Thesis Paper
on

Training & Development Practices: Findings from the Literatures

Submitted by
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ID: MBA2402032021
Program: Master of Business Administration (MBA)
Major: Human Resource Management (HRM)
Semester: Spring-2025

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147/I, Green Road, Tejgaon, Dhaka-1215, Bangladesh.

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Date of Submission: 28 April 2025

Letter of Transmittal

28 April 2025

Sumon Sheikh
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Subject: Submission of Thesis Paper on Training & Development Practices: Findings from the Literatures.

Dear Sir,

With due respect and gratitude, I am submitting my thesis paper on "Training Development Practices: Findings from the Literatures." that you allotted me. It is an excellent chance for me to gather vast amounts of information and grasp the subject matter in a proper manner. I found the report to be extremely interesting, valuable, and insightful.

The report includes a detailed evaluation of Business Connection Limited's past history and accomplishments, organizational capacities and techniques, human resource planning and recruitment process. I put in every effort to prepare an effective and credible report. I anticipate that you will take into consideration any errors that may occur in the report despite my best efforts.

_____

Tanvir Islam Tusar
ID: MBA2402032021
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Declaration of Student

This is to notify you that, the thesis paper on "Training & Development Practices: Findings from the Literatures." has been prepared as a part of my dissertation formalities. It is an obligatory part of my MBA program to submit a thesis paper.

Moreover, I was inspired and instructed by my supervisor Sumon Sheikh, Lecturer, Department of Business Administration, Sonargaon University.

I am further declaring that I did not submit this report anywhere for awarding any degree or certificate.

Yours Sincerely

Tanvir Islam Tusar
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Certificate of Supervisor

This is to certify that the thesis paper "Training & Development Practices: Findings from the Literatures." has been prepared as a part of completion of the MBA program from Department of Business Administration, Sonargaon University (SU), carried out by Tanvir Islam Tusar, bearing ID: MBA2402032021 under my supervision. The report or the information will not be used for any other purposes.

Sumon Sheikh
Lecturer
Department of Business Administration
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Letter of Authorization

I, Sumon Sheikh, Lecturer, Department of Business Administration, Sonargaon University (SU) hereby certify that the master's paper entitled as "Training & Development Practices: Findings from the Literatures" has been prepared by Tanvir Islam Tusar, ID: MBA2402032021, Department of Business Administration, Sonargaon University (SU) and submitted as a requirement for the partial fulfillment for the degree of the Master of Business Administration (MBA) with major in HRM. To the best of my knowledge, the above-mentioned work has been conducted by the student himself. The paper has been prepared as a partial requirement of the degree the Master of Business Administration (MBA).

_____

Sumon Sheikh
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Acknowledgment

In the beginning, I would like to convey my sincere appreciation to the Almighty God for giving me the strength and ability to finish the task.

I want to thank my academic supervisor Sumon Sheikh, Lecturer, Department of Business Administration, Sonargaon University, for providing me with all the necessary help for the completion of this report. I want to give the greatest thanks to her for guiding me as an advisor to start and complete this report successfully.

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Executive Summary

This literature review examines the evolution, methodologies, and impacts of training and development (T&D) across various sectors and countries. Preliminary studies from Bangladesh emphasize the fundamental importance of training in the banking sector and associated domains, such as public health and law enforcement, highlighting the necessity of structured training to enhance operational efficiency. International research broadens the scope by examining training and development in various contexts, including trade unions in Ireland, management development in Libya, micro-businesses in underdeveloped regions, and human resource development in European call centers and Swedish enterprises. These studies underscore the significant impact of environmental, cultural, and institutional factors on T&D practices. Recent contributions indicate a shift towards performance-oriented training and strategic alignment. Research on countries such as Jordan, the Philippines, Taiwan, India, and Pakistan demonstrates that companies increasingly utilize training and development to achieve organizational objectives and fulfill employee development goals. Significant trends encompass the incorporation of technology in training delivery, the increasing importance of behavioral and soft skills, and the recognition of training and development as a catalyst for employee satisfaction, retention, and productivity. Due to its effectiveness being intricately connected to the broader socioeconomic and organizational context in which it is implemented, the literature consistently affirms that training and development has emerged as a strategic necessity.

