. As emphasized by Abbas & Yaqoob (2009), this fact is of no question that the most imperative concern for organizations is performance. Researchers have engraved through their studies the different dimensions of Training and Development in various sectors of corporate world in gaining edge over the competition. Not that people are once trained and the game is over but the actual thing of concern is to continuously train the workforce about the change and learning to achieve high in such a change. Studies have been done discussing the training methods, their delivery, employees' perception of training, training defects, development opportunities, training investment outcomes for organizations, and impact of training on employees' behavior. Our meta-analysis section elaborates the different authors' views on Training & Development, the rationale behind Training & Developing employees, Training elements, the role of Training & Development in Organizations using a funnel approach by starting from all around the world and closing to the Pakistani context.

Defining Training & Development

Training & Development have been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is the workforce capability enhancement. Nadler & Nadler (1991, as cited in Kumpikaite & Sakalas, 2011) identified Training and Development as the components of the human resource development (HRD) model. The same authors Nadler & Nadler (1970, as cited in Khan, Khan, & Mahmood, 2012) have defined HRD to be a system or an assortment of such activities that enable organizations to add to the worth of their workforce by bringing behavioral reforms through training, development, and education within a specified time period. Thus, T & D help building and strengthening the work related attributes of the human resource (workers or employees) in any organization. Moreover, in training there is a specialist who delivers the understanding about the expertise required for enhancing the job proficiency keeping in view both present and future job related skill requirements (Saleem et al., 2011). Hence, we may say that T & D is a more logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfill their job tasks

Although Training & Development have been taken as one for sake of simplicity in this study yet going into the depth there are present certain distinguishing features. These features, as given by Noe (2008), are: *focus, use of work experiences, goal, and participation*. In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory if initiated while vice versa is applicable for development initiatives. Development is more self-directed and requires self motivation to explore and find the ways for career and personal advancement.

Similarly, Armstrong (2009) has differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable

the employees to better perform in their present jobs. In the same way, we find training to be confined only on enhancement of skills pertaining to a particular job while development has its scope stretched across the growth and personal development of the employees (Obisi, 1996 as cited in Obisi, 2011). Moreover, Cambell (1971) has given his views as training improves the skill level of technical staff during a short period of time for a specific objective while development allows the managers to learn and grow during a long term learning period having wide-ranging objective. Hence, the two T & D may be used as one but there is a distinction based on the basis of broadness of scope, focus of the efforts, and time span as mentioned above.

Training Process

Different authors have put forward the systematic process for training and development of employees. The number of steps varies but the basic approach remains the same i.e. to manage training in a better way to have the best results out of the investments made. Training is a continuous process. Whatever the scheme may be presented by various scholars and trainers the following steps are inevitable for any well designed and precisely implemented Training and Development plan:

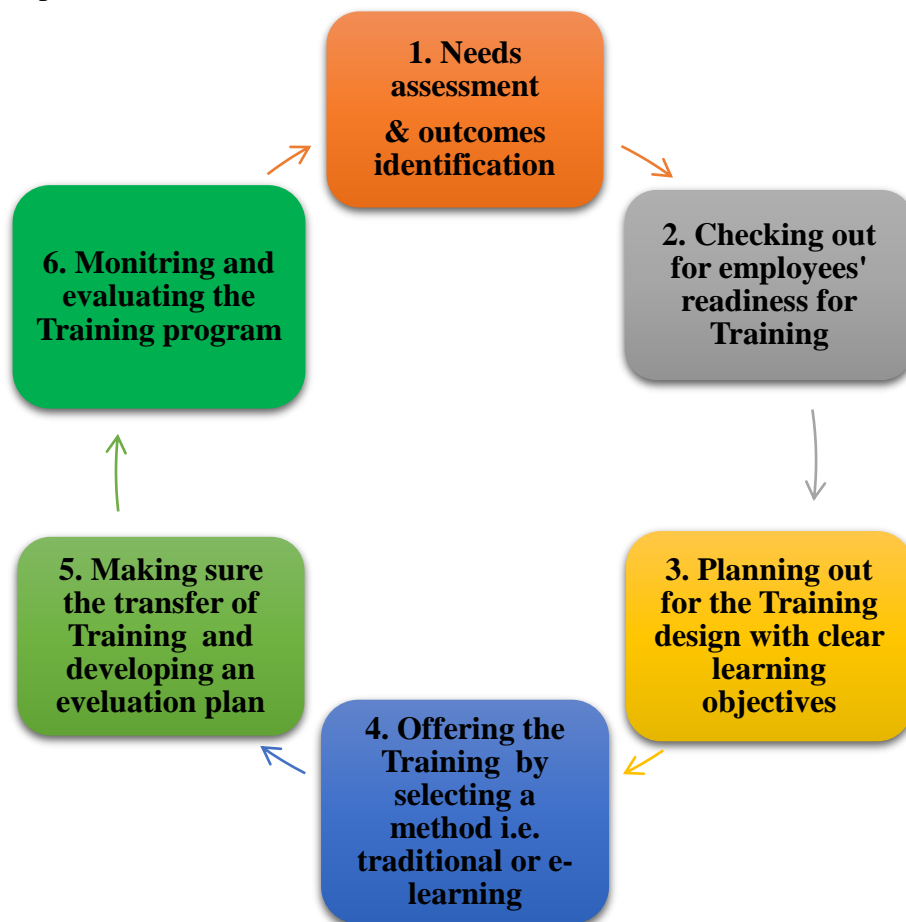


Figure 1: Training Process. Source: Noe, 2008; Garner 2012.

