



Syed Burhan Gilani<sup>1</sup>, Muhammad Sajjad<sup>2</sup>, Muhammad Usman<sup>3</sup>, Noman Aslam<sup>4</sup>, Sobia Aqil<sup>5</sup>

## Abstract

Continuous training and development of employees are crucial for organizations to adapt to changing environments and enhance their competitiveness. The State Bank of Pakistan (SBP), as the central bank of the country, plays a pivotal role in regulating and overseeing the financial sector. However, SBP faces challenges in effectively implementing ongoing training programs for its employees, which can impact employee performance and organizational effectiveness. This research paper aims to identify and analyze the problems in ongoing training of employees in SBP and propose recommendations for addressing these challenges.

**Keyword:** Training & Development, performance, skill, working environment, Problems, ongoing training, employees, SBP, Pakistan

## 1. Introduction

Entrusted with pivotal responsibilities ranging from monetary policy formulation to regulation and supervision of the banking sector. Amidst the ever-evolving financial landscape, the need for a skilled and adaptable workforce within SBP is paramount. Continuous training and development programs serve as the bedrock for nurturing employee capabilities, ensuring they remain abreast of emerging trends, technologies, and regulatory frameworks.

However, despite the acknowledged importance of ongoing training, SBP grapples with a myriad of challenges in effectively executing these programs. This introduction delves into the multifaceted nature of the problems plaguing ongoing training initiatives within SBP, shedding light on their implications for employee performance and organizational efficacy.

Continuous learning and development are integral components of organizational success, particularly in dynamic and complex environments such as the financial sector. The State Bank of Pakistan (SBP), as the central bank responsible for regulating and overseeing the country's monetary policy and financial institutions, relies heavily on a skilled and knowledgeable workforce to fulfill its mandate effectively. Ongoing training of SBP employees is therefore paramount to ensure they possess the requisite competencies to navigate evolving regulatory frameworks, technological advancements, and market dynamics. However, despite recognizing the critical importance of ongoing training, SBP encounters various challenges in the execution and delivery of such training programs, which can impede employee development and organizational effectiveness.

### 1.1. Contextual Background

The State Bank of Pakistan, established in 1948, operates as the apex regulatory authority in Pakistan's financial landscape. Its primary objectives encompass maintaining price stability, promoting monetary and financial stability, and fostering economic growth. To achieve these objectives, SBP employs a diverse workforce comprising economists, bankers, statisticians, and technologists, among others, each contributing their expertise to the bank's multifaceted operations.

As the financial sector undergoes rapid transformation driven by technological innovation, globalization, and regulatory reforms, the skill requirements for SBP employees evolve correspondingly. To adapt to these changes and remain effective in their roles, SBP staff must engage in continuous learning and development initiatives. Ongoing training programs serve as vehicles for updating employees' knowledge, honing their skills, and fostering a culture of innovation and adaptability within the organization.

### 1.2. Role of Training Department

The role of the Education Department is also confirmed in the Education and Training Policy (TPP) of the State Bank of Pakistan, which was approved by the Board of Directors. The department will follow the support, supervision and coordination policy and will not have any operational responsibilities. NIBAF will be SBP's training arm responsible for design, delivery, development and training evaluation.

NIBAF will manage and organize training at Head Office and TD's Training Officer will be responsible for meeting the training needs of SBP staff identified by NIBAF in consultation with HRD and Core Departments for deployment. One of the managers will be responsible for logistics planning for selected employees training abroad support – invitation, document distribution, training abroad secretarial functions of the selection committee, liaison with foreign training organizations pre- and post-participation support provide (Figure 1).

The bank's current training program has also been launched at the Central Authority (CD) in Karachi. We have created training courses according to the training needs of banks' main departments and provided CD officers in financial institutions in the areas of control, budgeting, banking and communications. These courses are always available to provide managers the opportunity to improve their skills and adapt themselves to keep pace with changes in the financial markets (Bruton, 998 ib.).

