

A Study on Human Resources Development Initiatives in District Central Cooperative Banks of Kerala: A Perceptual Analysis

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Abstract

Every investment should result in generation of yields. This principle is applicable to HRD also. Accordingly, every organization expects returns from the investment made for human resource development. However, the success of this motto of the organization depends on the effective formulation, implementation and evaluation of HRD programs. The impact of HRD programs or initiatives undertaken by the cooperative banks can only be assessed effectively provided the factors affecting the needs for training, feedback of training attended and outcomes of training are identified properly and policy on HRD programmes is made by prioritizing those factors.

In this paper an attempt has been made to analyze the perceptions of sample employees classified into different categories so as to study the type of HRD climate prevailing in the selected banks under study and the differences in the perception of employees on the basis of designation, age, experience, qualification and gender followed by the perceptual analysis with ranking of all Central Cooperative Banks of Kerala using Ienger Sudarshan model of ranking.

Keywords: Human Resource Development, cooperative banks, perceptual analysis, Training need, Training Outcome, Training Feedback

Introduction

Organizations in general and business organizations in particular have been giving greater importance to human resource because it is one of the major dynamic factors. Though the issue of development of human resource has been related for the last many years, it has gained significance in majority of the organizations in the recent past. It is a recent thinking that the competitive advantage of organizations and firms depends on the quantity and quality of the human resource. (Huselid *et al.*, 1997). As a result of this thinking, HRD could emerge as a separate discipline. This thinking may be an outcome of many developments that have happened in the business scenario in the recent years such as need for efficiency and competitiveness as well as meeting the increasing expectations on the side of varied stakeholders. The term Human Resource Development (HRD) was defined by Leonard Nadler (1970) as "a series of organized activities conducted within a specific time and designed to produce behavioral change". To McLagan and Suhadolink (1989) the thrust area of HRD can be grouped in to organization development, training and development, and career development. However, the success of this motto of the organization depends on the effective formulation, implementation and evaluation of HRD programmes. The impact of HRD programmes or initiatives undertaken by the cooperative banks can only be assessed effectively provided the factors affecting the needs for training, feedback of training attended and outcomes of training are identified properly and policy on HRD programmes is made by prioritizing those factors. Further, during the process of identifying the factors on various aspects of HRD programmes the perception of the employees of the organization is required to be considered and analyzed in each process for effective realization of the impact of the HRD programmes

undertaken. The paper starts with a brief introduction followed by background of the study, HRD in banks and cooperative banks and objective of the study. Then the paper includes a systematic research methodology analysis, interpretation, findings and discussions. The paper is based on primary data and includes quantitative analysis. This paper deals with the significance and outcome of Human Resource Development and uses the tools to training and development. Organizations want to make the training and development process to be more refined and successful one to ensure better performance and accordingly, every organization expects returns from the investment made for human resource development.

Background of the study

It is believed that higher value can be derived by focusing on HRD. In other words, the continued existence as well as realization of goals depends upon the degree of development of the Human resource.

This necessitates the need for continuous investment for acquisition of knowledge, sharpening of skills and changing the attitudes. This, in turn, demands certain new approaches on the side of organizations. Simply conducting training programmes will not yield results. It needs a systematic approach in the form of understanding the real training needs as well as considering the expectations of the different stakeholders who decide the organizational system.

Gary May (2003) put stakeholder aspect by referring the three success factors which include the financial performance, meeting customer needs, and employee satisfaction. According to Paauwe (2005) the outcomes of HRD can be of three types-financial outcomes, organizational outcomes and HR related outcomes. The financial outcomes include market share, sales and profit share. The organizational outcomes comprise of efficiency and productivity. The level of satisfaction, commitment, employee engagement, organizational citizenship behavior is the HR related outcomes.

While defining HRD Swanson (2001) has included training and development, organizational development, performance improvement, organizational learning, career development, and management and leadership development as its varied roles.

This definition along with an economic and psychological perspective, could add a systems perspective also. Systems perspective argues for the need to view organizations from a holistic manner and to appreciate the interconnectedness of organizational performance, economic gain, social networks and social needs of people within organizations. This approach only will ensure that HRD policies are aligned with both organizational and individual goals.