If any company skips one or two of the steps in a T & D process, it may succeed in implementing a training program but will no longer reap the actual fruits of training that have somewhat long

term impacts on the employee performance as well as the overall organizational productivity and growth. The intention behind presenting such models and process cycles in different studies is to show organizations a direction where they can input their strategies and investments to reach their final destination i.e. a sustainable market leadership with an unconquerable competitive strength.

THEORIES ON T & D

Psychologists have given a number of theories that put light on the individual learning patterns and explain that how motivation plays its role during the learning process in training & development programs. The theories also tell us about the employees' perceptions and individual characteristics involved in learning. Here, as emphasized by Reynolds et al., (2002, as cited in Armstrong, 2009), we also need to know that learning is a broader context for capacity enhancement through the acquisition of varied skills and knowledge while training is only one of the ways for carrying out learning in organizations. Noe (2008) and Armstrong (2009) have given the training perspective of several learning theories as under:

Theory type	Learning behavior/focus
1. Reinforcement	Focus is on reinforcing a desirable behavior or inhibiting an undesirable behavior through certain motivators or stimuli.
2. Social Learning	Focus is that learning occurs by observing the behavior and practices of some renowned people who perceived to be role models at the work place or in life settings.
3. Goal Setting	Focuses on the assumption that learning is influenced by an individual's life goals.
4. Goal Orientation	This theory assumes that a person having an intention to learn gets more through training than a person who just focuses on performing better.
5. Expectancy	This theory tells that individual motivation has three ingredients i.e. expectancy (link b/w trying & actually performing) + instrumentality (link b/w performance and outcome) + valence (the value one gives to certain outcome of performance).
6. Need	Need theories assume that individual needs comprise of different levels. Once a lower level need is satisfied, the individual strives for accomplishing a higher level need.
7. Adult Learning	The theory focuses on explaining that adults have a tendency to learn and to know the purpose behind the learning. They learn with a view to gaining experiences and solving problems.
8. Information Processing	This theory tells that learning occurs via an information processing channel inside the brain. This process is systematic and is very important in learning through observation and retaining the information stored in the memory.

These theories and the learning behaviors mentioned in these help the organization to devise efficient learning programs. This insight helps to identify the elements constituting a training program.

Elements of a Successful T & D Program

Elements of T & D refer to those critical considerations that constitute a successful training program. Ten such elements had been identified by Frank Waltmann, the learning head at Novartis.



Figure 2: Elements of a Successful T & D Program. Source: Waltmann, 2011.

Types of Training

Different organizations use different training and development techniques according to the needs of their employees and also matching to their mission achievement. It then depends on the organization's philosophy that whether to outsource training or develop its own trainers and

training initiatives. Several types of employee training have been given by Dessler (2005) and Dessler & Varkkey (2010) that are as under:

