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The Effect of Training and Development Methods on Employee Satisfaction and Performance in Commercial Banks

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Abstract: Training and development efforts are instructional activities within an organization that aim to improve performance. These programs often involve increasing knowledge and skills, abilities that could be reasons for increasing job satisfaction and job performance. A training method is a strategy or technique for developing the knowledge, skills, and abilities of employees so that they can do their given tasks flawlessly. The organization must evaluate the nature of the job, the size of the organization and its employees, the types of employees, and the cost of adopting a training approach. Various organizations have identified and used many training methods based on training materials, time, costs, and types of tasks. The present study selected seven popular methods of training and development used frequently by the Commercial Bank of Bangladesh. For this study, it has been hypothesized that training and development methods positively impact employees' satisfaction and performance from the perspective of commercial banks in Bangladesh. The current study is empirical in nature, implying the collection of both primary and secondary data. A structured questionnaire was used to collect primary data from employees of twelve commercial banks. The 250 questionnaires were distributed to the employees and collected. After sorting out the primary data, 200 questionnaires were used for analysis. The present study revealed that the informal learning method of training and development has a significant positive impact on employees' satisfaction and performance in commercial banks in Bangladesh. The other two methods of training and development, i.e. job rotation and seminars, have a significant positive impact on creating employee satisfaction in the commercial banks of Bangladesh.

Keywords: training and development methods; job satisfaction; job performance; commercial bank.

Introduction

Technology has been changing rapidly, and the use of technology in business is growing in the COVID-19 pandemic business environment. Training and development play a vital role in achieving business goals by increasing knowledge, skills, and attitudes. The private commercial banking service is one of the fastest-growing service sectors among all service sectors in Bangladesh. Employee performance is the main component of achieving a competitive advantage in any industry. The performance of employees in the commercial banking sector depends on their job-related knowledge, skills, and challenge-taking attitudes. Employee job satisfaction is one of the fundamental components of achieving excellent job performance. In the present study, the researcher wants to identify the most accepted method of training and development that has a significant positive impact on job satisfaction and the performance of employees in the commercial banking sector of Bangladesh.

Dialoke et al. (2016) have identified a positive and significant effect of training and development on improving service delivery and organizational performance. Samwel

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(2018) suggested that adequate training and development policies are necessary for developing drilling companies. Chaudhary and Bhaskar (2016) revealed a positive relationship between training and development and job satisfaction in the education sector. The findings of a study showed that training and development led to higher job satisfaction of employees who fulfilled their duties with a great deal of responsibility and the best performance (Khan, 2016). Terera and Ngirande (2014) highlighted a significant relationship between training and employee retention. However, they reported a positive relationship between employee job satisfaction and retention. Sanyal and Hiram (2018); Zreen et al. (2018); Imran and Tanveer (2015); and Kum (2014) found that training and development have a positive impact on employees' performance. Asfaw et al. (2015) revealed that the more training an employee gets, the more efficient their level of performance will be.

Onyango and Wanyoike (2014) investigated the effect of training on staff performance in Kenyan public health institutions and discovered a positive relationship between employee training and performance. Shafiq and Hamza (2017) aimed to investigate the effect of training and development on employee performance and identified that training and development did not have a statistically significant impact on employee performance except for job enrichment. Sendawula et al. (2018) and Boadu et al. (2014) revealed that management and employees faced peculiar problems during training and development exercises. Management complained about funds, while employees expressed concern about the time allotted to various training and development programs. Younas et al. (2018) identified the impact of training and development on employee performance. Their research found that training and development improve employee performance, thus organizations must invest in employee training and development to maintain a long-term competitive advantage. Abulraheem (2016) identified that training and development were positively correlated and claimed a statistically significant relationship with employee performance and productivity.

