

## Evaluation of Training and Development Models: A Case Study on Bank Industry in Uzbekistan

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**Abstract:** *Training design plays an important role in the employee besides administrative performance. A bad training design is a waste of time and money (Tsaur and Lin, 2004). Mathis and Jackson (2014) asserted that their primary considerations: determining learner's readiness, understanding different learning styles, and designing training for transfer. Designed for training to be effective and capable of influencing administrative performance, the trainees should be simple skills needed for learning, the cause to learn and possess self-efficacy.*

**Key words:** *employees, learning, training, bank, industries, model, leader, effective, development, growth, quality, organization*

### **Introduction.**

Banking and other industries of Uzbekistan have been growing since the country got its independence in 1991 and started the development of science and technologies. In the purpose of development the education and training the Uzbekistan Government established complimentary institutions like the Centre for Management Development, Industrial Training Fund, Logistics Training in Uzbekistan, Training Centre for HRM, and specialists refresher training courses at the Bank industry University of Uzbekistan, Tashkent State University of Economy and Tashkent Financial Institute to train and retrain employees as well as give orientation to fresh graduates of formal academic institutions. Herewith contracted with many countries for opening training Centers.

The organization to design training is very important and wary method (Armstrong, 2018). The design of the training is most according to the wants of the organisations (Khan, 2011). Training design plays an important role in the employee besides administrative performance. A bad training design is a waste of time and money (Tsaur and Lin, 2004). Mathis and Jackson (2014)

asserted that their primary considerations: determining learner's readiness, understanding different learning styles, and designing training for transfer. Designed for training to be effective and capable of influencing administrative performance, the trainees should be simple skills needed for learning, the cause to learn and possess self-efficacy.

The training model is easy for knowledge of technical process systems a number of specific financial services, it is for trainer submission is limited, (Porkodi, 2019). The learning depends on aptitude, Organizations spent more time, and money for facilitates staff's (Casio *et. al.*, 2000). Create in training is the outcome of financial investment organizations, to provide evidence is important for the training effort to be completely realized (Dowling and Welch *et. al.*, 2005).

**Methods.** In the process of preparing the article were used formal-logical, specific research methods econometric modeling, empirical research, and forecasting

**Results.** Simple of training program methods to evaluation is measuring participants' responses. Joyful trainees have been possible to want to attention on training and development principle and to use the evidence at the work. These methods are very useful and they can give also the concept of content. Whereas these methods founded on responses are improved, several inferences about teaching effectiveness are still founded on an extensive satisfied measure that lacks specific feedback (George W. Bohlander Scott A. Snell, 2017).

Measuring the reaction helps the trainer understand how well the training program was received by the trainees and whether improvement for future training should be done. A training program will require improvements if its reaction is less favourable or less relevant to the trainee.

This level is concerned with measuring whether any learning occurred during a training session. One can only claim that any learning took place if the process of training contributed to a positive change in the trainees' attitudes, or if the trainees experienced an increase in knowledge and whether such knowledge acquired was helpful and related to the task, or greater skills were received as an outcome of participating in methods (Kirkpatrick, 2009). The level processes the quantity to which members gained an increase in knowledge, skills and whether a positive change in learning behaviour occurred. According to Haslinda and Mahyuddin (2009), evaluation at level two can relate to a method used to transfer attitudes, knowledge and skills. Such a method could be testing the trainees before and after completing a training program. Assessment changes the estimate elsewhere the trainee satisfied and efforts to evaluate the extent apprentices have progressive in attitude, knowledge and expertise.

This level characterizes the accurate evaluation of a program's efficiency. It attempts to assess the extent to which the trainees' behaviour or performance changed as a result of a training program and wants to ascertain to what level participants apply which they have studied for the period of exercise when they are back on the work. The level one assesses how far learners have improved their activities, based on the education they have accepted. According to Winfrey (1999), this level assesses the application of information received at a training session and whether freshly taught skills. According to Haslinda and Mahyuddin (2009), assessment at this level is to ascertain whether tasks were performed differently before then it is performed after training. In order for positive reactions and learning effects to modification work performance, the transmission of newly developed skills, knowledge and relation to a job condition must be warranted.

