IMPACT OF MODERN TECHNOLOGY ON TRAINING & DEVELOPMENT PRACTICES IN PUBLIC SECTOR BANKS

Rajni Dewan
Assistant Professor, SN College of Education, Jagadhri, Yamunanagar

Abstract

Technological advancement is helping to overcome the communication barriers and also bridging the gap between the countries in general and people in specific all over the world. Technology is also helping the companies all over the world in managing changes in its operations/business and financial/banking industry is not an exception. This paper makes an attempt to explore the uses of technology in various public sector banks and also measures the impact of technology on training & development practices. A total 450 public sector bank employees were selected as a sample of the study. A self-prepared questionnaire was used to collect the responses of bank employees regarding the impact of technology on recruitment and selection practices. The results show that Internet, Intranet, Social Networking has significant positive impact on training & development practices in terms of time saving, cost saving, quality and transparency while mobile technology has no significant impact on time saving in training & development practices.

Index Terms: human resource practice, impact of technology, modern technology, human resource management, public sector banks.

I. INTRODUCTION

Technological advancement has changed traditional Human Resource Management (HRM) into e-HRM. The technology has created new dimensions in HRM through virtual workforce, e-recruitment, e-human resource planning, decreasing layers of management, e-job designing and analysis, e-training, e-compensation, e-performance appraisal, automated self-service portals framework consequently reclassifying the role of HR as a strategic partner in the era of technology (Sinha & Mishra, 2014). Technological tools can be used for e-learning, virtual recruitment, self-service HR, decision making and sharing of experiences and expectations for better HRM. Use of technologies in all HRM functioning such as e-learning, e-training, web based learning-training is a growing faster in this era. Moreover, IT tools have been using for e-mail, message systems, web pages, online learning-training courses, and decision regarding daily functioning etc. (Benson, 2002).

Kasprisin et al. (2003) found that e-training may diminish the underlying emotions because the communication is done through a PC or other innovative tools. Furthermore, since the interaction between the parties does not happen in the meantime, the learner has time to consider the reaction he or she will give.

Gasco et al. (2004) studied the influence of information technology on training policy of a Spanish Telecommunication firm. They found that ICT gave user-friendly tool to the Telefonica workers, and occupation related advancement opportunities or the possibility for employees to enhance their performance. They additionally found that deterrents to the system implementation thereby causes delays.

José L. et al. (2004) found that innovations has made the access of training easy and dynamic. The use of ICT has made it possible to prepare the training materials according to the individual need. Access to a large set of training materials

has become accessible due to technology which are inaccessible under typical conditions. The recreation of circumstances that are exceptionally troublesome or dangerous can also be recreated easily through the use of ICT.

Noe (2010) concluded that technology has made it simpler to connect learners at remote areas, enables learners to get training whenever or wherever or whenever it might suit them, enables students to advance at their own particular pace, and frequently offers students access to in-time training. However, technology is costly and learners must be motivated to get to the preparation.

Maxwell Amita (2012) concluded that On-line learning is the cutting edge innovation that has just begun building up its underlying foundations in India. It assists both corporates and the Government to deliver best in-class training to organization staff, students, academicians, researchers and home workers, and empower them to make the skilled computer workforce required for the next millennium. The researcher also opined that as an innovative form of training, organizations are realizing the benefits of learning with technology. The researcher also concluded that in order to make use of latest form of training there is an urgent need to weigh the cost and benefits by the organizations.

Technology is being adopted in all the fields/industries with the objectives to save time, speed, quality enhancement, space saving, cost cutting and also to bring transparency in the present system. With the same objective the adoption of technology in banking sector has transformed the banks from branch banking to networked banking system. The present study is an attempt to explore the impact of modern technology i.e. Internet, Intranet, Social Networking Websites and Mobile technology on training & development practices in public sector banks in terms of time saving, cost saving, quality and transparency

II. OBJECTIVE OF THE STUDY

The main objective of the study was to find out the impact of modern technology on training & development practices in public sector banks.

III. HYPOTHESIS OF THE STUDY

Modern Technology has no significant impact on training & development practices in public sector banks.

IV. RESEARCH METHODOLOGY

The present study has been designed to study the impact of modern technology on training & development practices in public sector banks. This study follows the survey research methodology. Based on previous research, a questionnaire was constructed to study the impact of modern technology on training & development practices in terms of time saving, cost saving, quality and transparency. The data was collected from eight public sector banks which were selected purposively. Further, the employees were also selected on the basis of purposive sampling technique. The four hundred and fifty employees from eight public sector banks were selected for the study. The five point likert scaling technique i.e. Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree was used for obtaining responses on each question from bank employees. The questionnaire covered items related to the impact of technology on training & development in terms of time saving, cost saving, quality and transparency.