The main purpose of this study is to find the impact of training and development methods on employee satisfaction and performance. Almost all researchers ignored the methods of training and development in their previous studies. In this sense, this study is focused on a new dimension of the training and development field. In this research, the researcher would try to identify which method or methods of training and development have or have had a high impact on creating job satisfaction as well as employee performance. In this regard, the researcher conducted an informal interview for the purpose of identifying the most popularly used methods of training and development. In Bangladesh, commercial banks frequently use some methods of training and development. Seven training methods have been selected based on frequently used methods of training and development. It is hypothesized that training and development methods have a positive impact on employee satisfaction and performance in the commercial banks of Bangladesh. Based on the research objectives, some statistical measures were used for analyzing the survey data i.e. reliability analysis, frequency distribution of descriptive statistics, correlation analysis, regression analysis, and hypothesis testing.

Literature review

Some industries are performing well in this age of globalization and technological innovation. One of them is the commercial banking industry. Proper training and development strategies can improve the service quality of banking workers in this situation. The researchers evaluated some articles on training and development in various corporate sectors and discovered the following results, which are presented in the below section

Training methods

The training method is a technique of acquiring knowledge, skill, and ability. Organizations use a combination of different training methods rather than a single training method (Janakiram, 2008, pp. 102–129). Training is classified into two categories based on the places where training is delivered: on-the-job training and off-the-job training. The classification of training methods based on training policies, strategies, and expected learning shown in Figure 1.

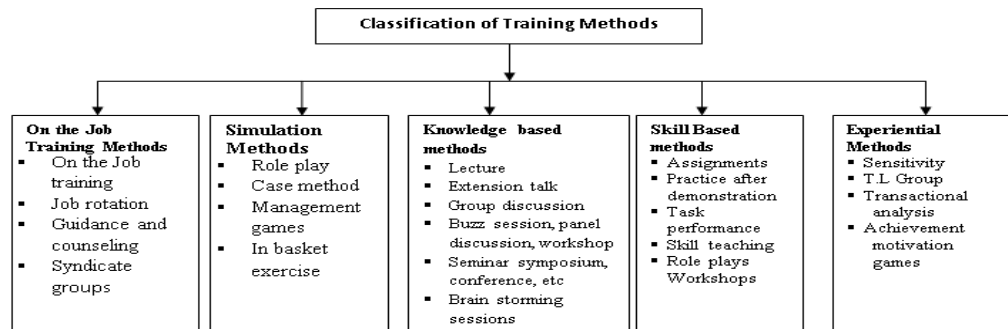


Figure 1. Classification of training and development methods.

Source: Janakiram (2018, p. 102)

The lecture-based training method is one of the most popular training methods. In this training method, a trainer (or "lecturer") presents or talks to a group of trainees. This method is for basic training or knowledge-based training. Lecture-based training is not well-suited for topics that require a lot of trainee interaction, discussion, or participation with each other or with the trainer. Training is incomplete without a lecture. The trainer should begin the training session by stating the aim, goal, agenda, processes, or methods for creating more attention (Khan, 200, p. 129). The coaching method entails a superior teaching a junior or subordinate the knowledge and skills of a job, with the superior pointing out mistakes and making suggestions as needed (Khan, 2007, p. 128). The understudy arrangement involves a boss providing training to his subordinate as his "understudy," where the chosen trainee is most likely to be promoted to a higher role after the retirement or promotion of his boss, under whom he is receiving training. In this case, the trainee must ascend to the position of boss. (Khan 2007, p. 128). Position or job rotation involve the movement of employees to different jobs to gain knowledge and experience in several roles across the organization. It is used to understand the problem and the methods of developing respect for co-workers. It is also known as "cross-training" (Khan, 2007, p. 128). The case study method describes an actual or fictitious problem in a situation, and trainees typically apply knowledge and skills acquired through training and prior experience to solve the problem and make a recommendation (Janakiram, 2008, p. 107).