Moreover, as the role of HRD practitioner is to enhance the overall value, the HRD initiatives need to be elevated to a change programme level rather than just conducting programmes. A holistic approach towards HR needs to ensure contribution of all stakeholders.

HRD in Banking

HRD assumes special attention in banking industry due to varied factors. As banking is a labor-intensive sector, the quality of banking services is determined by the employees who deliver the services. Moreover, the development of the customer base requires the holistic involvement of the employees in giving the services. In other words, any kind of sidelining of the HRD aspect in banking will result in the drain of customer base and thereby the gradual collapse of the bank. This is because almost all banks give the same product and packages. The only differentiator of one bank from the other is with regard to how the services are delivered. The delivery of service is determined by the quality of human resource the banks possess. It requires appropriate development of the available human resource, which necessitates a thrust on HRD.

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Though the banking industry is exposed to similar technology and information, there has been a rapid difference in the performance of the banks, which brings about the need to study the reason for the same. An examination of the reasons for the variation in the level of performance will take us to many factors. Of the various factors, the impact of HRD requires special mention.

HRD in Cooperative Banking

To understand the role of HRD in Cooperative banking various research studies have been done. A study on Human Resource Development (HRD) practices in scheduled, cooperative and public sector banks in Kolhapur District (2002) reveals that HRD signifies an effort aimed at qualitative improvement of human beings in their specific role as assets of an organization. HRD in banks is not only the acquisition of new knowledge and skills by their human resources, but also the acquisition of capabilities to manage both internal and external environment, attainment of self-confidence and motivation for the public services.

Another development happened in HRD was the shift in its focus towards finding new ways for individual performance improvement and on influencing an individual's environment in order to support the application of newly learned behavior.

HRD was actively engaged in enhancing and measuring its activities and determining the most cost-effective methods of operation. While HRD emphasizes technical expertise, it was apparent that a broader business perspective was increasingly necessary and that HR professionals needed to assess the cost and effectiveness of various HR decisions.

It is in this back ground of concern over organizational effectiveness, the definition of HRD requires wider framework. Armstrong and Baron (2002) in their definition on Human resource development (HRD) is/was concerned with the provision of learning and development opportunities that support the achievement of business strategies and improvement of organizational, team and individual performance.

Training as a tool of HRD

Though the discipline of HRD has grown significantly, majority of the organizations have taken Training as one of the serious tools through which they were trying to develop the HR.

An examination of the evolution of training will reveal the fact that it has developed through important stages such as apprenticeship, the emergence of corporate business schools, vocational education and modern management of the present day.

During the industrial revolution phase, training assumed significance as a short term measure for efficiency and productivity. Training departments became popular in many organizations in the context of the increased demand for managing the organizational affairs efficiently and effectively.

During 1970s and 1980s new trends emerged in the training scenario as well as perspectives on HRD. The terms 'Training' and 'HRD' were used almost interchangeably and focused exclusively on organized learning experiences. According to Gilley, J. W., Egglund, A., and Maycunich, S. A. E. (2002) 15 the role and scope of HRD should comprise of individual development, organizational development, career management and performance management.

To be specific the new developments were in the direction of seeing Training on a wider framework. This led to an increasing convergence between training and Organizational Development (OD). Trainers started accepting the training methods emerging out of OD which enabled them to appreciate the behaviorist philosophy in the field of training.

Subsequent to this, new perspectives arose on focusing on the performance at the individual level. This led to the discussions on task analysis, need assessment, training evaluation, return-on-investment on training etc. In other words, the need for a systematic approach to training became popular in the training scenario.

Another development in this line was the popularity of competency-based learning as a way to focus on critical components of the job and reduce unnecessary training. It was in this context Miller, (1996) stresses the need for behavioral modeling as a core aspect of training design. (Miller, V. A. (1996).

As far as HRD programmes in Cooperatives are concerned a lot of constraints are prevailing. Though the average number of employees in District Central Cooperative Banks is small in relation to other private sector and public sector banks, the full potential of developing the employee is not fully tapped by them. Since awareness on the side of the managers who are engaged in this functional area is limited, the planning and execution of the same may confront with unscientific approaches.