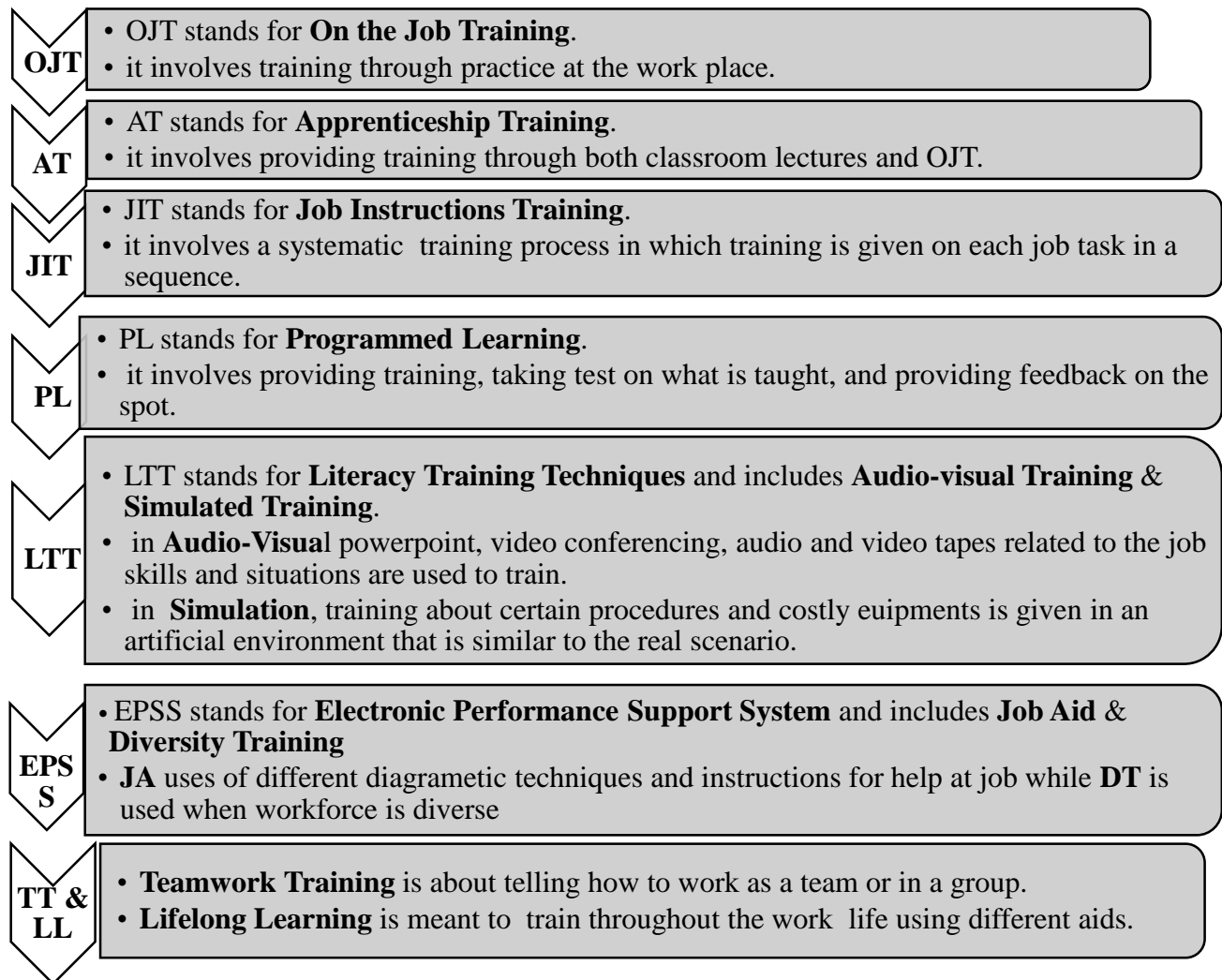


Figure 3: Types of Training. Source: Dessler, 2005; Dessler & Varkkey, 2010.

Also there are several development techniques as well including: *Job enlargement & Job rotation, Formal education, Temporary assignments and Voluntary projects, Executive coaching & Mentorship, Role plays, Behavior modeling, Management games and In-house development exercises* (Noe, 2008; Dessler, 2005).

Given these various types of training and development, Saleem et al., (2011), in their study, have mentioned different dimensions for designing training programs as: *training about customer service, training on safety techniques, training on varied technical & computer operating skills, diversity training, training about the quality programs, and training on ethics, communication, & work relationship skills.*

If we particularly talk about the banks then there, from new employees' on the job training to offering variety of refresher courses time to time are in practice. Banks also provide their employees the opportunities to move internationally and learn varied banking skills and practices. Opportunities for both professional and personal development are also provided to the employees. The issue that should be discussed here is the pattern for implementing the opportunity plan and then securing the successful transfer of training at the workplace. Providing training is like making a candle; transfer ensures that the candle is being used for lighting up the way in the dark.

Rationale of T & D

The changing business practices and broadened organizational scope strongly put stress on the importance of training & development in transforming the human resource into human capital (Gusdorf, 2009) for incorporating a culture of team work, innovation, and continuous learning (Paton, Peters, & Quintas, 2005) at the work place. The term human capital is associated to Garry Becker's workforce reforms in terms of investment in training and development of the employees to give a boost up to the organization's human capital (Paton et al., 2005). The similar concept is put forward by Saleem et al., (2011) in the way that T & D allows the organizations to maintain a collection of employees for promotion and replacement purposes. This confidence to replace and promote employees comes due to the advancement and change management attributes rightly imparted into the workers by virtue of T & D. Karl, Alan, & Nigel (2010, as cited in Qayyum et al., 2012) in the same way advocate T & D practices by putting light on the benefits gained in terms of improved competencies engrossed into the employees thus changing their work behavior as well. Similarly, as given in the mission of Nestle Business Academy, "Training will play an ever more critical role, as organizational excellence can only be assured in a lifelong learning environment. For Nestlé, continuous learning, training and development, preparing people for their next task, is an integral part of our overall human resource policy" (SPUTNIC– Strategies for Public Transport in Cities, 2008). So, T & D are a strategic part of organizations' mission and vision. Various studies have been conducted to unveil the fruits of providing training to the employees in the form of improved organizational productivity. Hung (2010) suggests that training and development are without any doubt meant to give a boost up to performance at work. This is the reason many renowned companies make considerable investments in training and developing the workforce i.e. in a report by National Economic and Development Office it has been mentioned that the rate of training in high performing companies is 8.9 days/employee/annually as compared to 2.8 days/employee annually of those companies whose performance is low (Garner, 2012). Not only this as we can see that Taiwan is making mark in terms of international business practices, in Taiwan the top performing organizations are also focusing on training and development of their workforce. Chen, Holton, & Bates (2005, as cited in Hung, 2010) in their paper give reference that a study conducted by *Common Wealth*, a key business and industrial magazine, revealed that out of 1000 Taiwan companies 47.8% considered T & D to be the top most business priority. This is how the emerging businesses and economies understand the importance of T & D for progress and growth. They respond to the changing world order, business globalization trends, and increasing customer expectations by investing into the training and development initiatives. According to the contemporary practices, any organization's productivity is measured using a balanced scorecard (BSC) across the four perspectives that are: *the organization's financial standing; services and satisfaction provided to its customers; the trends of growth and learning opportunities for both the organization itself and its employees; the internal and external business processes of the*

organization (Glaveli & Karassavidou, 2011). So, providing the training and development opportunities is one of the metrics that quantify an organization's growth and success.