In the Job Instruction Training (JIT) method, a supervisor explains the knowledge, skill, and method of doing the job to the trainee employee and requests the trainee to do the job himself after providing feedback (Khan, 2007, p. 128). Special meetings of any department's employees are organized to discuss the issues experienced by the employee while performing the job and to provide recommendations to improve the job's performance. These meetings are held by taking a brief break from work (Khan, 2007, p. 128). Action learning programs work on investigating and solving problems in their departments. The team is formed by 5 to 25 members, and they are assigned real-world business problems that extend outside their usual areas of proficiency in order to learn from coaching and feedback. The senior managers usually choose the projects and decide

whether to accept the teams' recommendations (Dessler & Varkkey, 2011, p. 296). The seminar is a smaller conference, but a greater degree of participation from the members is integrated. The seminar method is usually centered around a single theme, where speakers are acknowledged specialists who make a brief presentation on the topic of discussion and lead the members towards discovering the subjects. The seminar participants number should be optimized in order to form smaller association groups (Janakiram, 2008, p. 121).

Impact of training and development on satisfaction

Training and development, job happiness, and job performance have a direct positive impact on young employee retention in Vietnamese firms (Nguyen, 2021). The training approach has an impact on the academic staff at Bayero University Kano's level of job satisfaction. The study advises management to develop a system for accurately assessing and evaluating employee performance following sponsorship and training (Nuhu et al., 2018). There is a strong correlation between organizational commitment and training. There is a strong correlation between organizational commitment and supervisory support, job satisfaction and training, and organizational commitment and job satisfaction (Usman Ahmad et al., 2019). Job satisfaction is significantly connected to training programs offered by telecommunications businesses. The results of this study could serve as a guide for other Malaysian businesses to avoid underestimating the influence of training on job performance and job satisfaction. Companies could overcome the current economic issues arouse after COVID-19 outbreak and continue to thrive while maintaining their competitive strength by engaging in ongoing training (Kanapathipillai & Azam, 2020). Work productivity is impacted by job satisfaction and job training, while competence has no impact on work productivity (Prasetyo et al., 2021). Job satisfaction is positively and significantly impacted by competence. Employee commitment is positively and significantly impacted by job satisfaction. A mediating factor in the connection between employee commitment and training is job satisfaction (Choiriyah & Riyanto, 2021). Co-workers and contingent rewards were found to have a significant impact on the training motivation components of expectation (belief in the ability to learn) and valence (perceived worth of training results), but no impact on instrumentality (rewards connected with learning) (Ensour et al., 2018).

Organizations must invest in employee training and development to maintain a long-term competitive advantage. Okechukwu (2017) found that training and development facilities and evaluation have the lowest level of employee satisfaction. Singh and Mohanty (2012) found that there is no significant relationship between training and employee retention. Abulraheem and Raja (2016), Uzoamaka and Innocent (2017), Ndamaimunamh and Yazdani (2013), Quizon (2014), and Tiwari and Shukla (2018) research aimed expand the previous training literature by providing a detailed examination of training needs assessment and organizational effectiveness based on development-based strategy. There is a negative relationship between affective commitment and continued commitment (Kumar & Vikram, 2017). Anwar and Shukur, (2015) developed a quantitative method to analyze training and development. They identified a positive impact on job satisfaction in private banks in Erbil. Miah (2018) studied the effect of job satisfaction on organizational performance.

Bhat (2013) analyzed several measures of performance, such as compensation, performance appraisal, and organizational commitment. Halawi and Haydar (2018) revealed that employees were able to develop inner satisfaction, receive positive evaluation feedback, understand how to achieve quality output, and develop a career beyond classwork after training. Saranya (2014) revealed that job satisfaction represents one of the most complex areas that the managers are facing when managing their

employees. They recommended that facets such as pay, promotion, job safety and security, working conditions, job autonomy, relationships with co-workers and supervisors, and the nature of work affect job satisfaction and performance (Khan et al., 2012). They also showed that there is a strong positive relationship between employee job satisfaction and organizational performance.