Objective of the study

To analyze the perceptions of employees on the needs, feedback and outcomes of training to assess its impact in formulating HRD programs of the DCCBs and to ranking the three banks in performing HR initiatives based on the variables relating to Training and Development.

Data Base and Methodology

The data base for this study constitutes primary data collected from 108 numbers of sample employees comprising of 70 numbers of non-executives (subordinate staffs such as clerks /typists / accountants etc.) and 38 numbers of Executives (such as branch Managers, Assistant General Managers, Deputy General managers etc.) of Kannur DCCB on certain specific parameters as designed in the questionnaire. Similarly, the data from 111 numbers of sample employees consisting of 73 and 38 numbers of Non-executives and Executives respectively of Trivandrum DCCB and 86 numbers of sample employees of which 62 and 24 are Non-Executives and Executives respectively) of Trissur DCC have collected randomly. Altogether 305 number of sample employees (205 non-Executives and 100 Executives) from all the three banks under study have been considered for the present study. The data collected from the sample respondents as stated above have further been stratified into various classifications based on their designation, age, gender, education and experience etc. for analyzing the perceptions of each of the classifications on various components of HR initiatives such as training needs, feedback on training and outcomes of training in this chapter.

The details of total sample considered for the study to analyze the above stated objective are shown in Table-1.

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Table no.1

Distribution of Samples (under different categories) drawn from the CCBs under study to analyze Training need, feedback, outcomes												
	All Banks			Trivandrum CCB			Kannur CCB			Trichur CCB		
	Trg Need	Feed back	Out comes	trg need	feed back	outcome	trg need	feed back	outcome	trg need	feed back	outcome
education wise classification												
graduate	255	255	255	92	92	92	90	90	90	73	73	73
post graduate	50	50	50	19	19	19	18	18	18	13	13	13
Designation wise classification												
Executives	100	100	100	38	38	38	38	38	38	24	24	24
Non executives	205	205	205	73	73	73	70	70	70	62	62	62
Experience wise classification												
up to 10 years	82	82	82	7	7	7	50	50	50	25	25	25
10 years & above	223	223	223	104	104	104	58	58	58	57	57	57
Age wise classification												
up to 40 years	52	52	52	18	18	18	23	23	23	11	11	11
40 years & above	253	253	253	93	93	93	85	85	85	75	75	75
Gender wise classification												
Male	162	162	162	65	65	65	57	57	57	40	40	40
Female	143	143	143	46	46	46	51	51	51	46	46	46

Further to study the HR initiatives or climate the following parameters on certain specific heads have been considered.

Parameters used

The perception of the employees on the Need for Training rated in lickered scale- 1 to 4 is based on the following specific parameters (9 parameters) under study. The parameters are:

1. Updating knowledge, skills and job-related competences
2. Increasing job satisfaction and the fulfillment of personal goals
3. Making decisions about career choices and career progression
4. Identifying personal strengths and weaknesses
5. Identifying and achieving work values and work targets
6. Developing communication, personal effectiveness and life skills
7. Improving qualifications
8. Individual learning and self-development
9. Building self-awareness, self-confidence and motivation

The perception of the employees on various aspects of the recently attended training programme (feedback) rated in lickered scale- 1 to 4 is based on the following specific parameters (10 parameters) under study. The parameters are:

1. Training Module
2. Course Material provided
3. Classroom Arrangements made for training
4. Food / Accommodation
5. Lectures delivered
6. Field visits made
7. The way in which day-to-day programmes were handled
8. Evaluation Procedure followed
9. Opportunity given for present the problem / questions before the trainer
10. Opportunity given for developing interpersonal relationships

The perception of the employees on the outcomes of the rated in lickered scale- 1 to 4 is based on the following specific parameters (12 parameters) under study. The parameters are:

1. Training increases my confident level
2. After training I feel motivated
3. Training helps me to do my job better
4. Training ensures my promotion
5. Training ensures my transfer
6. After training I feel valued by my bank
7. Training improves my knowledge, skill and attitude
8. After training I improved my interpersonal relationships
9. Training period I feel I am relieved from my regular work and relaxed
10. I feel difficulty to attend the regular work after completing the training
11. My colleagues enquire about the training and I used to share the training experience with my college
12. I send report on training attended to my superior

The perceptions of the employees categorized into different classifications (based on status of post held, age, education, experience and gender) on the need for training, opinion on recently attended training programme and outcomes of training (as ranked by them in likert scale 1 to 4 based on the above stated parameters) have been tested by applying “Z” test pertaining to the hypotheses made in this regard so as to deduce the inference that where there exist perceptual difference on these aspects.