Role of T & D in Organizations

Organizations reap undeniable fruits from training and development. Most important advantages are in the terms of improved productivity and customer services. Productivity is no doubt increased due to the enhanced performance of the workers attending various training programs. So, there is no question in it that T & D uplifts both the employee work performance and organizational productivity but together with this while designing training and development programs it must be kept in the strategic purposes of training to generate creative thinking and innovativeness. These will then strengthen the organization's knowledge base enabling it to establish a competitive advantage. Training and development also makes ways for employees to take an active part in the decision making process (Vemic, 2007). Moreover, Saleem et al., (2011) have proposed that continuous training caters for bringing employees' motivation, confidence, their general behavior, and self esteem up. Similarly, they are of the view that it is T & D that increase employees' satisfaction towards their job, improves their work efficiency, and gives return on investment (ROI) in terms of making the employees more knowledgeable, skilled, and productive. It also makes them more loyal, committed, and contributing to the organization. Batool & Batool (2012) also support this view that job satisfaction, confidence on self, and sense of self worth is given a boost up among the employees through training. Zenger (1989, as cited in Batool & Batool, 2012) points out that providing expert skills makes the workers to energetically take part in the process of improving quality. In the same way, Graig (1976); Akintayo (1996); Obisi (1996); Oribabor (2000); & Oguntimehin (2001) as cited in Saleem et al., (2012) have put forward the benefits of T & D as improvement in human, theoretical, & managerial competencies, enhanced skills, work efficiency, knowledge, mind-set & punctuality (including be on time and less absenteeism), expertise in operating technology and handling machines with reduced wastage, and also decreased level of skill obsolescence. So, training is and should be meant to enhance the skills and performance level of employees in all ways (Obisi, 2011). The central role of T & D in bringing transformational reforms to the organizational strength and capabilities in terms of making the employees competent, hence, gets proven. In the words of Glaveli & Karassavidou (2011), it is the human resource that acts as a multiplicative factor for putting the organization on the track of victory. Although each of the HR practices is vital at its place in supporting the advancement of its workforce but training plays the most vital role of all in developing an organization's leveraging factor for progress i.e. its human asset. The positive outlook of the job gained through training and development generates feelings of loyalty in the employees who then perform well in terms of serving the customers better. Hence, training promotes loyalty that in turn stimulates to perform up to the mark. Better performance of employees is significant as according to Khan et al., (2011), employee performance drives performance of the organization.

Role of T & D in Banking Sector

We know this fact very well that banking comes under the broader services sector. Services sector is such that where people involvement is at the maximum. Customers interact with the employees and the first impression of the bank is built during this interaction. So, this is the reason for which Guest (1997, as cited in Glaveli & Karassavidou, 2011) declared people to be the most vital factor contributing to the organizational productivity, sustainability, and image building. People are,

without any suspicion, an organization's ultimate strengthening asset. Customers undergo a complicated experience in gaining a service that involves both the mental and physical interaction (Haynes & Fryer, 2000) with the service providers i.e. the employees. These facts lead us to conclude that employees must be skilled enough to provide the delighting services to the customers that least chances remain there for customer switching or customer dissatisfaction. Skills are obviously injected into the workforce through some systematic process of competency training. Banks focus in their strategy building and philosophy that how and when to train their employees. They plan out that what training methods to be used at the various levels of the organizational workforce. Role of T & D in banking sector cannot be questioned.

T & D Effectiveness

Hung (2010) has proposed four categories of factors that can describe the effectiveness of a Training & Development program being implemented. These categories are: Behavioral changes, Improvements in knowledge, skills and attributes, Substantial and measureable outcomes, & Reaction of the trainees (employees) in terms of perceived training benefits and improved performance. On the other hand, Noe (2008) presented some conditions that need to be fulfilled for making a T & D program efficient and beneficially effective. These are: **employees** who get training must be provided with sufficient chances to put the learned things into work and then get review response (feedback) on that; **complete**, relevant, and interesting training material should be delivered while keeping in view the outcomes expected from the training program; **the** basic requirements must also be met to ensure the smooth completion of training event and then getting transfer of learned skills; **observation** and practice based learning opportunities must be given to the individuals attending the training session. These all factors can help to develop and successfully implement a training program that will aid the employees to literally advance in their knowledge, skills and attributes (KSAs). For making training effective following points have been given by Armstrong (2009):

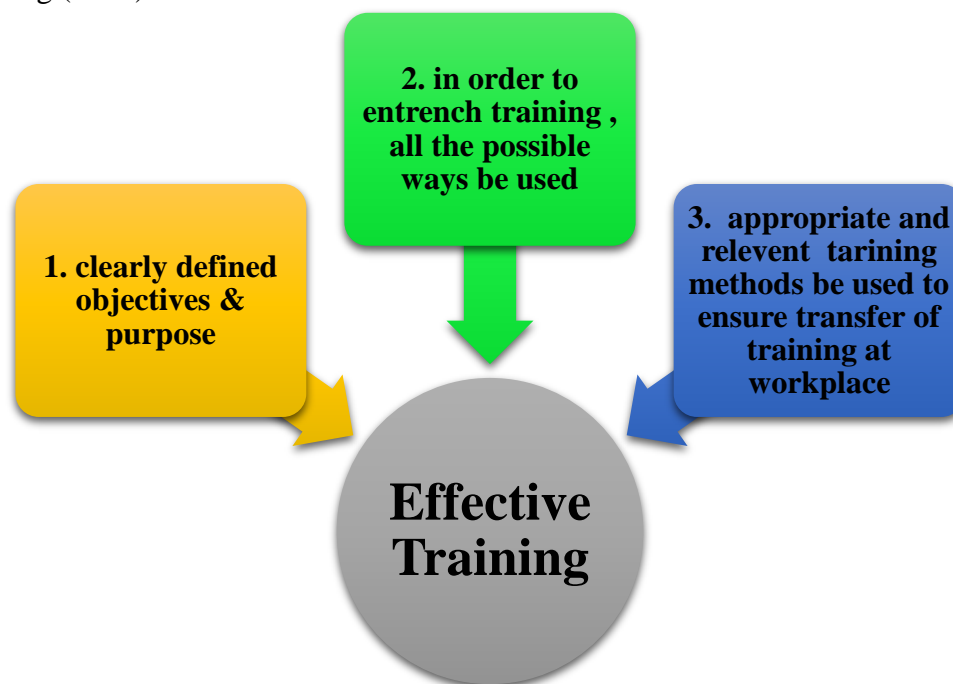


Figure 4: Conditions for Effective Training. Source: Armstrong, 2009.