At the same time, "remuneration" and "promotion" are two crucial factors of job satisfaction. According to the study, an effective policy on recruitment, job security, service rules, promotional opportunities, regular payments, and retirement benefits affects both government and non-government employees' job satisfaction and attitude (Sarker et al., 2017). Hidayah and Tobing (2018) showed that job satisfaction, motivation, and organizational commitment simultaneously influence employee performance. They revealed that the dual direction of the relationship composes a cycle cause-and-effect relationship, so satisfaction leads to performance, and performance leads to satisfaction through several mediating factors. Successful organizations apply periodic satisfaction and performance measurement tests to track the level of these important variables and set corrective actions (Alromaihi et al., 2017). Wendrila (2015) focused on the relationship between organizational culture and levels of job satisfaction and how it affects corporate performance as a whole. It highlights how organizational culture helps in creating job satisfaction, which ultimately helps in achieving organizational excellence and effectiveness. The abovementioned research studies influence the researcher to hypothesize the following hypothesis:

H₁: There is a significant positive impact of the selected most important methods of training and development on the employees' job satisfaction from the commercial banks in Bangladesh.

Impact of training and development on performance

The findings reveal a connection between performance appraisal, training, and development (HRM practices) and organizational commitment, which has a counter connection to employee turnover intention. Employee commitment will promote organizational effectiveness through the retention of competent and experienced personnel, minimizing turnover intentions. As a result, this research focuses on the impact of HRM strategies on organizational commitment and turnover intention. The data results can be used as a reference or guideline in future studies (Kadiresan et al., 2015). The findings revealed that training and development are favorably associated with executive-level employee performance. Based on the research findings, the researchers proposed that the organization construct a proper and logically substantial method to choose the employees who will certainly participate in the training program and that the organization's management design a widely distributed post-evaluation scheme to evaluate employee performance (Sandamali et al., 2018).

The results showed that while training and employee engagement significantly predicted employee performance, it is a stronger predictor of employee performance when compared to training. The results show a positive association between training and development of employee performance (Sendawula et al., 2018). According to the findings of a study, development leads to an improved employee performance, and both training and development nurture employee performance. Organizations must invest in staff training and development to maintain a long-term competitive advantage (Abogsesa & Kaushik, 2017). Research findings showed that training, and development have a positive impact on employee work performance. Furthermore, it highlighted that the most effective dimension ($r^2 = 0.091$) of employee training requirement identification and the lowest was training applicability on the job ($r^2 = 0.016$) in the Regional Development Bank

Head Office (Thennakoon et al., 2018). The same study also discovered evidence that T&D variables had a substantial impact on the performance of ADBL personnel; this matches the findings of Sila (2014), Dabale et al. (2014), Jayum, Aule, and Teslim (2018), and Abogsesa and Kaushik (2017). There is a study primarily focused on evaluating the effects of learning programs that contribute to the development of greater performance and productivity. It brought into attention the importance of training and how it supports employees' skillset development.

The data show that the Faculty Development Program (FDP) improves faculty teaching, expanding their skills, and helps them control their emotions, while increasing their capacity to fulfill academic and administrative activities. Furthermore, FDP increases work motivation, which helps teachers boost their performance (Chahar et al., 2021). No training approach works for everyone. As a result, the Human Resource Department, especially the Training and Development practitioner, should periodically assess the best method for training. At the same time, organizations need to have access to post-training evaluations because they are essential for determining the effectiveness of the complete program as opposed to just the training approach (Mahadevan & Yap, 2019). A study's results demonstrated the beneficial effects of job satisfaction, training, and development on worker performance. Employee job satisfaction will increase through training and development, and they can carry out their responsibilities with utmost care and efficiency (Khan et al., 2016).

All types of businesses design employee training and development programs as a continuous activity because the goal of every training session is to add value to employee performance. Trainings aim to improve employees' learning after participating in the learning session. Some firms organize and implement employee training programs without establishing a goal or the objectives in order to understand what information, skills, and talents employees will learn at the end of the training session or whether they will meet job performance targets with the new knowledge. As a result, the firm must create a training program with clear goals and objectives while keeping the specific needs of both the individual and the organization in mind (Sharma & Taneja, 2018). A study finding showed that human resource managers, professional and industry specialists, and the government should focus on improving soft skills training approaches. Training can provide learners with "space" or breaks during the training session to practice, apply, internalize, and improve employee and organizational performance. (Mohamud et al., 2017). The findings indicate a strong link between two variables: perceived training availability and perceived supervisor support for training and organizational commitment. Nevertheless, the perceived training advantages are negatively associated with organizational commitment. The analysis also indicates a strong negative relationship between organizational commitment and the intention to leave (Rawashdeh & Tamimi, 2020).