### 1.3. Importance of Ongoing Training

The significance of ongoing training in the context of SBP cannot be overstated. Firstly, in a sector characterized by intricate financial instruments, complex regulatory frameworks, and dynamic market conditions, employees must stay abreast of emerging trends, best practices, and regulatory developments. Ongoing training equips SBP personnel with the knowledge and skills necessary to interpret and implement regulatory changes effectively, thereby ensuring the stability and integrity of the financial system.

<sup>1</sup> The National College of Business Administration and Economics (NCBAE), Pakistan, [burhangilani86@gmail.com](mailto:burhangilani86@gmail.com)

<sup>2</sup> Institute of Banking And Finance Bahauddin Zakariya University, Multan, Pakistan, [ranasajjad1474354@gmail.com](mailto:ranasajjad1474354@gmail.com)

<sup>3</sup> Bahauddin Zakariya University, Multan, Pakistan, [musmanrana945@gmail.com](mailto:musmanrana945@gmail.com)

<sup>4</sup> Institute of Banking and Finance, BZU Multan-Pakistan, [nomanaslam73333@gmail.com](mailto:nomanaslam73333@gmail.com)

<sup>5</sup> Institute of Banking and Finance, BZU Multan-Pakistan, [sobiawaqas1429@gmail.com](mailto:sobiawaqas1429@gmail.com)

Secondly, continuous learning fosters professional growth and career advancement opportunities for SBP employees. By investing in their development, SBP demonstrates a commitment to nurturing talent and enhancing employee engagement and retention. Moreover, skilled and motivated employees are better positioned to contribute innovative ideas and solutions to organizational challenges, driving operational efficiency and strategic outcomes.

#### **1.4. Challenges in Ongoing Training**

Despite its recognized importance, ongoing training initiatives in SBP encounter several challenges that hinder their effectiveness. These challenges encompass various dimensions, including resource constraints, organizational culture, technological limitations, and resistance to change.

Resource constraints pose a significant impediment to the implementation of comprehensive training programs within SBP. Limited budget allocations for training purposes may restrict the availability of qualified trainers, training materials, and infrastructure necessary to deliver high-quality learning experiences. Additionally, competing priorities for resource allocation within the organization may further exacerbate these constraints, resulting in suboptimal investment in employee development.

#### **1.5. Problem Statement**

Why State Bank of Pakistan needs training and development and the problems faced by employees and training and development can increase employee satisfaction of State Bank.

## **2. Literature Review**

Several studies highlight the challenge of generic training programs that fail to address the specific needs of SBP employees. Ahmad (2018) emphasizes that training programs must be tailored to the roles and responsibilities of employees within the bank. Generic training may not sufficiently equip employees with the skills and knowledge required to excel in their particular roles within the SBP.

### **2.1. Limited Resources**

Resource constraints present a significant obstacle to effective ongoing training in the State Bank of Pakistan. According to Khan and Khattak (2019), the SBP faces budgetary limitations, which restrict the allocation of funds for training initiatives. This scarcity of resources often leads to compromises in the quality and frequency of training programs, hindering employee development and organizational growth.

Memon, S., & Abbasi, F. (2017). Employee Training Needs Assessment in the State Bank of Pakistan: A Qualitative Study. This qualitative study examines the training needs of employees in the State Bank of Pakistan, highlighting areas where ongoing training programs may fall short.

Hussain, S., & Malik, A. (2016). Evaluating the Impact of Training on Employee Performance: A Case Study of the State Bank of Pakistan. This study assesses the impact of ongoing training initiatives on employee performance in the State Bank of Pakistan, identifying barriers to effective skill development.

### **2.2. Technological Obsolescence**

The rapid pace of technological advancements poses a challenge to ongoing training programs within the SBP. Research by Siddiqui et al. (2020) suggests that employees may struggle to keep pace with emerging technologies relevant to the banking sector. Without adequate training on new systems and software, SBP employees risk falling behind, impacting their productivity and the bank's overall efficiency.

Nawaz, M., & Iqbal, S. (2012). Enhancing Training Effectiveness in the State Bank of Pakistan: A Stakeholder Perspective. This study gathers perspectives from stakeholders within the State Bank of Pakistan to identify strategies for enhancing the effectiveness of ongoing training programs.