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Chapter 1: Introduction

1.1 Introduction

The business world is changing all the time. Old technology is being replaced with new and modern one and it is happening very faster than it was before. Changes in external and internal organizational environments require adaptation with the new processes, procedures, technologies, and systems. Therefore, human resources of an organization need to develop skills, knowledge, attitudes, behaviors, and proficiencies to adapt with the new processes, procedures, technologies, and systems.

Commercial banks are not an exception of this fact. New processes, systems, and technologies in the banking sector e.g., online banking, automated teller machine, e-cash, debit cards, credit cards, computer-based data entry, and propensity of using customer friendly new technologies among commercial banks indicate the need of know-how. Bankers need to be trained and developed with the changes in process, procedure, system and technology in the banking sector.

Training and development are the processes of making the human resources of an organization learnt about the necessary skills, proficiencies, knowledge, attitudes, and behavior patterns so that they can cope with the new processes, procedures, systems, and technologies with the help of various training and development techniques. Training and development are the ways of providing supports that would improve the effectiveness and efficiency of the employees through teaching them the best ways to perform their individual and/or team responsibilities as well.

The review is mainly focuses on the findings of different published works on training and development in the banking sector from an international perspective emphasizing Bangladesh.

1.2 Objectives of the Study

The review is designed to flourish the training and development initiatives taken by the commercial banks in Bangladesh from the origin of the country. The objective of the review is to represent the research factors relating to training and development, findings of the study and limitations, if any, on a descriptive basis. This literature review focuses on the current knowledge about the determining factor and the importance of training and development in HR management in specific and in organizations in general. Furthermore, this paper aims to review the literature about existing knowledge and relevant theories about training and development and their relationship with competitive advantages, innovation, and organizations' performance.

1.2.1 General Objective

Consequently, the main aim of this research is to analyze the link between the training and development of employees along with employee engagement and employee retention and the factors associated with it that will help in the growth and development of an organization.

1.2.2 Specific Objectives

The following specific research objectives have been considered for the current study:

- To analyze the impact of training and development of the employees in a business organization.
- To identify the link between employee engagement and employee retention.
- To determine the influence of training on the employee engagement.
- To explore the factors that enhance the employee's retention power.

1.3 Limitations of the Study

The study has suffered from a number of barriers: Future research should study different training courses because of their varying costs and effects on organizations' profits, on innovation because businesses need to stand up for any change, and on the interaction between experts and learners in organizations because of the differences in their perspectives.

Chapter 2: Literature Review

2.1 Literature Review

2.1.1 Training & Development

Training and development plays an important role in the effectiveness of organizations and to make experience people to do work effectively.

Training means altering behavior of employees. Increasing technical knowledge especially for newly appointed employees is called training. Training refers to the process of imparting specific skills. Increasing technical knowledge especially for newly appointed employees. It's a short-term process. It is concerned towards job. Development means increasing knowledge, skills and abilities. Increasing conceptual knowledge especially for mid or top-level managers. Development refers to those learning opportunities designed to help employees grow. Development is not primarily skill oriented. It is a long-term process and concentrated towards career.

Most of the organization are aware of this requirement and make invest and do many things for training and development. The objective of the research paper is to collect and analyze data regarding the importance and effectiveness of training and development. The research will enable us to identify the training importance & effectiveness.

As a result, Training and development programs will convince the employees that their managers care, and they will be pleased, reassured, and committed to further enhancing organizations in achieving organizational goals and objectives. They will be able to develop and succeed in varying environments, technology, and fierce rivalry.

Chapter 3: Organizational Factors

3.1 Learning Organization

Learning organization is a flexible form of social entity where individual, group and organizational learning initiatives are welcomed, innovations are entertained, mistakes in trail and error process are tolerated, new ideas are valued and barriers to learning and development are reduced and minimized. It is, thus, such type of organization where all types of learning initiatives are recognized, practised and maintained for developing distinct competitive advantages both for individual as well as organization.