Training and development are also a process of transferring information and knowledge to employers and equipping employers with the right information to translate the knowledge into practice in order to enhance organizational effectiveness and productivity and the quality of people management (Vinesh, 2014). Shafiq and Hamza (2017), Sendawula et al. (2018), Hameed and Waheed (2011) and Al-Mzary et al. (2015) showed that there is a significant positive relationship between training and development and employee performance. Awang et al. (2010) revealed that management and employees faced peculiar problems during training and development exercises. Boadu et al. (2014) and Younas et al. (2018) studied how training and development lead to better employee performance. Raza (2014) found out that the management should concentrate on training and development to improve the required skills of the employees, which are essential for organizational performance. Sasidaran (2018) discovered that the success or failure of the

firm depends on its employees' performance. Without proper training, employees do not receive the information and develop the skillsets necessary for accomplishing their tasks at their maximum potential.

Elnaga and Imran (2013) studied the impact of training practices on employee performance. They did a critical assessment of the literature on the fundamentals of the employee development program and its benefits to organizations and employees (Jehanzeb and Bashir, 2013). Akter (2016) and Khan et al. (2011) demonstrated that training method, training design, and delivery style have a significant impact on organizational performance, and all three have a positive impact, therefore it increases overall organizational performance. However, the results are strongly based on the literature review. Shem and Ngussa (2015) concluded that training is a key factor for improved performance as it enhances employees' levels of performance. Daniel (2018) found that training enhanced employee performance as well as employee commitment to the organization. The study also has some suggestions related to the current field (Kuma & Siddika, 2017). Hafeez and Akbar's (2015) analysis shows a positive and significant relationship between them, and the results reveal that the more the employee gets trained, the more efficient their level of performance would be. The firm cannot develop a strong competitive advantage without proper training given to the employees. Therefore, training and development are the main criteria for the organization as well as the employees (Jayanthi and Maheswari, 2018). Karim et al. (2019) found out that employees are aware of training; employees are motivated through training, and it generates higher performance. The literature of this research study influenced the researcher to hypothesize the following hypothesis:

H₂: There is a significant positive impact of the selected most important methods of training and development on the employees' job performance from the commercial banks in Bangladesh.

Research methodology

This is an exploratory research. Both secondary and primary data have been used purposefully. The secondary data has been collected from different published books and journals. The primary data has been collected through a survey and a structured questionnaire from the employees of commercial banks in Bangladesh. The researcher primarily used the cluster random sampling method to select 12 commercial banks in Bangladesh for collecting data. Then, the researcher distributed 250 questionnaires to the employees of commercial banks in Bangladesh and got back 200 questionnaires that had been properly filled out. Therefore, the sample size of this study is comprised of 200 employees of the commercial banks situated in Dhaka, Bangladesh. An informal interview was conducted with a structured questionnaire for selecting the most popular and widely used methods of training and development. The final questionnaire was divided into two sections. Section I included the demographic-related questions, while Section II consisted of closed-ended questions using the five-point Likert scale. Section II consisted of training and development methods, job satisfaction, and employees' work performance based on perceptions. The Likert five-point scale has been used to design the last three parts of the questionnaire, which consisted of "Strongly Disagree," "Disagree," "Neither Agree Nor Disagree," "Agree," and "Strongly Agree."

After collection, the data was processed and analyzed in accordance to the objective. This is essential for a scientific study to ensure that all relevant data is available for contemplated comparisons and analysis (Kothari, 2004). After collecting the data, it will be arranged and analyzed as per the requirements of the research objectives set to identify

the best training method based on creating job satisfaction and work performance. The statistical package SPSS 26 (IBM) was used to analyze the data.