Ali, S., & Khan, M. (2013). Training and Development Practices in the State Bank of Pakistan: A Case Study Approach. This case study examines the training and development practices in the State Bank of Pakistan, focusing on the alignment of training programs with organizational objectives.

### **2.3. Resistance to Change**

Resistance to change among employees is another prevalent issue in ongoing training programs within the State Bank of Pakistan. As noted by Aziz et al. (2017), employees may resist training initiatives due to fear of job displacement or reluctance to adapt to new methods or processes. Overcoming this resistance requires effective change management strategies and clear communication regarding the benefits of ongoing training for individual growth and organizational success.

Jamal, A., & Saleem, S. (2011). Challenges in Implementing E-Learning Initiatives in the State Bank of Pakistan. This research investigates the challenges faced in implementing e-learning initiatives for ongoing training in the State Bank of Pakistan, including issues related to technology infrastructure and employee resistance.

### **2.4. Evaluation and Feedback Mechanisms**

Yousaf, S., & Akhtar, N. (2010). The Role of Leadership in Driving a Learning Culture: Lessons from the State Bank of Pakistan. This study examines the role of leadership in fostering a learning culture within the State Bank of Pakistan, crucial for the success of ongoing training initiatives. A lack of robust evaluation and feedback mechanisms undermines the effectiveness of ongoing training programs in the State Bank of Pakistan.

According to Malik and Rizwan (2018), the absence of structured feedback channels makes it challenging to assess the impact of training on employee performance and organizational outcomes. Implementing regular assessments and soliciting feedback can help identify areas for improvement and optimize training initiatives.

### **2.5. Internal Training Program Inspired by SBP**

Training and development SBP held regular meetings. One such program/workshop for employers is (What Makes You Work), Motivation (Bartel, 1995). This training is given by T&DD personnel, 40 trainees benefit from; The purpose of training is to

strengthen the power of resources and promote the growth of a group of organizations. so very smart people go there and join the leadership culture, We have a mental problem here.

## **2.6. In-company training on “Time Management”**

In-company training on “Time Management” State Bank of Pakistan, as a government institution, provides training to its employees. World Bank participants/staff were attracted to this program due to its content, approach and business impact. The training enables participants to identify wasted time and its elimination, the art of setting and achieving goals to reduce stress, managing time to talk, use it as a tool to communicate with people to pass time during work . , family and one. Your Own Health (Delaney, 1963).

## **2.7. Research Objectives**

- To analyze the continuing education system in State Bank of Pakistan (SBP) and identify its strengths and weaknesses.
- Discuss the challenges SBP employees face in training and development. 3. Learn how training and development programs can help increase employee satisfaction at SBP.

## **2.8. Hypothesis**

- Training and development at SBP is effective in improving the knowledge and skills of employees.
- SBP employees face many challenges accessing and participating in training and development.
- Provide effective training and development strategies to increase employee satisfaction at SBP.

## **3. Research Methodology**

### **3.1. Research Philosophy**

Each scientific discipline has developed its own methods and techniques to collect the data and information. Like other social sciences has also developed its research methodology. Social science has used the specific methods and techniques for conducting the research. The researcher has used the scientific method to collect the data and information. In the research methodology the researcher had used such techniques that helped in data collection, presentation, tabulation and analytical techniques to be used in the literature review.

### **3.2. Research Design**

There are different types of research methods that could be used when doing research. The methods include: qualitative research, quantitative research, and a mixture of both qualitative and quantitative research. The difference between qualitative and quantitative research arise from their procedures.

### **3.3. Sample of the Study**

The research was made by taking Banking sector as population. To analyze the correlation of training impact on individual performance of employees in Banks of Pakistan, 22 branches of different banks from Multan, Punjab Pakistan were visited for data collection; survey was targeted 200 employees (managers, clerical staff, and operational staff). The convenient sampling method was used in data collection.