The fourth level of Kirkpatrick's training model attempts to evaluate the business result of the training program. In other words, it attempts to measure the organisational effectiveness or the impact training has achieved. The impact informs one about the return on investment, an organisation receives from training. The level processes the achievement of a business program in terms of administrators and directors be able to recognize. It includes, among others, increased

production, improved quality, decreased in costs, a reduction in the frequent accident, increase in sales, higher profits, increase in the passing rate, increased employee retention, high moral, reduction of waste and fewer staff complaints. From a business or organisational perspective, these results are the overall reason for a training program (Winfrey, 1999).

**Analyses.** Kirkpatrick’s model includes four levels of evaluation. They are reaction, learning, behaviour and results (Kirkpatrick, 2009). Kirkpatrick’s evaluation model must start the first level reaction, after, as time and budget allow, must move successively from end to end the next level until level four has been reached (Winfrey *et. al.*, 1999). Every following level represents a precise amount of the efficiency of the training program. Bates (2004) has found that Kirkpatrick’s model fails to take into account any intervening, independent variables such as attitude, motivation; the organisational culture of learning, resources, employee behaviour, supervisors support and ability to delegate, to name but a few, may occur and affect the performance of the employee. The Kirkpatrick’s model falls short in conducting a training need analysis and aligning any training with the organisation’s goals. Therefore, an assessment to review how successful training needs analysis has been conducted in relation to whether an organisation’s objectives have been achieved needs to be evaluated.

**PHILIP’S ROI MODEL OF EVALUATION**

According to Phillips (2002) an extra fifth level to the Kirkpatrick’s model virtually exist called return on investment (ROI). Much potential for teaching has improved intensively, and the most accent modification is a novel and solid absolution of the charge of teaching according to ROI and organizational effect (Brown, 1997).

Therefore, ROI model of Philips is able to attitude as a fifth and final level. The model of Philips gives the benefit of training in monetary aspect’s terms and permits a comparison of benefit with cost (Phillips, 2001). The fourth, ROI level of difference between Kirkpatrick and Phillips’ models. Most of the organisations evaluate exercise results through the benefit of ROI method. So that entire the ROI quantity, while levels in the model must use preview. Result net profit and benefit-cost analysis were essential to compute of ROI. The ROI measurement shows below Table 2. The first three levels process the effect of human resource purposes. The fourth level processes straight away the impact of the formation, and next level showed the training program’s costs and benefits. It is possible to analyse the training programs’ monetary and non-monetary results with ROI model (Chmielewski and Phillips, 2002).

**Table 1**

**Phillip’s ROI Model**

Measure ment Levels	Reactio n	Learn ing	Behav iour	Res ults	ROI
Measure d Attribute	Satisfac tion levels of employee	New knowledge and skills of employees	Behav iour changes of employees	Res ults at work	Bene fit-cost analysis

Source: Phillips J. (2002)

In measure results of training, the profits and charges of teaching are important. Updated information had precisely is necessary for ROI. Where used for calculating results from the following formula of ROI:

$$ROI = \frac{\text{Total Training Benefits}}{\text{Total Training Costs}} \times 100$$

For payback period is:

$$\text{Payback Period} = \frac{\text{Total Training Costs}}{\text{Monthly Benefits}} \text{ (Phillips, 2003).}$$

**DATA AND ANALYSIS**

There are a lot of training methods and various approaches that Training managers can use from these. In this section, we determine the essential of training and development methods on employees’ performance.

**Table 2**

**The training methods helpful on staff performance**

		Number of Staff	Percentage (%)
<b>Valid</b>	Yes	60	80
	No	15	20
	<b>Total</b>	<b>75</b>	<b>100</b>

Source: Author

The table 3 and figure 13 indicate that 60 (80%) of respondents was the training methods helpful on staff performance. And 15 (20%) of respondents wasn’t the training methods helpful on staff performance.

**Table 3**

**Training methods help organization in providing training to employees**

		Number of Staff	Percentage (%)
<b>Valid</b>	On –the- job Training method	20	27
	Off- the- job training method	15	20
	Both	40	53
	<b>Total</b>	<b>75</b>	<b>100</b>

Source: Author

The table 4 explains the different types of training methods by the organisation provide to train the employees. It showed that 20(27%) of the respondents said to use from on- the- job training methods in the Bank, 15(20%) of staff marked off- the -job training method to use of the organisation. Remain 40 (53%) of respondents answered to use both methods by Bank.

**Table 4**

**Training methods help to increase of quantity and quality**

		Number of Staff	Percentage (%)
<b>Valid</b>	Agree	35	47
	Strongly Agree	25	33
	Disagree	10	13
	Strongly Disagree	5	7
	<b>Total</b>	<b>75</b>	<b>100</b>

Source: Author

From the table 5 and figure 14, 35 staff representing 47% of the sample were strongly agreed, 25 staff representing 33% of the sample agreed, and also 15 staff representing 20% each of the sample were undecided, disagree and strongly disagree.