Statistical tools used:

For the purpose of making analysis of the data collected and testing various hypotheses considered for the present study certain analytical tools have been used such as :

Coefficient of variation (CV): Coefficient of variation (CV)- has been selected to test the consistency in the perceptions of the employees.

$$C.V. = \frac{\sigma}{\bar{x}} \times 100 \quad \sigma = \text{Standard deviation, } \bar{x} = \text{Arithmetic mean}$$

Lower the value of C.V. higher the consistency of the series compared to other series and vice-versa.

‘Z’ test: - The ‘Z’ test has been used to test the significance of the perception of sample employees (categorized under different criterion) on various parameters pertaining to HR initiative and its impact.

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Z test- for testing hypothesis as mentioned in

$$Z = F_v = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where,

X_i = variables X_1 & X_2

\bar{X}_i = mean of X_1 & X_2

S_i = Standard deviation of X_1 & X_2

n_1 = No. of observation of X_1 series

n_2 = No. of observation of X_2 series

Here the range of Z tabulated at 5% LS, has been set for comparison with actual for accepting or rejecting a hypothesis.

Hypotheses considered and tested:

The following hypotheses have been tested and the results have been obtained. The perceptions (rated in 4 -likert scale) of employees (classified into different categories) on 2 different aspects like training needs, (9 variables considered), Feedback on training (10 parameters considered) and outcomes of training (12 parameters considered) have been analyzed and tested against various hypotheses for each of the CCB and for All CCB under study by applying Z test (Hypotheses 1 to 5). The alternative hypotheses obtained is same as Null in most of the cases barring a few cases at 5% level of significance.

Hypothesis-1

H_0 – The difference is significant between the perceptions of employees having graduation and post graduation qualification.

Hypothesis-2

H_0 – The difference is significant between the perception of executive and non executive employees.

Hypothesis-3

H_0 – The difference is significant between the perception of less and more experienced employees.

Hypothesis-4

H_0 – The difference is significant between the perception of younger and elder employees.

Hypothesis-5

H_0 – The difference is significant between the perception of Male and Female employees

Results and discussions

H_0 – There exists significant difference between the perceptions of executive and non executive employees of All CCBs on the factors influencing training needs.

The hypothesis tested by Z test is accepted and found significant at 5% level of It is observed from the analysis of the perceptions of the young and elder employees of the CCBs on the needs for training based on certain parameters (9 nos. of parameters as stated above) that the elder employees are of the opinion in order of their preference that the factors like, **2 8 7** followed by others (534691) are attributing much towards the training need. Whereas, the young employees are of the opinion in order of their preference that the factors like, **8 5 2** followed by others (346791) are attributing much towards the training need.

It can be inferred from this analysis that factor no. 2 and 8 are most preferred factor in order among the factors influencing the training needs as perceived by the elder and young employees of the CCBs respectively.

Table no-2

Training need analysis for all CCB													
				MD		A	B	C		Z value	L S		
education	sample	mean	stdv	mean diff	variance	var 1/n1	var 2/n2	sum A&B	Sqrt C	MD/Sqrt C		tabu z at 5% 2 tail	C V
graduate	255	16.69	2.83	-0.63	8.01	0.03	0.31	0.34	0.58	-1.1	0.05	minus 1.96 and 1.96	16.96
post graduate	50	17.32	3.94		15.52								22.75
Degignation	sample	mean	stdv										
Executives	100	16.97	3.49	0.26	12.18	0.12	0.04	0.16	0.40	0.6	0.05		20.57
Non executives	205	16.71	2.80		7.84								16.76
Experienc e	sample	mean	stdv										
upto 10 years	82	16.85	2.99	0.10	8.94	0.11	0.04	0.15	0.39	0.3	0.05		17.74
10 years & above	223	16.75	2.96		8.76								17.67
Age	sample	mean	stdv										
upto 40 years	52	16.83	3.27	0.04	10.69	0.21	0.04	0.24	0.49	0.1	0.05		19.43
40 years & above	253	16.79	3.00		9.00								17.87
Gender	sample	mean	stdv										
Male	162	16.80	2.88	0.07	8.29	0.05	0.06	0.12	0.34	0.2	0.05		17.14
Female	143	16.73	3.03		9.18								18.11