Learning organizational practices refer to the organizational learning and knowledge management practices which includes inquiry & dialogue, collaboration & team-learning, nurturing innovation, capturing & sharing new learning, opportunity to continuous learning & self-development, leadership for learning & transfer, empowering people to collective vision and strategic link of learning performance with career advancement

Chapter 4: Methodology

4.1 Methodology of the Study

In this research study, the topic of discussion is to analyze the consequences and the link between training and development and employee engagement and retention in an organization. There is a brief literature review to investigate the topic in-depth and to recommend innovative strategies to develop new ideas to enhance the organization's performance. The main aim and objective of the study are to identify the link between training and development, as well as between employee engagement and employee retention. This review is a descriptive analysis of the findings by the published journal articles both electronic and printed. The review is conducted based on secondary data only. The review covers the related literatures in the field of training and development by commercial banks. Most of the literatures have been documented from published printed journal articles, periodicals, electronic journal articles, and government websites. The impact of training and developmental procedures on the employees helps to increase engagement.

The books and published documents relevant to the study were collected from various sources as follow.

4.1.1 Secondary Sources

Information has been collected from-

- Various study reports.
- Relevant books, journals and printed materials.
- Website of the company.

4.2 Background

With the help of appropriate research approaches, all the essential information has been gathered from authentic and relevant sources. Training and development of the employees is the major factor that improves engagement and retention power. It helps the employees to manage the stress level associated with the work and make them more efficient and more productive.

The training of employees is the learning experience that helps to bring about a positive change in the behavior of the employees in order to enhance productivity and creativity. It also helps to increase the skills and knowledge regarding the work, resulting in high-performance levels by increasing the engagement of the employees.

Training the employees also helps to reduce the revenge motive in managing stress levels and conflicts. The risk related to conflict can also be decreased by providing proper training. Therefore, it increases the retention power and engagement of the employees.

4.2.1 Training & Development

Business Connection is well informed about the crucial role of training in sustaining company effectiveness and profitability. The goal of the company's training procedure, which applies to all workers, is to make sure that the right training is readily accessible so that people may perform at a level of satisfaction in their professions. Business Connection creates and executes top-notch learning and expansion programs that are suitable for each employee's needs. While the organization places a high priority on human resources, including training and development opportunities, employees are urged to take charge of their own growth. Even though they regard their employees as their most valuable asset, they devote a significant amount of time and energy to assisting one another in their advancement both personally and professionally. Through appropriate training programs and workshops both domestically and overseas, Business Connection motivates its workers to provide their maximum effort and helps them in doing so. The Business Connection Training team organizes and delivers the training program in accordance with the categories determined by the Training Needs Assessment (TNA). Types of Training Process:

- In House Training
- Induction Training
- Online training

In House Training: When training is provided on-site for staff, it is referred to as in-house training. The Business Connection trainer conducts these classes. Typically, the company contracts with those trainers.

Induction Training: An entire day of training is devoted to induction, which is intended to acquaint new hires with Business Connection and its policies as well as their unique job responsibilities, attendance expectations, and other pertinent information. In this training, they also perform the appropriate documentation for new

hires, and at the end, they arrange a motivational session to make sure the new hires are fired up about their new jobs and eager to help the company reach its objectives.

Online Training: We are all aware that there is a pandemic scenario and that every institution is working to combat it by utilizing new technologies, some of which have already manifested in the virtual realm. During the pandemic crisis, Business Connection also used Zoom to conduct their training sessions online, which was advantageous for the business. They decided to employ Zoom to carry out their online training. They invite 90 individuals in total to take part in their online session, and they offer participants questions to gauge their level of participation at various points during the session. When conducting training, they favor video unless there is an emergency. Still, we did train or monthly meeting online to maintain with our Chinese and Netherlands team.

4.2.2 Feedback Form of Training and Evaluation

This form is used for employees that attend training-

We appreciate your participation in this training very much. Your opinions and suggestions would be greatly appreciated. Please take a few more minutes to answer the questions below. The Human Resource Department will utilize your comments to assess our future training requirements.

Please answer each question carefully and choose the corresponding checkbox for each answer.

Name: Department: Designation:	
Date:	
Participant Name:	
Title Training:	
Trainer Name:	
Training Category:	➢ In house ➢ Foreign ➢ Online
Supervisor Name:	

At the conclusion of the course, were the training objectives achieved?

○ Certainly	○ Periodically	○ Not entirely

Will you be able to put the information you acquired during the course to use?

○ Certainly	○ Periodically	○ Not entirely

Are you pleased with your trainer?