Results and findings

An analysis is generated based on the responses to the survey questionnaire to fulfill the objectives of this study. From the responses of the employees of the commercial bank in Bangladesh, the following tables have been inserted by using the statistical tools mentioned in the research methodology:

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Reliability testing

Table 1. Reliability statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.754	0.791	21

Source: own processing

The Alpha coefficient ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous (that is, questions with two possible answers) and/or multi-point formatted questionnaires or scales (i.e., rating scale: 1 = "Strongly Disagree," 5 = "Strongly Agree"). The results of reliability have depicted the value of Cronbach's alpha. Table 1 shows the value of Cronbach's alpha of 0.754, which indicates the reliability of the questionnaire for further or next analysis (Nunnally, 1978).

Descriptive statistics

Table 2. Demographic statistics of the respondents

Demographic Variables	Categories of Each Variables	Frequency	Percent (%)	Mean	Std. Error of Mean
Gender	Male	162	81.0	1.19	.028
	Female	38	19.0		
	Total	200	100.0		
Age group (years)	18-25	9	4.5	2.56	.044
	25-35	75	37.5		
	36-45	112	56.0		
	46 -above	4	2.0		
	Total	200	100.0		
Education	Graduate	22	11.0	3.90	.023
	Postgraduate	177	88.5		
	Doctorate Degree	1	0.5		
	Total	200	100.0		
Marital Status	Single	41	20.5	1.80	.029
	Married	159	79.5		
	Total	200	100.0		
Experience (years)	1-3	21	10.5	2.58	.052
	4-5	49	24.5		
	6-10	124	62.0		

	11-15	5	2.5	1.15	.028
	15-20	1	0.5		
	Total	200	100.0		
Training Experience (years)	Regular	173	86.5	1.15	.028
	Occasional	24	12.0		
	Very Irregular	3	1.5		
	Total	200	100.0		

Source: own processing

Table 2. shows that 162 (81.0%) of the respondents from commercial banks were male, while 32 (19.0%) respondents were female. Around 9 (4.5%) of the respondents were between the ages of 18 and 25, 75 (37.5%) were between the ages of 26 and 35, 112 (56.0%) were between the ages of 36 and 45, and 4 (2.0%) were 46 and older. This implies that the majority of the respondents belonged to the middle age group. Also, 22 (11.0%) of the respondents were graduates. Most of the respondents, 177 (88.5%), had acquired post-graduate degrees, and only 1 of the respondents, representing 0.5% of the total, had a doctorate. The majority of respondents in this study were married, with 159 (79.5%) married and 41 (20.5%) unmarried. According to the documents in Table 2, 70 (35.0%) of the 200 respondents have been working for 1-5 years. About 124 (62.0%) respondents have been working for 6 to 10 years, 5 (2.5%) respondents have been working for 11 to 15 years, and only 1 (0.5%) respondent has been working for 16 to 20 years. Table 2 also shows that 173 (86.5%) employees had attended training sessions regularly; 24 (12.0%) occasionally; and 3 (1.5%) very irregularly.

Correlation analysis

Table 3. Correlations matrix

Coaching	Pearson Correlation	1								
	Sig. (2-tailed)									
Job Rotation	Pearson Correlation	.704**	1							
	Sig. (2-tailed)	.000								
Special task	Pearson Correlation	.166*	.324**	1						
	Sig. (2-tailed)	.019	.000							
Seminars	Pearson Correlation	.134	.187**	.635**	1					
	Sig. (2-tailed)	.058	.008	.000						
Case Studies	Pearson Correlation	.000	.088	.037	.325**	1				
	Sig. (2-tailed)	.995	.216	.605	.000					
Informal Learning	Pearson Correlation	.120	.107	.058	.215**	.649**	1			
	Sig. (2-tailed)	.091	.133	.412	.002	.000				
Job Instruction	Pearson Correlation	.002	.105	.207**	.239**	.302**	.370**	1		
	Sig. (2-tailed)	.972	.139	.003	.001	.000	.000			
Employees' Satisfaction	Pearson Correlation	.251**	.311**	.232**	.367**	.327**	.384**	.285**	1	
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000		
Employees' Performance	Pearson Correlation	-.214**	-.108	.034	.049	.138	.104	.156*	.230**	1
	Sig. (2-tailed)	.002	.126	.634	.491	.052	.142	.027	.001	