H₀ – There exists significant difference between the perceptions of elder and non young employees of All CCBs on the factors influencing traing needs.

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in Table)

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It can be inferred from this analysis that factor no. 7 and 2 are most preferred factor in order among the factors influencing the training needs as perceived by both less and more experience employees of the CCBs respectively.

H₀ – There exists significant difference between the perceptions of less experience and more experience employees of All CCBs on the factors influencing traing needs.

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in **Table**)

H₀ – There exists significant difference between the perceptions of graduate and post graduate employees of All CCBs on the factors influencing traing needs.

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in **Table**)

H₀ – There exists significant difference between the perceptions of male and female employees of All CCBs on the factors influencing traing needs.

The hypothesis tested by Z test is rejected at 5% level of significance (as shown in **Table**). It means there exists no significant difference between the perceptions of male and female employees of All CCBs on the factors influencing training needs.

Table no-3

Feedback analysis for all CCB													
				MD		A	B	C		Z value	L S		
education	sample	mean	stdv	mean diff	variance	var1/n1	var2/n2	sum A&B	Sqrt C	MD/Sqrt C		tabu z at 5% 2 tail	C V
graduate	255	20.90	3.25	-1.34	10.56	0.04	0.28	0.32	0.57	-2.4	0.05	minus 1.96 and 1.96	15.55
post graduate	50	22.24	3.74		13.99								16.82
Degignation	sample	mean	stdv										
Executives	100	21.03	3.79	-0.14	14.36	0.14	0.05	0.19	0.44	-0.3	0.05		18.02
Non executives	205	21.17	3.15		9.92								14.88
Experienc e	sample	mean	stdv										
upto 10 years	82	21.51	3.81	0.65	14.52	0.18	0.05	0.22	0.47	1.4	0.05		17.71
10 years & above	223	20.86	3.24		10.50								15.53
Age	sample	mean	stdv										

upto 40 years	52	21.52	3.85	0.48	14.82	0.29	0.04	0.33	0.57	0.8	0.05	17.89
40 years & above	253	21.04	3.26		10.63							15.49
Gender	sample	mean	std									
Male	162	21.29	2.97	0.74	8.82	0.05	0.09	0.14	0.38	2.0	0.05	13.95
Female	143	20.55	3.57		12.74							17.37

H₀ – There exists significant difference between the perceptions of executive and non executive employees of all CCBs on the factors influencing the feedback received from recently attending training.

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in Table)

H₀ – There exists significant difference between the perceptions of elder and young employees of all CCBs on the factors influencing the feedback received from recently attending training.

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in Table)

H₀ – There exists significant difference between the perceptions of less experience and more experience employees of All CCBs on the factors influencing the feedback received from recently attending training.

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in Table)

H₀ – There exists significant difference between the perceptions of graduate and post graduate employees of Trissur CCB on the factors influencing the feedback received from recently attending training.

The hypothesis tested by Z test is rejected at 5% level of significance (as shown in Table). It means there exists no significant difference between the perceptions of graduate and post graduate employees of Trissur CCB on the factors influencing the feedback received from recently attending training.

H₀ – There exists significant difference between the perceptions of male and female employees of All CCB on the factors influencing the feedback received from recently attending training.

The hypothesis tested by Z test is rejected at 5% level of significance (as shown in Table). It means there exists no significant difference between the perceptions of male and female employees of All CCBs on the factors influencing the feedback received from recently attending training.