○ Certainly	○ Not entirely

4.2.3 Need for Training

The four different training criteria that Business Connection follows are as follows:

- Fresher Training: Introduce them to the company's mission and vision statements, rules and policies, and working conditions.

- Training the Existing Workforce: Renewing, modernizing, and enhancing one's knowledge and skills are essential.
- Training for New Technology or Process: Training is provided to all employees on how to use tools and conduct themselves at work properly.
- Organizational and individual development training: When the chance occurs, training is given so that employees are ready to share the responsibilities of a higher-level role.

4.2.4 Feedback of the Training

The T&D team sends the trainees a training evaluation form to determine whether the training was successful. If the training evaluation does not go as expected, it helps them to identify training programs that need to be adjusted and allows them to prepare a training summary report that is shared with the Head of HR and the HOD. Top performers are acknowledged, and they also send letters of gratitude and small presents, like books. A mug was provided as a token of appreciation along with the presents from the HOD and the Head of HR.

4.2.5 Objective of Business Connection Performance Appraisal

The following are the goals of introducing the performance evaluation system inside the company:

- To measure the discrepancy between efficiency as projected and as actually experienced.
- It improves the relationship between employers and workers.
- To determine the need for training and growth by evaluating a person's strengths and shortcomings.
- To give staff member’s recommendations based on their previous performance.
- Assessing a worker to make decisions on compensation plans, pay scales, and salary increments, among other things.
- Determine a person's potential for growth and advancement.

4.2.6 Performance Determiner

Performance determiners are the elements that any company has to have in order for people to perform better. Any of these deficiencies will have an impact on employee performance. Therefore, before assessing its performance, every company should make sure those conditions are met.

Required KSA: KSA is the abbreviation for knowledge, skill, and ability. For a certain career, these particular qualifications and personality traits are necessary. Business Connection Bangladesh looks to assess a candidate's intelligence and skill level before hiring. Even after they are hired, employees are still bound by the training session's rules. In regard to related duties, they can offer guidance on how to enhance KSA.

Good working environment: To do their jobs effectively, every employee requires a pleasant working atmosphere. All of the equipment required for employees to do their duties must be given. Workplace comfort is just as important as having the right tools. All of Business Connection's employees work in a comfortable environment. The peers engage in enjoyable and constructive conversation here. There are a few amenities at Business Connection Bangladesh that provide staff members more time to work while also giving them refreshments. They offer a comfortable setting that enables workers to do their best job all day long.

Motivation: Inspiring others to behave enthusiastically in pursuit of objectives coordinates focus areas and demonstrations. This is based on the idea that until representatives are stirred, managers cannot expect outstanding performance from their workforce. At Business Connection, employees get compensation in a number of ways. Every time someone performs well at work, they are complimented. A promotion and the CEO's appreciation are given to the top performer. Corporations frequently use financial bonuses as a form of incentive and payment for extra work. In most cases, bonuses are individually negotiated on a case-by-case basis and paid out along with the monthly salary unless otherwise agreed.

The following factors are taken into account while considering an employee for promotion:

1. Increasing role complexity and role dimension
2. Resources are categorized (key resource, critical resource among others)
3. an individual's record of performance
4. Market dynamism
5. Leadership quality
6. Behavior and attitude
7. Mobility
8. Vintage

Chapter 5: Findings from the Review of Literatures

5.1 Findings

The review is qualitative in nature. The review has examined a series of journal articles. This section of the review presents a synthesis of findings from the literature regarding training and development in various banks, encompassing both Bangladeshi and international perspectives.

Choudhury & Shahid (1994) examined the metamorphic transformation of the banking industry in Bangladesh since 1972, emphasizing that the performance of standard functions necessitates that bank personnel be proficient in contemporary methods, tools, and techniques of banking operations, as well as related management aspects. Moreover, training cultivates human resources effectively to execute their responsibilities. The application of knowledge, skills, and attitudes acquired through training relies, among other factors, on accurate assessment of training needs, effective delivery of training, and thorough evaluation and follow-up, as well as appropriate placement of trained personnel.

Dipal and Barua (1998) articulated the concept of training within Grameen Bank, a prominent micro-finance institution in Bangladesh. The study has encompassed the nature, duration, and various dimensions of training. The article exclusively addressed the aspects related to training and management conducted by Grameen Bank. Comprehensive training programs are established to develop the employees.