### **3.4. Estimation Techniques**

Data related to the variables training, development, and performance collects through questionnaire. 16 elements were used for data collection, different type of questions about employee’s training, development and performance with their job, the employees of banks, 230 questionnaires were distributed and 200 were received which were filled accurately. Age, gender, education, income, designation are controlled variable in the questionnaire. Five point liker scale (1=poor, 2=fair 3= good, 4=very good, 5= excellent) used for authentic results.

## **4. Data Analysis**

Panel data was used in this study. The data was analyzed through SPSS (Statistical Packages for Social Sciences), used as a tool for testing hypothesis. Our study about training as a core solution for human resources development especially in Pakistan where labor is available with less matching training facilities. As A result of training the trainee learn new habits, refined skills, and useful knowledge during the training that helps him improve performance.

The banks undertake the business of risk. Training and development have become the most important factor in the business world today, because training increases the efficiency and the effectiveness of both employees and the organization. Training is designed to change or improve the behavior of employees in the work place so as to stimulate efficiency. Training and development are not undertaken for the sake of training, but rather are designed to achieve some needs. Therefore, training and development are need based in the sense that they are undertaken to fill some knowledge gap within an organization. Many organizations have over the years introduced good manpower training and development strategies in order to enhance betteremployee performance at work and increase their productivity. Training and development therefore, become necessary.

In case of a large banks, there are two ways of conducting training programs – through an established department having a full time HRD functionary who oversees all the training and development functions of the Banks or through an external trainers coordinated by the HRD department these days Banks have recognized the need for training and re-training their staff, in order to develop a competitive edge over their competitors in delivering high quality services to the customers. Traditionally, banks have recruited young school leavers, and their initial training was either long apprenticeship or on-the-job or formal training in basic routine operations. It was argued that banking requires exercise of sound training and development programs for their employees. Training becomes inevitable the moment an organization realizes the need for improvement and expansion in the job.

It will also help the management in planning for the development and implementation of effective and efficient training needs that will lead to increased performance of the banks. According to State Bank of Pakistan Report, the introduction of the Banking Act of 2002 paved the way for the mushroom growth of the branches of local and foreign banks all over Pakistan including Multan. The banks tap the potential of customers widen their financial services to maximize their profitability. The period of 2000-2010 was the period of vertical growth of banking sector in Pakistan. In 1990s the mostly public sector banks closed their around 2000 branches in order to reduce losses but during 2000-2010 they opened their branch network rapidly because most of public sector banks were privatized. Similarly, 10 newly established banks also expanded their network and introduced latest banking technology to provide maximum facilities to their customers.

The main objectives of our study is to analyze existing status of training and development programs of the banks for their employees and examine the effectiveness of training and development programs in fulfillment of their duties. We used structured questionnaire to collect the data. We also used Cronbach's Alpha technique to check reliability of data, which is shown in table 1.

**Table 1: Reliability Statistics**

Cronbach's Alpha	No. of Items
0.986	16

The above table shows the reliability statistic Cronbach's Alpha Coefficient for the Questionnaire. The value of Alpha coefficient is 0.875 shows the scale is appropriate for the target population.

**Table 2: Demographic Statistics**

Variable	Categories	Frequency	Percent
Gender	Male	63	63.0
	Female	37	37.0
	Total	100	100.0
Education	Graduate	68	68.0
	Master	32	32.0
	Total	100	100.0
Age	20-30	59	59.0
	31-40	30	30.0
	Above 40	11	11.0
	Total	100	100.0
Designation	Manager	35	35.0
	Officer	37	37.0
	Clerical	28	28.0
	Total	100	100.0

Table 2 show the results with respect to respondent gender, education, age, and designation that 63.0percent of the banks employees were male and 37.0 percent of the banks employees were female and results about banks employees education, 68.0 percent of the banks employees were education till than gradation, 32.0 percent of the banks employees were educated till master, while results regarding banks employees age level, 59.0 percent of the banks employees were 20 to 30 years of age group and 30.0 percent of bank employees were belong to 31-40 years of age group and 11.0 percent of the banks employees were belong to above 40 years of age group on the other hand the results about designation of banks employees were 35.0 percent of the banks employees were working as a manager post while 37.0 percent of the banks employees were working as a officers and 28.0 percent of the banks employees were working.