3.10. Defining Employee Performance

There is no doubt in it that employees are the building blocks of an organization. As put forward by Hameed & Waheed (2011), the most value adding possessions (assets) available to any firm, business, or organization are its workforce. The performance on part of the workforce is the driving force behind the survival of any business firm. Further, they are of the view that well performing employees contribute to the efficiency and success of the organization. So, performance is crucial for the organizations and making strategies to improve performance and measuring it from time to time are a basic step that is to be taken. Without desired performance results, it is of no use continuing to invest in processes and projects.

If we define employee performance then we may say that “the set of employee behavior, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different metrics constitute **employee performance**.”

Two types or dimensions of performance are being given by Aguinis (2006): *Tasks Dimension of Performance* (includes all those work activities that allow the completion of tasks in a job); *Contextual Dimension of Performance* (includes all those behaviors that make an employee act responsibly toward the organization).

Indicators/Determinants of Employee Performance

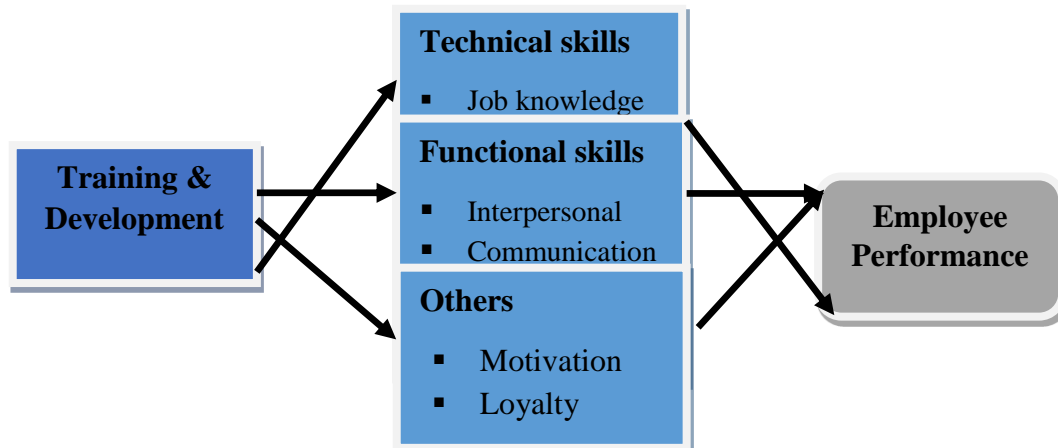
Determinants of employee performance are those competencies or factors that are used to measure the effectiveness and level of individual performance. These are the indicators of workforce performance in any organization. The indicators of performance as given by Aguinis (2006) are: procedural knowledge, declarative knowledge, and motivation. These are the constituents of performance and their product is equal to performing well i.e. ***Motivation × Declarative knowledge × Procedural knowlede = Perfomance***. It is important to know that *motivation* refers to the degree of hard work inserted into the job and the level of contribution toward achieving the goals; *declarative knowledge* is inclusive of the knowledge about different guiding principles, procedures, particulars and the job responsibilities; *procedural knowledge* is to know the way of doing the job properly and the skills required to perform the job e.g. technical, functional, and cognitive skills. Any one of these determinants equal to zero results in zero performance. It is not like that no performance exists in such a case, but actually the contribution of performance in producing results becomes zero. On the other hand, Hailesilasie (2009), in his study about determinants of public sector employees' performance, has declared motivation and awareness about job roles as the determinants of employee performance. Moreover, in a lecture, available online at zeepedia.com (n.d.) for human resource management via VU (Virtual University) courses, the determinants for employee job performance are mentioned as: readiness of an employee to carryout job tasks (***willingness to perform***), an employee's individual capability to do the work (***capacity to perform***), and the encouraging conditions available to do a job (***opportunity to perform***). According to the view of Glaveli & Karassavidou (2011), providing training and learning opportunities, innovation, and cost reductions stimulate performance. together with these the competencies gained during training and development have a dramatic impact on job performance if transferred properly. Khan et al., (2011) also declared training to be greatly impacting employee performance. The biggest issue that has been observed in failure of training programs in organizatons and particularly in banks is the inability of the employees to not to apply at the workplace what they learned during training

sessions. Talking of the banks particularly, Glaveli & Karassavidou (2011) also pointed out loyalty of the employees with their branch of the bank they are working and the quality of services provided to the branch customers as the indicators of performance. Noe (2008) has given the factors that hinder the transfer of training on individual's part. These include the unavailability of appreciation and positive feedback from co-workers, managers, and the organization itself in terms of not providing the required resources and working conditions.

