

ANALYSIS OF RECRUITMENT, SELECTION, TRAINING AND DEVELOPMENT PROGRAMMES OF PUBLIC AND PRIVATE BANKS

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ABSTRACT

In this paper, details of employment, experience in present job, number of stages in selection process, basis of selection, number of orientation / orientation programme attended, duration of orientation / induction programme, perception of orientation / induction programme, respondents' feeling about the nature of work, experience in adjusting to work, level of interest in work, achievement in work, satisfaction with job, motivation from authorities, number of training and development programmes attended, perception of respondents about the necessity of training, perception of respondents about training only to new employees, outcome of training on existing employees, source of identifying training needs, needs need for retraining, mode of instruction in training have been studied.

Keywords: training and development, recruitment, selection process, outcome etc.,

INTRODUCTION

Human resources are the important assets in an organization. Every organization needs to recruit people to carry out the organisational goals. Recruitment and selection is the important function of human resource management. Recruitment is the generating of applicants for specific positions. It is a two-fold function. One is to discover the sources of manpower to match the job requirements and specifications and another is to attract an adequate number of prospective employees to permit meaningful selection of the required personnel. Training is a short term process and utilising a systematic procedure by which workers learn technical skills for a definite purpose. On the other hand, development is a long term educational process by which managerial

personnel learn conceptual and theoretical knowledge for general purpose. In order to achieve the objective of training, an appropriate training and development programme is necessary. Today's updated training and development obviously involve both training and development which offer opportunities to learn skills. But, it provides environment designed for discovering and cultivating basic aptitudes and capacities to facilitate continuing personal growth.

The new economic environment has posed new challenges and opportunities for the public sector banks in India. To survive in an intensely competitive market, public sector banks must measure up in terms of efficiency. Public sector banks have to tone up their employees' knowledge and skills to change their attitudes to equip them to meet the increasing client expectations. The public sector banks have been in the course of redesigning their recruitment and selection process to realise the importance of customer oriented corporate culture and continuous up gradation of skill of their manpower in ensuring growth and maintaining its pre-eminent position. The well planned organized systematic training and development programs increase knowledge, skill, abilities and aptitude of the employees to perform their present and future roles with confidence, efficiency and effectiveness. Lack of training for the newly recruits may frustrate them from meeting job expectations. So banks tend to give training to the new employees to acquire necessary skill essential to the job. The induction / orientation programmes of the bank have to mould the favourable attitude among the employees toward fulfilling the goals of both employees and bank.

EXPERIENCE IN PRESENT JOB

Table 1 presents the data relating to the experience of the respondents in their present job.

TABLE 1. EXPERIENCE IN PRESENT JOB

Experience in Present job	Type of Bank				TOTAL	
	Public Sector		Private Sector		No.	%
	No.	%	No.	%		
Up to 5 years	147	56.6	96	68.5	243	60.7
6-10 years	14	5.4	25	17.9	39	9.8
11-15 years	9	3.5	6	4.3	15	3.8
16-20 years	11	4.2	13	9.3	24	6.0
21-25 years	10	3.8	0	0	10	2.5
Above 25 years	69	26.5	0	0	69	17.2
TOTAL	260	100.0	140	100.0	400	100.0

Source: Computed

Table 1 reveals that among 260 respondents of the public sector banks, 56.6 per cent of the respondents have experience up to 5 years, 5.4 per cent of the respondents have experience between 6 and 10 years, 3.5 percent of the respondents have experience between 11 and 15 years. 4.2 per cent of the respondents have experience between 16 and 20 years, 3.8 per cent of the respondents have experience between 21 and 25 years and 26.5 per cent of the respondents have experience more than 25 years, whereas in private sector banks, out of 140 respondents, 68.5 per cent of the respondents have experience upto 5 years, 17.9 per cent of the respondents have experience between 6 and 10 years, 4.3 percent of the respondents have experience

between 11 and 15 years and 9.3 per cent of the respondents have experience between 16 and 20 years. Out of the 140 respondents, nobody is having more than 20 years of experience.

AWARENESS ABOUT THE BANK JOB

Table 2 deals with the sources of awareness of the respondents about the bank job.

TABLE 2 AWARENESS ABOUT THE BANK JOB

Source of awareness about bank job	Type of Bank				TOTAL	
	Public Sector		Private Sector		No.	%
	No.	%	No.	%		
Employment Exchange	28	10.8	7	5.0	35	8.8
Notification	169	65.0	64	45.7	233	58.2
Personal enquiry	63	24.2	69	49.3	132	33.0
TOTAL	260	100.0	140	100.0	400	100.0

Source: Computed

Table 2 depicts that in public sector banks, 65 per cent of the respondents have the awareness about the bank jobs through notification, 24.2 per cent of the respondents obtained the knowledge about the bank job through personal enquiry and 10.8 per cent of the respondents have awareness about the bank jobs through employment exchange. Whereas among private sector bank respondents, a majority of 49.3 per cent of the respondents obtained the knowledge about the banks job by personal enquiry, 45.7 per cent of the respondents have awareness about bank jobs through notification and only 5 per cent of the respondents have awareness through employment exchange.

NUMBER OF STAGES IN SELECTION PROCESS

Table 3 indicates the number of stages in the selection process the banks.