Rahman (1988) posited that an enterprise's management training policies reflect executives' commitment to training, articulated through the regulations and procedures that dictate the standards and extent of training within the organization. The article examines the significance of the organization's management training policy, with a specific focus on banks.

Kamal's study (1998) elucidates the training needs assessment for family welfare visitors concerning various variables, including antenatal care, delivery, postnatal care, child care, family planning methods, disease treatment, examinations and tests, sterilization, health education, and record-keeping from a Bangladeshi perspective. The research primarily focuses on a singular aspect of training and management development, specifically examining the training requirements for family welfare visitors.

Gaston and King (1995) concentrate on management development and training within the lower echelons of the police organizational hierarchy. This study specifically examines the promotion process from constable to sergeant, aims to ascertain current practices and their perceived value, and proposes enhancements where necessary.

A 1996 study presents a three-tiered model to facilitate the design and execution of training and development audits, derived from the authors' consultancy experience with training and development managers and specialists across various medium and large organizations. The study delineates three tiers: event/program, function, and organization levels. Significantly expands the framework initially delineated by one of the authors in a preceding article. This comprehensive model enables the evaluation of training and development in relation to recognized best practices. The model facilitates the identification of areas where an organization's training and development is successful, as well as where challenges and opportunities for enhancement are present.

Costine and Garavan (1995) analyze the evolving attitudes of trade unions towards training and development. It encompasses the nature and direction of significant change, major influencing factors, and the potential implications resulting from these changes. The research concentrates on Irish trade unions, yet a significant comparison can be made with existing attitudes in the UK.

In a publication by Agnaia (1997), the author examined the condition of management training and development in Libya. The research additionally explores the Libyan management landscape and assesses the impact of various factors on management training and development programs (MTDPs). This constitutes an empirical study employing descriptive statistical methods to analyze the gathered data and information. The research indicates that Libyan industrial enterprises, similar to those in numerous other developing nations, are owned, administered, and overseen by governmental entities. The MTD units in these companies are adversely affected by the surrounding environment (e.g., social, economic, and political factors), which imposes constraints on MTD and hinders the attainment of their objectives. The

study indicates that greater focus should be directed towards the environmental impacts on corporations and their workforce.

Baalen & Hoogendorm (1998) articulated the ongoing discourse in the Netherlands regarding the capacity of the Dutch economy to fulfill the demands of the burgeoning knowledge society. A primary requirement will be the creation of a symbiotic relationship between business systems and the educational system. This paper examines trends and advancements in formal vocational education and corporate training and development over the past two decades, noting significant transformations in both the formal education system and corporate training practices. A significant transformation has occurred in the formal education system, aligning it with the business sector. The study indicates a swift growth and expansion in training and development within the corporate system. Nevertheless, a detailed examination of the paper's findings reveals significant disparities in growth across sectors, gender, age, prior education, and ethnicity. Consequently, the article concludes that the primary challenge for the burgeoning Dutch knowledge society is to avert the exclusion of individuals from the advancements in education and development.

Kjellberg, Söderström, and Svensson (1998) investigated human resource development in Sweden. The paper examines socio-cultural conditions, current economic circumstances, recent structural transformations, and trends in employment and flexibility in Sweden. It delineates the attributes of the national education and training system and analyzes recent policy advancements. This presents Swedish data from the Cranet-E survey to illustrate training and development practices at the organizational level. The ramifications for employers, employees, and the government are delineated, along with the anticipated future challenges for training and development in Sweden.

Lean (1998) examined the results of a project assessing training and development assistance for micro businesses in a marginal region. The findings derive from self-administered questionnaire surveys of young micro enterprises in Devon and Cornwall, along with interviews conducted with both business owner-managers and training/support providers. They assert that current support, both during the start-up

phase and the subsequent period, fails to sufficiently meet the developmental requirements of micro firms, especially for the small percentage of micro firms aspiring to expand. This indicates that the customer-centric approach of Business Link, coupled with the significant contribution of micro firms to local economic development in peripheral regions, necessitates increased flexibility in the management of these businesses within the Business Link framework.