Table no-4

Outcomes of all CCB

				MD		A	B	C		Z value	L S		
education	sample	mean	std	mean	variance	var 1/n	var 2/n	sum A& B	Sqr t C	MD/Sqrt C		tabu z at 5% 2 tail	C V
graduate	255	28.80	4.28	-0.72	18.32	0.07	0.34	0.41	0.64	-1.1	0.05	minus1.96 and 1.96	14.86

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post graduate	50	29.52	4.12		16.97								13.96
Degignation	sample	mean	std										
Executives	100	26.96	4.05	-2.93	16.40	0.16	0.08	0.24	0.49	-6.0	0.05		15.02
Non executive s	205	29.89	4.00		16.00								13.38
Experience	sample	mean	std										
upto 10 years	82	27.95	3.97	-1.30	15.76	0.19	0.08	0.27	0.52	-2.5	0.05		14.20
10 years & above	223	29.25	4.19		17.56								14.32
Age	sample	mean	std										
upto 40 years	52	29.62	4.96	0.83	24.56	0.47	0.07	0.54	0.73	1.1	0.05		16.73
40 years & above	253	28.79	4.08		16.65								14.17
Gender	sample	mean	std										
Male	162	29.14	4.02	-0.38	16.16	0.10	0.15	0.25	0.50	-0.8	0.05		13.80
Female	143	29.52	4.06		21.72								15.79

H₀ – There exists significant difference between the perceptions of executive and non executive employees of all CCBs on the factors influencing outcomes of training.

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in Table)

H₀ – There exists significant difference between the perceptions of elder and young employees of all CCBs on the factors influencing the outcomes of training.

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in Table)

H₀ – There exists significant difference between the perceptions of less experience and more experience employees of All CCBs on the outcomes of training.

The hypothesis tested by Z test is rejected at 5% level of significance (as shown in Table- . It means there exists no significant difference between the perceptions of less experience and more experience employees of All CCBs on the outcomes of training.

H₀ – There exists significant difference between the perceptions of graduate and post graduate employees of All CCBs on the outcomes of training.

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in Table)

H₀ – There exists significant difference between the perceptions of male and female employees of All CCB on the factors influencing outcomes of training..

The hypothesis tested by Z test is accepted found significant at 5% level of significance (as shown in table.

Results and discussions

The above analysis reveals that in the agreed scale (Scale-2), the factors like 11 and 2 are the most preferred factors in order among the factors influencing the outcomes of training as perceived by the employees of all CCBs. So these factors should be given due weight age during making training plans and its evaluation in the CCBs.

It is found from the analysis that the perceptions of the different categories of employees of All CCBs that the following factors in order are mainly influencing the outcomes of training.. So on priority basis subject to investment and other constraints, the required factors should be considered by the banks while making training plans and its evaluation procedures.

1. My colleagues enquires about the training and I used to share the training experience with my college
2. After training I feel motivated
10. I feel difficulty to attend the regular work after completing the training
5. Lectures delivered
3. Training helps me to do my job better
5. Training ensures my transfer
8. After training I improved my interpersonal relationships

HR initiative Index

This method of index has been applied for ranking the three banks in performing HR initiatives based on the variables relating to Training and Development. However, a composite index for HR initiatives by banks has also been made taking into consideration the socio-economic, Job Profile and training and Development issues into consideration.

The HR initiative indices were formulated by Iyengar and Sudarshan method to rank the performance of ccbs under study based on certain selected HRD indicators such as:

Indicators

X₁= Age, X₂= Education, X₃= Experience, X₄= Promotional status, X₅= Frequency of transfer, X₆= Mean value of the perceptions on need for training, X₇=Mean value of the perceptions on feedback of training X₈=Mean value of the perceptions on outcomes of training X₉= Mean value of the perceptions of stakeholders (PACS) on training for them by CCB.

The value of the indices varies from 0 to 1. Higher the performance if the weight age/ index calculated is approaching towards 1.

Iyengar and Sudarshan Method:

The selected indicators are made scale free with the help of the following formula.

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$$X_{ip} = \frac{O_{ip}}{S_i} \text{----- (1)}$$

Where,

- X_{ip} = Standardized value of the i-th indicator of the p-th CCBs
- O_{ip} = Original value of the i-th indicator of the p-th CCBs
- S_i = Standard deviation of the i-th indicator, and
- i = 1, 2, 3....., m, and p = 1, 2, 3....., n.