Table 5

**Training methods focus on developing teamwork and leadership skills**

		Number of Staff	Percentage (%)
<b>Valid</b>	Yes	60	80
	No	15	20
	<b>Total</b>	<b>75</b>	<b>100</b>

Source: Author

The above table indicates that training methods focus on developing teamwork and leadership skills. The majority of the staff at 80% staff said “Yes” to the question and remain at 20% of staff said “No” to the question.

This view shows that training methods play the important role in developing teamwork and leadership skills of employees.

Table 6

**Prefer of training methods**

		Number of Staff	Percentage (%)	
<b>id</b>	<b>Val</b>	Refresher Training	15	20
		Orientation Training	10	13
		Career or Development Training	25	33
		Job Training	25	33
		<b>Total</b>	<b>75</b>	<b>100</b>

Source: Author

From above table and below figure show, that refresher training 20%, orientation training 13% and career of development training and job training both from 33% response rate of respondents. Each of implied training must have the independent policy to be in line with Kenney (1992) research where the organisation could have various policies for training related level of employment or the class to be trained.

Table 7

**To define methods the training needs in the bank industry**

		Number of Staff	Percentage (%)	
<b>id</b>	<b>Val</b>	Self-report questionnaire	3	4
		Individual interview	4	5
		Performance appraisal	16	21
		Opinion surveys	10	14
		Observation	25	33
		Technical expert	8	11
		Conference	5	7
		Critical incident	4	5
		<b>Total</b>	<b>75</b>	<b>100</b>

Source: Author

From above table show, that self-report questionnaire method 4%, individual interview method 5%, performance appraisal method 21%, opinion surveys method 14%, observation method 33%, technical expert method 11%, conference method 7% and critical incident method 5%

response rate of respondents. From these results show the observation, performance appraisal and opinion surveys methods are important to define training need of employees.

**Table 8**

**Which on-the- job training methods practiced in the bank industry**

		Number of Staff	Percentage (%)
<b>Valid</b>	Mentoring	10	14
	Job rotation	25	33
	Informal training	15	20
	Job Instruction Technology	25	33
	<b>Total</b>	<b>75</b>	<b>100</b>

Source: Author

The table 30 show that 14% of staff learned to job skills through mentoring training methods, 33% of staff learned to job skills through job rotation training methods, 20% of staff increased job skills through informal training methods and remain 33% of staff increased job skills through job instruction technology training methods. From these results show to use of the bank industry, which job rotation and job instruction technology methods for increasing employee skills.

**Table 10**

**Which off-the-job training methods practiced in the bank industry**

		Number of Staff	Percentage (%)
<b>Valid</b>	Vestibule training	20	27
	E-learning: on-line training	25	33
	Classroom instruction technique	20	27
	In-basket method	10	13
	<b>Total</b>	<b>75</b>	<b>100</b>

Source: Author

The increasing skills of employees have used basically vestibule training, e-learning: on-line training and classroom instruction training by Bank. The above table shows that 27% of staff increased job skill trough vestibule training method, 33% of staff increased job skills through E-learning: on-line training, 27% of staff increased job skills through classroom instruction technique and remain 13% of staff increased job skills through in-basket method.

**Discussion**

Training has been priceless in increasing efficiency of organizations. It does not only enhance employees resourcefully but also provides them with an opportunity to practically learn their jobs and achieve further competently. Therefore, it increases not only organizations efficiency, also employee efficiency.

The training has become the buzz term in the active economic market situation Human resources separate a novel organization from the best one.

Organizations capitalizing in the effect of training and increase for human resource incline to complete both short and long period profits. The global competition and rapidity of modifications

highlight the important of human funds inside organizations, also the rapidity and methods of knowledge achievement of that funds

In the economy where uncertainty is the only certainty, knowledge has become a dependable basis of continued competitive advantage. Knowledge has become elementary funds and the cause of development. The employees training on deciding, communication, problem-solving and social relationships has the positive effect on organizations' level of evolution, also affecting on employee performance

Training is the mechanism that necessarily affects the positive exploit of organizations' aims and objects. But, the optimal goal of each organization is to make a high profit and maximize income and important tool to commit this is well-organized and effective employees.

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