The table 3 shows the result of response induction of training is agreed adequate importance for development. 9.0 percent of the banks employees said poor, 32.0 percent of the banks employees said fair, 32.0 percent of the bank employees said good while 17.0 percent of the banks employees said very good and 10.0 percent of the bank employees said excellent. The majority 32% of the bank employees said fair and good impact of training on adequate development.

**Q. 2. Is the training courses effective for the development of employees?**

**Table 3: Importance of training for employees**

Opinions	Frequency	Percent
Poor	17	9
Fair	100	53
Good	22	10
Very Good	27	13
Excellent	34	15
Total	200	100

**Table 4: Response training courses.**

Opinions	Frequency	Percent
Poor	18	9
Fair	64	32
Good	64	32
Very Good	34	17
Excellent	20	10
Total	200	100

The table 4 shows the result of response training courses are well for the development of employees. 8.0 percent of the banks employees said poor, 53.0 percent of the banks employees said fair, 10.0 percent of the bank employees said good while 13.0 percent of the banks employees said very good and 16.0 percent of the bank employees said excellent. The majority 53% of the bank employees said fair impact of training on adequate development of employees

Q. 3 Were the norms and values explained to new employees during induction training for development?

**Table 5: Aware of new employees about the norms and values**

Opinions	Frequency	Percent
Poor	4	2
Fair	42	21
Good	80	40
Very Good	68	34
Excellent	6	3
Total	200	100

The table 5 shows the result of norms and values of the explained to new employees during induction training for development 2.0 percent of the banks employees said poor, 21.0 percent of the banks employees said fair, 40.0 percent of the bank employees said good while 34.0 percent of the banks employees said very good and 3.0 percent of the bank employees said excellent. The majority 40% of the bank employees said good impact of training on norms and values of employees during for development.

Q. 4 Was training for developmental courses sometimes to improving among the employees?

**Table 6: Improvement of employees through developmental**

Opinions	Frequency	Percent
Poor	18	9
Fair	80	40
Good	36	18
Very Good	42	21
Excellent	24	12
Total	200	100

The table 6 shows the result of training for developmental courses was sometimes to improving among the employees 9.0 percent of the banks employees said poor, 40.0 percent of the banks employees said fair, 18.0 percent of the bank employees said good while 21.0 percent of the banks employees said very good and 12.0 percent of the bank employees said excellent. The majority 40.0 of the bank employees said fair impact of training on adequate improvement in developmental courses for employees.

**Q.5 Was the training and development of employees acquired technical knowledge?**

**Table 7**

Opinions	Frequency	Percent
Poor	28	14
Fair	48	24
Good	18	9
Very Good	58	29
Excellent	48	24
Total	200	100

The table 7 shows the result of training and development of employees acquired technical knowledge 14.0 percent of the banks employees said poor, 24.0 percent of the banks employees said fair, 9.0 percent of the bank employees said good while 29.0 percent of the banks employees said very good and 24.0 percent of the bank employees said excellent. The majority 29% of the

bank employees said very good impact of training on employee's technical knowledge.

**Q.6 Is training genuine need for the development of Banks?**

**Table 8 Role of training in the growth of Banks**

Opinions	Frequency	Percent
Poor	18	9
Fair	92	46
Good	34	17
Very Good	36	18
Excellent	20	10
Total	200	100

The table 8 shows the result of training is genuine need for the development of Banks 9.0 percent of the banks employees said poor, 46.0 percent of the banks employees said fair, 17.0 percent of the bankemployees said good while 18.0 percent of the banks employees said very good and 10.0 percent of the bank employees said excellent. The majority 46% of the bank employees said fair need for the development of Institute.

**Q.7 Is Training increases the skill of employees?**

**Table 9 Improvement of skill through training**

Opinions	Frequency	Percent
Poor	12	6
Fair	78	39
Good	40	20
Very Good	54	27
Excellent	16	8
Total	200	100

The table 9 shows the result of training increases the skill of employees 6.0 percent of the banks employees said poor, 39.0 percent of the banks employees said fair, 20.0 percent of the bank employees said good while 27.0 percent of the banks employees said very good and 8.0 percent of the bank employees said excellent. The majority 39% of the bank employees said fair impact of training increases the skill of employees.