After this, Y_{ip} is the standardised variable (Iyengar and Sudarshan,1982) is computed as:

$$\text{Let } Y_{ip} = \frac{X_{ip} - \text{Min}_p X_{ip}}{\text{Max}_p X_{ip} - \text{Min}_p X_{ip}} \text{----- (2) for +ve indicators}$$

$$Y_{ip} = \frac{\text{Max}_p X_{ip} - X_{ip}}{\text{Max}_p X_{ip} - \text{Min}_p X_{ip}} \text{----- (3) for -ve indicators}$$

Where, $\text{Min}_p X_{ip}$ and $\text{Max}_p X_{ip}$ are the minimum and maximum value of the i-th indicator respectively. The scaled values, i.e., Y_{ip} , would vary from 0 to 1. The measure of level of performance of different CCBs ‘p’ is

$$\bar{Y}_p = W_1 Y_{1p} + W_2 Y_{2p} + \dots + W_m Y_{mp} \text{----- (4)}$$

Where, W ’s are arbitrary weights reflecting the relative importance of the individual indicators and, $0 < W_i < 1$ and $W_1 + W_2 + \dots + W_m = 1$. A special case of this is when the weights are assumed equal.

However, a more rational view would be to assume that the weights vary inversely as the variation in the respective indicators of performance. More specifically, it is assumed that

$$W_i = \frac{K}{\sqrt{\text{Var}(Y_i)}} \text{----- (5)}$$

$$\text{Where, } K = \left[\sum_{i=1}^m \frac{1}{\sqrt{\text{Var}(Y_i)}} \right]^{-1} \text{----- (6)}$$

The index, \bar{Y}_p , also varies from 0 to 1.

If Y_1, Y_2, \dots, Y_m are independent, then

$$\text{Var}(\bar{Y}_p) = \sum_{i=1}^m W_i^2 \text{Var}(Y_i) \text{----- (7)}$$

The choice of the weights in this manner ensures that large variation in any one of the indicators would not unduly dominate the contribution of the rest of the indicators and distort inter-CCB comparisons.

Table 5.7

Sl. No.	Name of the CCBs	Weights	Rank
1	Kannur CCB	0.81103946	1
2	Trivandrum CCB	0.796166971	3
3	Trissur CCB	0.804306967	2

The HR initiative indices developed based on certain parameters indicates that CCB, Kannur ranked first having weight 0.81103946 followed by CCB Trissur and CCB Trivandrum having weights 0.804306967 and 0.796166971 respectively. However, it is observed that the variation in these indices is very low indicating the fact that there is very less variation in the HR initiatives undertaken by the CCBs under study. It can thus be inferred from this analysis that the HR practice (mainly with regard to Training and Development aspects) undertaken by the CCBs under study is almost same.

Findings and conclusion

Findings on Training Needs:

It is found from the analysis that factor no. 5 i.e., Identifying and achieving work values and work targets is most preferred factor (in agreed scale-2) in order among the factors influencing the training needs as perceived by the employees of Kannur DCCB. Similarly, the factors i.e. 2, 4, 1 are most preferred factors (in agreed scale-2) in order among the factors influencing the training needs as perceived by the employees of Thiruvananthapuram DCCB. So these criteria should be given due advantage during training need assessment. In case of Thrissur DCCB, the factor i. e. 2 is the most preferred factor (in agreed scale-2) in order among the factors influencing the training needs as perceived by the employees of the said bank. So this criterion should be given due importance while assessing training need In case of All DCCBs factor no. 2,7 and 8 are preferred by the employees of the DCCBs under study in order among the factors. It is found from the analysis of the perceptions of the different categories of employees (as discussed above) of Kannur CCB, Thiruvandrum DCCB, Thrissur DCCB and All DCCBs that the following factors in order are mainly influencing the need for training. So on priority basis subject to resource constraints, the required factors should be considered by the banks while analyzing the need for training for policy perspective so as to achieve the desired outcome of investment made in training.