Source: own processing

The results of the correlation study are shown in Table 3. which demonstrates the relationship (correlation) between the training strategy and employee satisfaction. From Table 3. it can be seen that there was a weak but significant positive correlation between

coaching and employees' satisfaction ($r = 0.251$, $p = 0.000$); job rotation and employees' satisfaction ($r = 0.311$, $p = 0.000$); special tasks and employees' satisfaction ($r = 0.232$, $p = 0.000$); seminars and employees' satisfaction ($r = 0.367$, $p = 0.000$); case studies and employees' satisfaction ($r = 0.327$, $p = 0.000$); informal learning and employees' satisfaction ($r = 0.384$, $p = 0.000$); job instruction and employees' satisfaction ($r = 0.285^{**}$, $p = 0.000$).

Table 3. shows the relationship (correlation) between training methods and employees' performance. In the case of a commercial bank: there is an inverse relationship between coaching and employees' performance ($r = -.214$, $p = 0.002$) and between job rotation and employees' performance ($r = -.108$, $p = 0.126$). The tables also show that there is no significant relationship between special tasks and employees' performance ($r = 0.034$, $p = 0.634$); seminars and employees' performance ($r = 0.049$, $p = 0.491$); case studies and employees' performance ($r = 0.138$, $p = 0.052$); and informal learning and employees' performance ($r = 0.104$, $p = 0.142$). It is found that there is a weak but significant positive correlation between job instruction and employees' performance ($r = 0.156$, $p = 0.027$) and between employees' satisfaction and employees' performance ($r = 0.230$, $p = 0.001$).

Regression analysis

Table 4. shows the model summary, which represents two models: Model 1 shows the value of job satisfaction, and Model 2. depicts the value of employee performance.

Table 4. Model summary

Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate	Change Statistics				
					R Squared Change	F Change	df1	df2	Sig. F Change
1.(Employee Satisfaction)	.544	.296	.270	12.053	.296	11.527	7	192	.000
2.(Employee Performance)	.439	.193	.163	3.109	.193	6.549	7	192	.000

Source: own processing

From the regression calculation, it has been found (model 1) that the value of R^2 is 0.296, which implies employees' satisfaction might be changed by 29.6% by the methods of training and development and the adjusted R^2 (0.270), which is near R^2 (0.296) in the commercial banks in Bangladesh. Again, the result of model-2 shows that the value of R^2 is 0.193, which implies employees' performance might be changed by the methods of training and development, and the adjusted R^2 (0.163) is also close to R^2 (0.193) in the commercial banks in Bangladesh.

Table 5. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
Employee Satisfaction	(Constant)	72.686	10.516		6.912	.000	51.945	93.427
	Coaching	1.617	2.533	.056	.638	.524	-3.380	6.614
	Job Rotation	5.571	2.586	.197	2.155	.032	.471	10.671
	Special task	-.992	1.888	-.045	-.526	.600	-4.716	2.731

	Seminars	5.164	1.708	.261	3.024	.003	1.796	8.532
	Case Studies	0.831	1.764	.041	.471	.638	-2.648	4.311
	Informal Learning	5.033	1.794	.235	2.806	.006	1.496	8.571
	Job Instruction	2.401	1.440	.112	1.668	.097	-.438	5.240
Employee Performance	(Constant)	18.072	2.712		6.663	.000	12.722	23.421
	Coaching	0.051	.653	.007	.078	.938	-1.238	1.340
	Job Rotation	1.161	.667	.170	1.741	.083	-.154	2.476
	Special task	0.810	.487	.153	1.663	.098	-.150	1.770
	Seminars	0.651	.440	.136	1.479	.141	-.217	1.520
	Case Studies	-.414	.455	-.084	-.911	.364	-1.312	.483
	Informal Learning	1.024	.463	.198	2.214	.028	.112	1.937
	Job Instruction	0.457	.371	.089	1.231	.220	-.275	1.189