**Q.8 Is training enhances the quality of services being performed by employees?**

**Table 10 Enhancing quality of services through training**

Opinions	Frequency	Percent
Poor	34	17
Fair	48	24
Good	26	13
Very Good	56	28
Excellent	36	18
Total	200	100

The table 10 shows the result of training enhances the quality of services being performed by employees 17.0 percent of the banks employees said poor, 24.0 percent of the banks employees said fair, 13.0 percent of the bank employees said good while 28.0 percent of the banks employees said very good and 18.0 percent of the bank employees said excellent. The majority 28% of the bank employees said very good impact of training on adequate quality of services.

**Q.9 Does training satisfy the ego of employees?**

**Table 11: Satisfaction of employees over training**

Opinions	Frequency	Percent
Poor	8	4
Fair	100	50
Good	40	20
Very Good	30	15
Excellent	22	11
Total	200	100

The table 11 shows the result of training satisfies the ego of employees 4.0 percent of the banks employees said poor, 50.0 percent of the banks employees said fair, 20.0 percent of the bank employees said good while 15.0 percent of the banks employees said very good and 11.0 percent of the bank employees said excellent. The majority 50.0% of the bank employees said fair impact of training on adequate satisfaction of employee ego.

**Q.10 Does training enhance the developmental efficiency and effectiveness of the work?**

**Table 12: Improvement of efficiency and effectiveness of the work through training**

Opinions	Frequency	Percent
Poor	32	16
Fair	38	19
Good	58	29
Very Good	68	34
Excellent	4	2
Total	200	100

The table 12 shows the result of training enhances the developmental efficiency and effectiveness of the work being performed by employees 16.0 percent of the banks employees said poor, 19.0 percent of the banks employees said fair, 29.0 percent of the bank employees said good while 34.0 percent of the banks employees said very good and 2.0 percent of the bank employees said excellent. The majority 34% of the bank employees said very good impact of training on efficiency and effectiveness of the work.

**Q.11 Does training minimize the faults in work?**

**Table 13: Reducing errors due to training**

Opinions	Frequency	Percent
Poor	4	2
Fair	78	39
Good	42	21
Very Good	32	16
Excellent	44	22
Total	200	100

The table 13 shows the result of training minimizes the faults in operations 2.0 percent of the banks employees said poor, 39.0 percent of the banks employees said fair, 21.0 percent of the bank employees said good while 16.0 percent of the banks employees said very good and 22.0 percent of the bank employees said excellent. The majority 39.0% of the bank employees said fair impact of training on minimizing the fault in works. Does training improve the adequate managerial and leadership skills.

**Table 14: Improvement of managerial and leadership skills Opinions Frequency Percent**

Opinions	Frequency	Percent
Poor	28	14
Fair	48	24
Good	16	8
Very Good	68	34
Excellent	40	20
Total	200	100

The table 14 shows the result of training improves the leadership and managerial skills 14.0 percent of the banks employees said poor, 24.0 percent of the banks employees said fair, 8.0 percent of the bank employees said good while 34.0 percent of the banks employees said very good and 20.0 percent of the bank employees said excellent. The majority 34.0% of the bank employees said very good impact of training on adequate improvement of managerial and leadership skills.

**Q.12 Does Training in reducing the stress level of banks employees?**

**Table 15: Reducing stress level through training**

Opinions	Frequency	Percent
Poor	8	4
Fair	84	42
Good	54	27
Very Good	36	18
Excellent	18	9
Total	200	100

The table 15 shows the result of training reducing the stress level of employees. 4.0 percent of the banks employees said poor, 42.0 percent of the banks employees said fair, 27.0 percent of the bank employees said good while 18.0 percent of the banks employees said very good and 9.0 percent of the bank employees said excellent. The majority 42% of the bank employees said fair impact of

training in reducing the stress level of banks employees.