2. Increasing job satisfaction and the fulfillment of personal goals
5. Identifying and achieving work values and work targets
8. Individual learning and self-development
7. Improving qualifications
1. Updating knowledge, skills and job-related competences
4. Identifying personal strengths and weaknesses

Findings on Feedback on recently attended Training

The analysis reveals that in the agreed scale (Scale-2), the factors i.e.,10, 1, 8, 5 followed by 6, and 9 (except in the case of less experienced employees) are the most preferred factors in order among the factors influencing the feedback received on recently attended training as perceived by the employees of Kannur DCCB. It can be inferred from this analysis that factor no. 4 followed by factors 10 and 3 and 2 is the most preferred factor (in the agreed scale-2) in order among the factors influencing the the feedback received on recently attended training as perceived by employees of Thiruvananthapuram DCCB. The above analysis reveals that in the agreed scale (except the case of elder employees), the factors like 2,1 and 4 followed by factors no. 10,8,9,3,6 and 5 are the most preferred factors in order among the factors influencing the feedback received from recently attending training as perceived by the employees of Thrissur CCB. The above analysis reveals that in the agreed scale (Scale-2), the factors like 10 and 4 followed by factors no.2, 5, 3 are the most preferred factor in order among the factors influencing the feedback received from recently attended training. As perceived by the employees of All DCCBs. It is found from the analysis that, the perceptions of the different categories of employees (as discussed above) of all DCCBs that, the following factors are mainly influencing the the feedback received from recently attended training. So, on priority basis subject to resource constraints, the required factors should be considered by the

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banks while making policy planning for training so that investment made or to be made for training yield effective results.

10. Opportunity given for developing interpersonal relationships
4. Food / Accommodation
2. Course Material provided
5. Lectures delivered
3. Classroom Arrangements made for training
8. Evaluation Procedure followed

Findings on Outcomes of Training

The above analysis reveals that in the agreed scale (Scale-2), the factors i.e., 2, 8 and 3 are the most preferred factors in order among the factors influencing the outcomes of training as perceived by the employees of Kannur DCCB. So, these factors should be given due weight age while designing the training plan. It can be inferred from this analysis that the contributions of factors no.10 and 11 are disagreed and factors no. 3 and 7 are agreed towards the outcomes of training by the employees of Thiruvananthapuram DCCB. The above analysis reveals that factor no. 5 is mostly disagreed and factor no. 11 is mostly agreed by the employees of Thrissur DCCB while analyzing the factors influencing the outcomes of training. So, these factors should be given due weight age during planning for training and evaluating its outcomes. It can be inferred from this analysis that factor no. 11 and 2 are the most preferred factors in order among the factors influencing the outcomes of training. As perceived by both the employees of all DCCBs. It is found from the analysis of the perceptions of the different categories of employees (as discussed above) of all DCCBs that the following factors are mainly influencing the outcomes of training. So, on priority basis subject to investment and other constraints, the required factors should be considered by the banks while making training plans, its evaluation procedures and above all the investment decision on training of the employees.

11. My colleagues enquires about the training and I used to share the training experience with my colleagues
2. After training I feel motivated
10. I feel difficulty to attend the regular work after completing the training
5. Lectures delivered
3. Training helps me to do my job better
5. Training ensures my transfer
8. After training I improved my interpersonal relationships

Findings on HR initiative Index:

This method of index has been applied for ranking the three banks in performing HR initiatives based on the variables relating to Training and Development. However a composite index for HR initiatives by banks has also been made taking into consideration the socio-economic, Job Profile and training and Development issues into consideration.

The HR initiative indices developed based on certain parameters indicates that DCCB, Kannur ranked first having weight 0.81103946 followed by DCCB Thrissur and DCCB Thiruvananthapuram having weights 0.804306967 and 0.796166971 respectively. However, it is observed that the variation in these indices is very low indicating the fact that there exists variation in the HR initiatives undertaken by the CCBs under study even though it is very less. It can thus be inferred that the HR practice (mainly with regard to Training and Development aspects) undertaken by the DCCBs under study is not fully equal but approaching towards homogeneity. Thus interdependent integrated approach of training and development programmes of in general HRD programmes can be made for fruitful results.

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