Measuring Employee Performance

Employee performance is measured using several methods based on the organizational preferences and the performance management system in practice over there. The performance management system defines the performance measures for employees i.e. the criteria to quantify and calculate the level of performance. Kaplan & Norton (1992, as cited in Glaveli & Karassavidou, 2011) tell that the BSC transforms the mission and strategic vision of the firms into such metrics that can aid in measuring and quantifying performance of both the organizations and their workforce. Dessler (2005); Aguinis (2006); and Dessler & Varkkey (2010) have discussed the various methods for measuring the performance of employees: *Alternate ranking* (ranks employees from best to the worst performer), *Graphic rating* (rank employees based on the score won in the list of traits included on the rating graph), *Paired comparisons* (making pairs of employees by deciding on certain traits then measuring the individuals' standing on each trait and declaring who is better), *Forced distribution* (employees are to be ranked on predecided criteria), *Critical incidents* (manager notes down the incidents of critical importance both good & bad and then evaluate the employee), and *Behaviorally anchored rating scale* (it uses a combination of rating methods and critical incidents). These methods are selected by supervisors based on the evaluation policies of the organization. also the selection of measure method could be based on the approach being preferred by the performance management system in practice in any organization. Aguinis (2006) identified three basic approaches to performance measurement: *Approach of traits* is during the year approach and deals with measuring the individual characteristics indicating the performance; *Approach of behavior* deals with evaluating the ways employee uses to carry out his/her job; *Approach of results* that is an end of the year evaluation approach and deals with evaluating the employees based on achievement of targets.

Conceptual Model



METHODOLOGY

The study is being conducted with the intention to check out the impact of T & D on the performance of employees working in the banks of Pakistan. The major aims of the research include highlighting the importance of Training & Development for skill enhancement in delivering quality services to the customers. Also it gives an overview of how employees perceive the role of T & D in their job performance. The objectives of the study included: assessment of existing training trends; checking impact of T & D on the performance of employees; and keeping in view the both above objectives, to propose that where the management should direct their training investment more. In this study we have used descriptive approach to check the impact of T & D on employee performance. The direct impact has not been checked rather the impact of T & D on various indicators of performance as mentioned in the conceptual model and as proved from the previous studies has been measured. The response on these indicators has then been associated to the employee performance. Banking sector has been chosen as population. Sampling unit are the branches of representative banks operating in Bahawalpur including: *Muslim Commercial Bank, Bank Alfalah, Habib Bank Limited, National Bank of Pakistan, Bank of Punjab, Allied Bank Limited*. The questionnaire had been given only to those employees who had gone through some training sessions during the course of their job at their respective banks. The self evaluation responses about the influence of T & D on the employees' skills level and their behavioral factors like motivation & loyalty to their bank have been gotten. On the basis of frequency of responses then the results have been drawn for proving the study objectives and answering the research questions. Bar charts have been used to elaborate the trends of responses.

Research Methods Used

It is an *empirical research* that quantitatively measures the impact of T & D on various skills and retention factors like motivation & loyalty of employees in the banks of Pakistan. We have adopted the *descriptive and explanatory approach* to assess the role of Training & Development in employees' work performance and to fulfill the other study objectives. *Survey sampling* has been used to collect relevant data and responses. The sampling techniques used were *convenience sampling and referral sampling*. Questionnaires were delivered in the various branches of banks by hand. Sample size was decided on the basis of intuition and gut feelings. The time considerations and availability of respondents was the major reason behind deciding on the sample size through intuition. *SPSS* (Statistical Package for Social Sciences) is being used to analyze the responses collected on the questionnaire.

Data Collection

Two types of data are mostly used in studies i.e. primary data (newly gathered data for sake of problem at hand e.g. surveys, interviews, focus group discussions etc) and secondary data (data collected from existing sources e.g. company records, government reports, published papers, reviews etc). For this study as questionnaire survey was used so the data for analysis is primary one. However, most part of the secondary data is being used in literature review section for developing the theoretical and conceptual frameworks. Data collection is crucial for studies dealing with impacts. If the data collected is unreliable then it is of no use to the researchers. A

structured questionnaire was used to collect the responses from the targeted sample. So, questionnaire was the research instrument. Sample size was taken 150 employees working in different branches of the six representative banks operating in Bahawalpur. The banks selected have been mentioned above. Not all the banks operating in Bahawalpur were targeted due to shortage of time. Out of 150 employees 104 responded to the questionnaire. So, 104 questionnaires were used for analysis. In these 104 responded questionnaires, 82 i.e. 78.8% were responded by males and 22 i.e. 21.2% were responded by females. Job experience was asked from the respondents in order to measure that what level of training focus is put on employees with the passage of time. More the time spent with the bank, more the responses could be considered reliable. No particular emphasis was put to include a certain category of experienced employees to get the responses. A detailed look of these aspects could be taken in the analysis & interpretation section.

Development of Research Questions for Analysis

For analysis SPSS techniques of frequency distribution and bar charts on the item statements have been applied. These techniques lead us to know the response rate of the employees on each item statement of the six heads of indicators. Following six research questions have been developed to check out the impact:

- A.** Do T & D improve the job knowledge of employees and is it related to increasing the employees' performance?
- B.** Do T & D influence the work quality of employees and does it improves their performance?
- C.** Does there any impact of T & D on the quantity of work done and if it relates to performance improvement?
- D.** Is there any improvement of the functional skills through T & D for sake of enhancing performance?
- E.** What is the level of relevance of T & D to making employees loyal to their bank and improving their performance?
- F.** Are motivation and its role in performance increased or decreased due to T & D?