TABLE 3 NUMBER OF STAGES IN SELECTION PROCESS

Number of stages in selection	Type of Bank				TOTAL	
	Public Sector		Private Sector		No.	%
	No.	%	No.	%		
2 stages	215	82.7	84	60.0	299	74.8
3 stages	38	14.6	47	33.6	85	21.3
4 stages	7	2.7	9	6.4	16	4.0
TOTAL	260	100.0	140	100.0	400	100.0

Source: Computed

Table 3 clearly indicates that among public sector banks, a majority of 82.7 per cent of the respondents stated that they came across two stages of the tests in selection process, 14.6 per cent of the respondents stated that it was a three stage selection process and only 2.7 per cent of the respondents stated that they had four stages in the selection process. Among the private sector banks, a majority of 60 per cent of the respondents stated that they came across two stages in the selection process, 33.6 per cent of the respondents stated that it was a three stage selection process and 6.4 per cent of the respondents stated that they came across four stages in selection process.

PERCEPTION OF TRAINING AND DEVELOPMENT PROGRAMMES OF PUBLIC SECTOR AND PRIVATE SECTOR BANK EMPLOYEES

Table 4 and table 5 present the perception of training and development programmes of public sector and private sector bank employees.

TABLE 4 PERCEPTION OF TRAINING AND DEVELOPMENT PROGRAMMES OF PUBLIC AND PRIVATE SECTOR BANK EMPLOYEES

Statements	Type of Bank						TOTAL		
	Public Sector			Private Sector			Mean	S.D	No.
	Mean	S.D	No.	Mean	S.D	No.			
Duration of the session	3.91	.76	260	4.11	.75	140	3.98	.76	400
Level of inputs	3.84	.67	260	3.79	.68	140	3.82	.67	400
Relevance and usefulness	3.87	.74	260	3.87	.82	140	3.87	.77	400
Logical order	3.62	.77	260	3.76	.76	140	3.67	.77	400
Training methodology used	3.79	.83	260	3.79	.89	140	3.79	.85	400
Communication	3.94	.71	260	3.89	.84	140	3.92	.76	400
Quantity of training materials	3.73	.83	260	3.73	.90	140	3.73	.86	400
Quality of training material	3.74	.87	260	3.84	.97	140	3.78	.91	400
Trainee involvement and participation	3.89	.77	260	3.84	.96	140	3.88	.84	400
Level of gains	3.75	.79	260	3.71	.88	140	3.73	.82	400
Score of training and development programmes	38.08	5.47	260	38.33	5.94	140	38.17	5.63	400
Training and development programmes-mean	3.81	.55	260	3.83	.59	140	3.82	.56	400

Source: Computed

From the table no.4, it is seen that among the public sector banks, the mean ratings vary between 3 and 4 for all the items i.e., on average the ratings fall between normal and good. The highest mean rating was 3.94 found for the communication items. The lowest mean rating of 3.62 was found for logical order. Among private sector banks, except duration of the session all other items have average ratings between 3 and 4 i.e., between normal and good. The highest mean rating of 4.11 was found for duration of the session. The lowest mean rating of 3.71 was found for level of gains.

Item wise, the mean ratings of level of inputs, communication, training involvement and participation, level of gains were higher in public sector banks whereas duration of the session, logical order and quality of training material are higher in private banks. Mean scores were found out for private and public sector banks, it was found that the mean scores of private sector banks is 38.33 and for public sector banks, the means score is 38.08.

The overall mean for all the 10 items, mean ratings was found out the overall mean for public sector bank is 3.81 which is lesser than the private sector overall mean of 3.83. t-test has been applied to test if there is any significant difference between the public sector and private sector bank employees with regard to the perception of training and development programmes.

H_0 - There is no significant difference between the public sector bank employees and private sector bank employees with regard to the perception of training and development programmes.

TABLE 5

‘t’-TEST FOR EQUALITY AND MEAN

t	Df	Sig.
0.252	398	Ns

Source: Computed Ns : Not significant

The t-test result with “t” value at 0.252, which is less than the table value of 1.966 at 5% level of significance, shows that there is no significant difference between the public sector and private sector bank employees with regard to the perception of training and development programmes. Hence, the null hypothesis is accepted.

SUGGESTIONS

‘Level of gains’ in training and development programmes have scored the lowest mean score in both public and private sector banks. Therefore, the management of both public sector and private sector banks should design their training and development programmes to train their employees in multiple skills. Officers and managers need to be retrained in team building skills, leadership skills and customer orientation skills.

Majority of public and private sector bank employees strongly agreed the necessity for more training programmes to new employees. So, the human resource department of both public and private sector banks should choose the qualitative modern training programmes to their freshers to enhance their capacity to acquire special skills. Simulation techniques may be used to train the freshers. The activities of the banks may be simulated and the trainee may be asked to take a

decision to support to those activities. The results of the decisions should be reported back to the trainee with an explanation of what would have happened had they actually been made in the banks. The trainee learns from this feedback and improves his subsequent simulation and work place decision.

Training conducted once in a blue moon cannot yield better result. So, both public and private sector banks should come forward to conduct more qualitative modern training and retraining programmes continuously to their employees of all levels to upgrade their skills

CONCLUSION

The majority of the employees in both the public and private sector banks are satisfied with their human resource management practices. The study recommends that the training and development programmes should be conducted continuously to enrich the ability of the staff to fulfill the objectives of both public and private sector banks. The study concludes that there is no significant difference among the employees in public sector and private sector banks with respect to training and development programmes, performance appraisal and work environment.

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