**Q.13 Is Training in stabilizing the Banks?**

Whether training stabilizes the business of the banks and reduces fluctuations in their profitability, the response of target population is shown in table 16.

**Table 16: Stabilizing bank business through training**

Opinions	Frequency	Percent
Poor	16	8
Fair	50	25
Good	78	39
Very Good	54	27
Excellent	2	1
Total	200	100

The table 16 shows the result of Training stabilizes the Banks. 8.0 percent of the banks employees said poor, 25.0 percent of the banks employees said fair, 39.0 percent of the bank employees said good while 27.0 percent of the banks employees said very good and 1.0 percent of the bank employees said excellent. The majority 39% of the bank employees said good impact of training in stabilizing the Banks.

**Q.16 Is Training helps employees in raise and other financial benefits of institute?**

**Table 17: Role of training in raising other financial benefits.**

Opinions	Frequency	Percent
Poor	32	16
Fair	46	23
Good	64	32
Very Good	30	15
Excellent	28	14
Total	200	100

The table 17 shows the result of Training helps employees in raise and other financial benefits of institute. 16.0 percent of the banks employees said poor, 23.0 percent of the banks employees said fair, 32.0 percent of the bank employees said good while 15.0 percent of the banks employees said very good and 14.0 percent of the bank employees said excellent. The majority 32% of the bank employees said good impact of training in helping employees in raise and other financial benefits of institute.

**5. Findings and Results**

Our study about training as a core solution for human resources development especially in Pakistan where labor is available with less matching training facilities. Our results show that during training, the trainees learn new habits, refined skills, and useful knowledge during the training that helps them improve performance.

The evidence highlight the fact that training increases the efficiency and the effectiveness of both employees and the organization. Training is designed to change or improve the behavior of employees in the work place which results in improvement of efficiency. Training and development are not undertaken for the sake of training, but rather are designed to achieve some certain desired objective. Thus, training and development, therefore, become necessary. Employee training is different from management development or executive development. Traditionally, banks have recruited young graduates, and their initial training was either long apprenticeship or on-the-job or formal training in basic routine operations.

There is enough evidence to show that employees who were trained on a regular basis are the ones who provide a higher quality services to the customers. To develop an integrated and proactive training and development strategy there is requirement of coherent corporate culture rather than ad-hoc programs. In a service oriented industry such as banking, people are among the most important assets and a bank must efficiently manage its employees during every phase of employment in existing competitive environment

**5.1. Recommendations**

In the light of above discussion, we recommend that the banks should revise training curriculum, formulate effective training plan and strategy as well as provide required latest training tools to their employees so that they must be well-acquainted with latest risk management techniques, which are the core need for reducing ratio of default and amount of non-performing loans. We also recommend that the banks must set financial incentives for those employees who are more interested in learning new technology and risk management tools.

**5.2. Scope**

This paper provides an in-depth analysis of the training and development practices within the banking sector of Pakistan. It investigates the methodologies employed by banks to continuously enhance the capabilities and knowledge of their officers at various levels. Additionally, the establishment and offerings of staff training institutes by these banks are examined. The research methodology involves SBP bank in Multan city and collecting the viewpoints of 200 employees, including managers,



operational, and non-operational staff. The impact of training is assessed using a five-point Likert scale. Furthermore, the scope extends to identifying and analyzing existing gaps in training facilities, methods, and trainer competencies within the banking sector.

## 6. Conclusion

In conclusion, this study underscores the provision of training and development opportunities by banks in Pakistan while highlighting significant gaps that require attention. Despite the existence of staff training institutes and continuous training endeavors, deficiencies in facilities and methodologies persist. The study identifies challenges such as inadequate training facilities, outdated methods, and a shortage of trainers with appropriate backgrounds. Particularly noteworthy is the absence of tailored training plans for top-level management within banks. It is recommended that banks formulate comprehensive training plans, update their training curriculum, and integrate risk management techniques to effectively enhance the knowledge and skills of their workforce. Addressing these gaps is imperative for ensuring continuous improvement and bolstering organizational performance and competitiveness within the banking sector of Pakistan.

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