Before answering and interpreting these research questions, some of the demographics related to the respondents are necessary to mention here so that the trends in responses can be elaborated.

RESULTS AND DISCUSSION

Research Question#1

- A.** Do T & D improve the job knowledge of employees and is it related to increasing the employees' performance?

Four item statements were there under the job knowledge skill. Each item measured that after T & D what was the perceived level of change in job knowledge and all the other parameters being included. On the basis of response rate on each sub item we will draw answer to our main research question.

Item statement a) *Attending the training & development program has given me a better understanding of my job responsibilities.*

Understanding of Job responsibilities		
	Frequency	Percent
Strongly agree	44	42.3
Agree	54	51.9
Neutral	4	3.8
Disagree	1	1.0
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 44 (42.3%) strongly agree and 54 (51.9%) agree that T & D has increased their understanding of job responsibilities. So, from this we may conclude that the item statement is responded positively by the respondents.

Item statement b) *Now, I know very well that what skills are to be used to perform my job tasks.*

Know how of skills to perform the job		
	Frequency	Percent
Strongly agree	35	33.7
Agree	55	52.9
Neutral	11	10.6
Disagree	2	1.9
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Here also most of the responses fall into the Agree & Strongly agrees sections i.e. 35 (33.7%) respondents, out of 104, strongly agreed and 55 (52.9%) agreed to the statement that T & D help to improve know how about the skills required for their jobs. So, T & D is positively associated in bringing the job related skills into the employees.

Item statement c) *The job knowledge gained during training and development has increased my performance at work.*

Job Knowledge enhanced performance at work		
	Frequency	Percent
Strongly agree	41	39.4
Agree	52	50.0
Neutral	9	8.7
Disagree	1	1.0
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 41 (39.4%) strongly agree and 52 (50.0%) agree that Job Knowledge gained through T & D has enhanced their performance at work. So, from this we may conclude that the above item statement is responded positively by the respondents. Hence, from all the above response rates we may reach the answer to our research question that T & D improves the job knowledge in employees that aids in the better performance at work.

Research Question#2

B. Do T & D influence the work quality of employees and does it improves their performance?
Item statement a) *Training & development session has played a significant role in improving the quality of my work.*

T & D had significant role in improving work quality		
	Frequency	Percent
Strongly agree	40	38.5
Agree	51	49.0
Neutral	10	9.6
Disagree	2	1.9
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 40 (38.5%) strongly agree and 51 (49.0%) agree that T & D had significant role in improving their work quality. So, from this we may conclude that the above item statement is responded positively by the respondents.

Item statement b) *The skills and knowledge gained through Training enable me to deliver quality services to the customers.*

Delivery of quality services to customers		
	Frequency	Percent
Strongly agree	34	32.7
Agree	50	48.1
Neutral	17	16.3
Disagree	2	1.9
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 34 (32.7%) strongly agree and 50 (48.1%) agree that T & aided them in delivering quality services to the bank's customers. So, from this we may conclude that the above item statement is responded

positively by the respondents. Hence, from all the above response rates we may reach the answer to our research question that T & D improves the performance of employees by positively influencing their work quality.

Research Question#3

C. Does there any impact of T & D on the quantity of work done and if it relates to performance improvement?

D.

Item statement a) *After training, I meet the target quotas and goals more easily than before.*

Target quotas and goals met easily than before		
	Frequency	Percent
Strongly agree	14	13.5
Agree	68	65.4
Neutral	19	18.3
Disagree	2	1.9
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 14 (13.5%) strongly agree and 68 (65.4%) agree that the work related knowledge gained during T & D had significant role in improving their skills to meet the targets and set goals more easily than before. So, from this we may conclude that the above item statement is responded positively by the respondents.

Item statement b) *After attending the training and development program, my speed of achieving targets has increased.*

Speed of achieving targets increased		
	Frequency	Percent
Strongly agree	28	26.9
Agree	52	50.0
Neutral	20	19.2
Disagree	3	2.9
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 28 (26.9%) strongly agree and 52 (50.0%) agree that T & D has allowed them to complete their goals and achieve targets in much less time than before as the efficiency of doing tasks has been improved. So, from this we may conclude that the above item statement is responded positively by the respondents. Hence, from all the above response rates we may reach the answer to our

research question that T & D is positively related to increasing the quantity of work done by the employees and in this way it impacts performance.

Research Question#4

E. Is there any improvement of the functional skills through T & D for sake of enhancing performance?

F.

Item statement a) *Training has improved my skills to work with others at work.*

Improved skills to work with others at work		
	Frequency	Percent
Strongly agree	25	24.0
Agree	61	58.7
Neutral	16	15.4
Disagree	1	1.0
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 25 (24%) strongly agree and 61 (58.7%) agree that T & D has made them to improve their communication and interpersonal skills. Now, they better deal with their peers and supervisors. So, from this we may conclude that the above item statement is responded positively by the respondents.

Item statement b) *After being trained, I clearly express my ideas and information.*

Clarity in expressing ideas		
	Frequency	Percent
Strongly agree	31	29.8
Agree	51	49.0
Neutral	18	17.3
Disagree	3	2.9
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 31 (29.8%) strongly agree and 51 (49%) agree that T & D has allowed them to better present their ideas and express them in a productive way. So, from this we may conclude that the above item statement is responded positively by the respondents. Hence, from all the above response rates we may reach the answer to our research question that T & D has a significant role in improving the functional skills of the employees attending T & D sessions at regular intervals and these skills then help in performing better.