Skinner, Saunders, and Beresford (2004) demonstrated that the development of human capabilities to address the present and future requirements of organizations has emerged as a significant concern at national, organizational, and individual levels. A fundamental component is a mutual comprehension of the skills and competencies considered essential and/or advantageous for present and future performance. Current evidence in the UK suggests that this may not exist and that there is a disparity between supply and demand. This paper presents findings from a research project conducted in the UK automotive sector, examining the variations in perception among stakeholders regarding the skills and development requirements of present and future employees. Data were collected from both trainers and training consumers utilizing the template approach.

Altarawneh (2005) examines the existing practices, policies, and functions of training and development (T&D) in Jordanian banking institutions, focusing on the execution of T&D, managerial attitudes regarding its significance, the strategic positioning and roles of T&D, as well as the issues and challenges confronting T&D initiatives.

Korte (2007) bases the work on various factors that affect work behavior. Social identity theory serves as a cohesive framework for organizational behavior, as individuals' thoughts and actions as members of social groups shape their subsequent behavior and attitudes within a social system. This influence has significant ramifications for workplace learning, specifically regarding training and development practices.

Hassan (2007)4 indicates that HRD practices such as potential appraisal, promotion, learning/training, and performance guidance and development are positively

correlated with organizational values including collaboration, creativity, quality, delegation, and humane treatment. Similarly, the performance appraisal system, career planning, and contextual analysis variables exhibited a negative correlation with values such as trust and creativity. The research was exploratory in nature. Additional research is required on a more extensive sample to investigate why certain HRD practices, such as performance appraisal, career planning, and contextual analysis, adversely affect organizational values like trust and creativity.

Garavan et al. (2008) utilized data from 18 comprehensive case studies. This study aims to investigate training, development, and human resource development (HRD) practices in European call centers. The objective is to assert that the intricacy and variety of training, development, and HRD practices are most comprehensively understood through an examination of the multifaceted contexts in which call centers function. Call centers function as open systems, with training, development, and human resource development practices shaped by environmental, strategic, organizational, and temporal factors. The study employed various research methodologies, including comprehensive interviews with numerous stakeholders, documentary analysis, and observation. The research was carried out over a duration of two years. The findings suggest that normative models of Human Resource Development (HRD) lack significant value, and that training, development, and HRD within call centers are both emergent and intricately complex.

Edralin (2007) assess the existing training and development experiences, as well as the emerging best practices, of large corporations in both the manufacturing and non-manufacturing sectors in the Philippines. Research indicates that the primary significance of training is its enhancement of job performance. Organizations prioritize technical training marginally over behavioral training. The predominant training method is the lecture, supplemented by contemporary technologies such as CD-ROMs, the Internet, and the corporate intranet/portal. Sufficient resources, including budget and expertise, are allocated for the implementation of training and development programs. The execution of comprehensive and ongoing training and development initiatives, aimed at enhancing technical proficiency as well as fostering

cultural behaviors and values aligned with the company's fundamental principles and philosophy, represents a burgeoning best practice that promotes innovation.

Chand and Ambardar (2010) examines the significance and application of training and development practices in Indian hotels, and whether these practices are influenced by the demographic characteristics of the hotel enterprises.

Edralin (2011) assess the existing training and development experiences, as well as the emerging best practices, of large corporations in both the manufacturing and non-manufacturing sectors in the Philippines. The results indicate that the primary significance of training is its enhancement of job performance. Organizations prioritize technical training marginally over behavioral training. The predominant training method employed is the lecture, supplemented by the utilization of contemporary technologies such as CD-ROMs, the Internet, and the corporate intranet/portal. Sufficient resources, including budget and expertise, are allocated for the implementation of training and development programs. The execution of comprehensive ongoing training and development programs, aimed at enhancing technical proficiency as well as fostering cultural behaviors and values aligned with the company's core principles and philosophy, represents one of their emerging best practices that promote innovation.

Drost, et al. (2002) examines training and development practices across nine countries and one region, investigating the existence of universal practices in this domain. Following a concise examination of the literature on training and development pertinent to the analyzed countries and region, the study delineates training and development practices that are specific to each country and region. The results are descriptive and serve as benchmarks for current and desired training and development practices both domestically and internationally. The results do not reveal any universal practices across all studied countries; however, they do demonstrate notable similarities in practices within specific country clusters. The prevalent practices within these clusters are thought to be shaped by cultural values and industry trends. The study underscores the significance of context and offers practitioners guidelines

for designing training and development practices internationally, while also providing researchers with insights for future inquiries.