V. ANALYSIS AND INTERPRETATION

The results of the study were statistically analyzed and interpreted. Mean score, standard deviation, t-test, ANOVA and regression have been used for the analysis.

A. Impact of Modern Technology on Time Saving in Training & Development Practices

Regression analysis technique was applied to determine the impact of modern technology on Time Saving factor in training and development practices. The results obtained through regression analysis have been reported in tables 1, 1.1 and 1.2. The model explains 87.7 percent of variation in the value of dependent variable adjusted R^2=.877. The DW statistics is 1.733. This pointed out the insufficient evidence of autocorrelation at the 0.05 level in the model. The ANOVA table 1.1 depicts that a significant model emerged, F=644.086, p<.05 at 5 level of significance. The regression results indicate that Internet (t=15.235 p<.05), Intranet (t=2.559, p<.05) and Social Networking Websites (t=3.447, p<.05) are positively and significantly related to time saving in training & development practices whereas mobile technology (t=.-1.10, p>.05) is not significantly related to time saving in training & development. Regression

coefficient is statistically significant at 5 percent level of significance in all the factors except mobile technology.

The positive relationship can be interpreted in the sense that modern technology leads to time saving in training & development practices.

Table 1
Regression results on Time Saving in Training & Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.937	.879	.877	.36758	1.733

Table 1.1
ANOVA: Time Saving in Training & Development

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	435.133	5	87.027	644.086	.000
	Residual	59.992	444	.135		
	Total	495.124	449			

Table 1.2
Regression Coefficient on Time Saving in Training & Development

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Internet	.688	.045	.531	15.235	.000
Intranet	.134	.052	.052	2.559	.011
Social Networking websites	.177	.051	.112	3.477	.001
Mobile Technology	-.039	.035	-.025	-1.100	.272

B. Impact of Modern Technology on Cost Saving in Training & Development Practices

The technique of Regression analysis was applied to determine the impact of modern technology on cost saving factor in training & development practices. The regression results have been reported in tables 2, 2.1 and 2.2. The model explains 82.4 percent of variation in the value of dependent variable adjusted R^2=.824. The DW statistics is 1.703. This pointed out the insufficient evidence of autocorrelation in the model. The ANOVA result (table 2.1) depicts that a significant model emerged, F=422.837, p<.05 at 5 level of significance. The regression results (table 2.2) indicate that Internet (t=6.994, p<.05), Intranet (t=2.770, p<.05), Social Networking Websites (t=4.335, p<.05) and Mobile Technology (t=2.669, p<.05) are positively and significantly related to cost saving in training & development practices. Regression coefficient is statistically significant at 5 percent level of significance.

The positive relationship can be interpreted in the sense that modern technology leads to cost saving in training & development practices.

Table 2
Regression results on Cost Saving in Training & Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.909	.826	.824	.711	1.703

Table 2.1
ANOVA: Cost Saving in Training & Development

Model		Sum of Squares	df	Mean Sq.	F	Sig.
1	Regression	1069.38	5	213.88	422.84	.000
	Residual	224.58	444	.506		
	Total	1293.96	449			

Table 2.2
Regression Coefficient on Cost Saving in Training & Development

Model	Unstd. Coeff.		Std. Coeff.	t	Sig.
	B	Std. Error	Beta		
Internet	.611	.087	.292	6.994	.000
Intranet	.280	.101	.067	2.770	.006
Social Networking websites	.427	.099	.167	4.335	.000
Mobile Technology	.182	.068	.072	2.669	.008

C. Impact of Modern Technology on Quality in Training & Development Practices

The technique of Regression analysis was applied to determine the impact of modern technology on quality factor in training & development practices. The regression results have been presented in tables 3, 3.1 and 3.2. The results show that the model explains 88.1 percent of variation in the value of dependent variable adjusted R^2=.881. The DW statistics is 1.831. This pointed out the insufficient evidence of autocorrelation in the model. The ANOVA table 3.1 depicts that a significant model emerged, F=666.704, p<.05 at 5 level of significance. The regression results in table 3.2 indicate that Internet (t=10.511, p<.05), Intranet (t=4.397, p<.05), Social Networking Websites (t=4.760, p<.05) and Mobile Technology (t=7.210, p<.05) are positively and significantly related to quality in training & development practices. Regression coefficient is statistically significant at 5 percent level of significance.