Research Question#5

G. What is the level of relevance of T & D to making employees loyal to their bank and improving their performance?

Item statement a) After being trained, I feel much more attachment and professional obligation towards my bank.

Increased attachment & professional obligation		
	Frequency	Percent
Strongly agree	25	24.0
Agree	50	48.1
Neutral	25	24.0
Disagree	3	2.9
Strongly Disagree	1	1.0
Total	104	100

Interpretation

Most of the responses lies in the Agree, Strongly agree & Neutral criteria i.e. of the 104 25 respondents (24%) strongly agree and 50 (48%) agree and 25 (24%) are indifferent to conclude about their increased attachment and professional obligation to the organization after T & D. however, we can see that most of them agreed with the item statement. So, from this we may conclude that the above item statement is responded positively by the respondents.

Item statement b) *Now, I often tell others that this bank is a great place to work in.*

Increased tendency to tell others about the bank to work in		
	Frequency	Percent
Strongly agree	28	26.9
Agree	39	37.5
Neutral	33	31.7
Disagree	4	3.8
Strongly Disagree	0	0.0
Total	104	100

Interpretation

Most of the responses lies in the Agree, Strongly agree & Neutral criteria i.e. of the 104 respondents 28 (27%) strongly agree and 39 (38%) agree that T & D has inculcated in them the spirit to spread positive word of mouth about the bank as an ideal employer. But at the same time 33 (32%) respondents have given their response as neutral lying in b/w agree and disagree. So, from this we may conclude that the above item statement is responded mildly positive by the respondents. Hence, from all the above response rates we may reach the answer to our research question that T & D has a moderate relevance in creating loyalty among the employees but do not generate feelings of retention.

Research Question#6

H. Are motivation and its role in performance increased or decreased due to T & D?

Item statement a) After attending the training and development program, my contribution towards achieving the organizational goals has increased.

Increased contribution toward achieving the organizational goals		
	Frequency	Percent
Strongly agree	30	28.8
Agree	51	49.0
Neutral	21	20.2
Disagree	2	1.9
Strongly Disagree	0	0.0
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 30 (29%) strongly agree and 51 (49%) agree that T & D has inculcated in them the spirit to contribute more on their part for achieving the organizational tasks and goals. So, from this we may conclude that the above item statement is responded positively by the respondents.

Item statement b) *I find my job quite interesting and meaningful now.*

Feeling the job meaningful & interesting after training		
	Frequency	Percent
Strongly agree	18	17.3
Agree	52	50.0
Neutral	26	25.0
Disagree	6	5.8
Strongly Disagree	2	1.9
Total	104	100

Interpretation

Most of the responses lies in the Agree & Strongly agree criteria i.e. of the 104 respondents 18 (17%) strongly agree and 52 (50%) agree that after T & D as they have improved in their competencies so they find their job quite interesting and meaningful now. So, from this we may conclude that the above item statement is responded positively by the respondents. Hence, from all the above response rates we may reach the answer to our research question that attending T & D affected the employees' motivation to perform well in a positive direction but at a moderate level.

CONCLUSION

The study started from highlighting the importance of Training & Development for business in the present day. It was being evidenced through previous researches that training the workforce is inevitable for all the organizations keeping aside their size, scope, and geographical boundaries. This is much due to the increased need for innovation and increase expectations from the

customers. The globalization and industrial revolution have initiated a war of competition among the corporate players. Most of the companies have added the T & D into their philosophy for translating their mission and vision into reality. We saw in the literature review that there is a clear link between T & D and capability enhancement of the employees. This capability is increased in terms of improving various existing skills and introducing new skills that aid in the job tasks. We created a relation between employee performance and the improved skills. Also performance is indicated by motivation to work better and loyalty with the organization being served. There was a section dealing with T & D in banks and connection of employees' performance at work to T & D. for banking employees it becomes crucial to be trained well in communication and interpersonal skills as they have to interact with a variety of people on daily basis. Customers demand delighted services from banks and their employees in the sense getting proper attention and being provided with all the assistance. Our conceptual model basically presented a proposed relation between T & D and employee performance keeping in view the influence/impact on different elements of performance identified in the literature. The study as whole had three objectives to meet. First one being the identification of the present training trends and programs in the selected banks to generalize the results for Pakistan's banking sector. This objective is met through discussion with the employees in the banks under study. Second, we had to prove that T & D do impact the performance of employees. So, we collected data through survey questionnaire for analysis. The sample size selected was 150 while valid responses were gained from 104 respondents. The data was being analyzed in SPSS using the descriptive techniques of frequency distribution of the responses gathered and the bar charts. We came to know that mostly the employees with experience from 1-5 years responded the questionnaire and the response rate remained positive on all the indicators leading us to conclude that T & D surely impacts the job performance of the employees working in banks. As the study is conducted in Pakistani context, we may also say that Pakistani banking employees perceive and agree on the impact of T & D on their work performance. Due to convenience sampling, however, we cannot generalize our results with authenticity to all the banks operating in Pakistan. But on the basis of literature and our analysis we may reach at a conclusion that there is a strong relationship between T & D and employee performance. Training and Development prepare the employees to contribute more to the organization and in our case to the bank. Hence, T & D has a positive impact on employee performance in the banks of Pakistan.

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