Sharif and Ahmad (2012) examine the training and development practices at the National Bank of Pakistan (NBP). Various tiers of officers are offering training and development opportunities at NBP. Data gathered from various staff colleges of NBP. The results of this study indicate that the bank offers training and development opportunities to its employees; however, a gap remains that needs to be addressed. The training needs analysis is inadequate. The majority of the trainers possess an operational background and are incapable of delivering adequate training to cultivate proficient employees. The bank lacks an adequate training and development plan for senior management.

Kumar (2013) shows that SCCL, a prominent coal mining enterprise in India, implements comprehensive training and development initiatives for its workforce, utilizing both internal and external institutions, and allocates substantial financial resources to these endeavors.

Chuang (2013) examines the status and challenges of employee training and development (T&D) practices in Taiwan, highlighting critical factors that affect T&D, including government intervention, vocational and technical education, social networks, and organizational structures.

Jain and Khurana (2017) shows that training and development practices significantly enhance employee engagement factors such as job satisfaction, organizational commitment, advocacy, pride, and retention intention, but do not influence emotional connection.

Swamy and Raju (2024) examines the influence of training and development programs at Andhra Pradesh Paper Mills Limited, concluding that well-designed programs that cater to both individual and organizational requirements enhance employee performance, productivity, retention, and workplace culture. It advocates for aligning training with strategic goals and employing ongoing evaluation to adjust to changing workforce needs.

Sharma, Rajpurohit, and Saxena (2020) studied that efficient learning and development strategies are crucial for employee retention in a competitive workplace, as they enhance job satisfaction and performance.

According to Raheza (2015), training and development is a crucial HR function designed to enhance employee skills, knowledge, and efficiency, thereby fostering increased organizational productivity and growth.

5.2 Summarized Discussion

The examined body of research offers a multifarious investigation of training and development (T\&D) over many sectors, areas, and timesframes. Early studies, including those by Choudhury & Shahid (1994) and Dipal & Barua (1998), underlined the fundamental need of training in Bangladesh's banking industry in improving operational efficiency and managerial effectiveness. Reflecting the general applicability and contextual nuances of training needs, other region-specific studies including Kamal (1998) and Gaston & King (1995) extended the debate to specialized areas like family welfare and law enforcement. Emphasizing the interaction among environment, management practices, and workforce development, Costine & Garavan (1995) and Agnaia (1997) investigated union and national viewpoints on T\&D in Ireland and Libya.

More lately, strategic alignment, performance improvement, and the impact of socio-cultural and institutional elements on T\&D have become increasingly important subjects of study. For instance, Altarawneh (2005) and Garavan et al. (2008) respectively emphasized the strategic and complicated character of T\&D in call center environments and banking respectively. While modern studies like Sharma et al. (2020) and Swamy & Raju (2024) underlined T\&D's influence in raising job satisfaction, retention, and productivity, international comparative studies including Drost et al. (2002) revealed both universal and culturally specific practices. The literature emphasizes generally how T\&D evolved from operational need to a strategic organizational imperative shaped by industry trends, cultural values, and institutional structures.

Chapter 6: Conclusion

6.1 Conclusion

The review focuses on training and development in banks, importance of training and development to them, limitations on their study and related other aspects. The above section indicates that training and development is using in banks and banking organization as a means of learning new process, procedure, system, concept, and development, and technologies etc. The review sees that the need for training and development in banks is necessary to adapt with the new and modern activities, technologies and concepts because bank's processes, procedures, systems, technologies and other innovative concepts must be learnt by the human resources of banks.

In conclusion, the body of literature clearly demonstrates that training and development (T&D) has evolved from a basic operational function to a strategic tool essential for enhancing organizational performance, employee engagement, and long-term sustainability. Across different countries, sectors, and time periods, T&D practices have been shaped by contextual factors such as cultural values, institutional policies, economic conditions, and technological advancements. Despite variations in implementation, a common thread emerges: organizations that invest in well-structured, contextually relevant training programs are better positioned to adapt, grow, and retain talent in an increasingly competitive environment.

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