The positive relationship can be interpreted that modern technology leads to quality enhancement in training & development practices.

Table 3
Regression results on Quality in Training & Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.939	.882	.881	.539	1.831

Table 3.1
ANOVA: Quality in Training & Development

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	969.809	5	193.962	666.704	.000
	Residual	129.171	444	.291		
	Total	1098.980	449			

Table 3.2
Regression Coefficient on Quality in Training & Development

Model	Unstd. Coeff.		Std. Coeff.	t	Sig.
	B	Std. Error	Beta		
Internet	.696	.066	.361	10.511	.000
Intranet	.337	.077	.088	4.397	.000
Social Networking websites	.356	.075	.151	4.760	.000
Mobile Technology	.373	.052	.160	7.210	.000

D. Impact of Modern Technology on Transparency in Training & Development Practices

In order to determine the impact of modern technology on transparency factor in training & development practices the technique of regression analysis was applied. The regression results have been reported in tables 4, 4.1 and 4.2. The results depict that model explains 75.6 percent of variation in the value of dependent variable adjusted R^2=.756. The DW statistics is 1.814 which points out the insufficient evidence of autocorrelation in the model. The ANOVA table 4.1 depicts that a significant model emerged, F=279.075, p<.05 at 5 level of significance. The regression results in table 4.2 indicate that Internet (t=4.927 p<.05), Intranet (t=4.082, p<.05), Social Networking Websites (t=3.018, p<.05) and Mobile Technology (t=5.814, p<.05) are positively and significantly related to transparency in training & development practices. Regression coefficient is statistically significant at 5 percent level of significance. The positive relationship can be

interpreted in the sense that modern technology leads to transparency in training & development practices.

Table 4
Regression results on Transparency in Training & Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.871	.759	.756	.565	1.814

Table 4.1
ANOVA: Transparency in Training & Development

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	444.87	5	88.97	279.085	.000
Residual	141.55	444	.319		
Total	586.42	449			

Table 4.2
Regression Coefficient on Transparency in Training & Development

Model	Unstd. Coeff.		Std. Coeff.	t	Sig.
	B	Std. Error	Beta		
Internet	.342	.069	.243	4.927	.000
Intranet	.327	.080	.117	4.082	.000
Social Networking Websites	.236	.078	.138	3.018	.003
Mobile Technology	.315	.054	.184	5.814	.000

VI. FINDINGS OF THE STUDY

Following are the main findings of the study:

-Internet, Intranet, Social Networking Websites have significant positive impact on time saving training & development practices.

-Mobile Technology has no significant impact on time saving in training & development practices.

-The use of modern technology leads to cost saving in training & development practices.

-The use of modern technology leads to quality enhancement in training & development practices

-The transparency in training & development practices has also increased due to the use of internet, intranet, and social networking websites in public sector banks.

REFERENCES

-Benson, A. D., Johnson, S. D., & Kuchinke, K. P. (2002). The Use of Technology in the Digital Workplace: A Framework for Human Resource Development. *Advances in Developing Human Resources,4*(4), 392-404. doi:10.1177/152342202237518

-Gasco, J.L., Llopis, J.A. and Gonzalez, M.R. (2004). The Use of Information Technology in Training Human Resources: An E-Learning Case Study. *Journal of European Industrial Training*, 28, 370-382

-Gonzalez, Reyes, Gasco, Jose, and Llopis, Juan (2004). *A Study of Information Systems Outsourcing Risks*. ECIS 2004 Proceedings. 71.

-Kasprisin, C. A., Single, P. B., Single, R. M., & Muller, C. B. (2003). Building a Better Bridge: Testing e-training to improve e-mentoring programmes in higher education. *Mentoring & Tutoring: Partnership in Learning,11*(1), 67-78. doi:10.1080/1361126032000054817.

-Maxwell Amita (2012). Business Environment in India and China: Key Indicators and Growth of Economy. *International Journal of Research in Commerce, Economics and Management*, 2(6), 95-103.

-Noe, R. A. (2010). *Employee training and development*. New York: McGraw-Hill Education.

-Sinha, B. C., & Mishra, M. (2014). E-HRM Attributes and Internal Stakeholders' Satisfaction: A Quantitative Study in Select Indian Organizations. *Prabandhan: Indian Journal of Management,7*(2), 27. doi:10.17010/pijom/2014/v7i2/59257