Source: own processing

Model-1: Coefficient analysis shows the relationship between the dependent variable and each independent variable. $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \dots + \beta_n X_n$

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

$$Y = 72.686 + 1.617X_1 + 5.571X_2 + (-.992)X_3 + 5.164X_4 + 0.831X_5 + 5.033X_6 + 2.401X_7 + \epsilon$$

In table 5, it is shown that the constant value is 72.686. The value of the unstandardized coefficients (β_1) of the coaching method is 1.617, which means employees' satisfaction can be impacted by the change in the 1 unit coaching method of training and development. The value of the unstandardized coefficients (β_2) of the job rotation method is 5.571, which means employees' satisfaction can be impacted by 5.571 by 1% and might be changed by the job rotation method of training and development at a 1% level of significance. The value of the unstandardized coefficients (β_3) of the special task method of training and development is (-.992), and it implies employees' satisfaction can be impacted (-.992) by a 1% change in the special task method of training and development at a 5% level of significance. The value of the unstandardized coefficients (β_4) of the seminar's method is 5.164, and it implies that employees' satisfaction can be impacted by 5.164 by a 1% change in the seminar's method of training and development. The value of the unstandardized coefficients (β_5) of the case studies method is 0.831, and it implies that employees' satisfaction can be impacted by a 1% change in the case studies method of training and development. The value of the unstandardized coefficients (β_6) of the informal learning method is 5.033, which means that employees' satisfaction can be influenced by 5.033 by 1% by the informal learning method of training and development. The value of the unstandardized coefficients (β_7) of the job instruction method is 2.401, and it implies that employees' satisfaction can be impacted by 2.401 by 1% of the job instruction method of training and development.

Model-2: Coefficient analysis shows the relationship between dependent variable and each independent variable. $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \dots + \beta_n X_n$

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

$$Y = 18.072 + 0.051X_1 + 1.161X_2 + 0.810X_3 + 0.651X_4 + (-.414)X_5 + (-.171)X_6 + 1.024X_7 + \epsilon$$

From table 5, it is shown that the constant value is 18.072, the value of the unstandardized coefficient (β_1) of the coaching method is 0.051, and it implies that employees' performance can be changed by 0.051 by a 1% level of coaching method training and

development. The value of the unstandardized coefficients (β_2) of the job rotation method is 1.161, and it shows that employees' performance can be changed by 1.161 by a 1% level of job rotation method training and development at a 1% level of significance. The value of the unstandardized coefficients (β_3) of the special task method of training and development is 0.810, which proves that employees' performance can be changed by 0.810 by a 1% level of the special task method of training and development at a 5% level of significance. The value of the unstandardized coefficients (β_4) of the seminar's method is 0.651, and it implies that employees' performance can be changed by 0.651 by 1% level of the seminar's method of training and development. The value of the unstandardized coefficients (β_5) of the case studies method is (-.414), and it implies that employees' performance can be changed by 1% of the level of the case studies method of training and development. The value of the unstandardized coefficients (β_6) of the informal learning method is 1.024, which implies that employees' performance can be changed by 1% of the informal learning method of training and development. The value of the unstandardized coefficients (β_1) of the job instruction method is 0.457, which means that employees' performance can be changed by 0.457 by 1% of the level of the job instruction method of training and development

Table 6. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
Employee Satisfaction (H ₁)	Regression	11721.523	7	1674.503	11.527	.000a
	Residual	27892.352	192	145.273		
	Total	39613.875	199			
Employee Performance (H ₂)	Regression	443.008	7	63.287	6.549	.000a
	Residual	1855.472	192	9.664		
	Total	2298.480	199			

Source: own processing

Table 6. shows that the result of employee satisfaction (H₁) is 11721.523, the regression value is 27892.352, and the F-test value is 11.527. The P-value of employees' satisfaction is 0.000 (p 0.01/0.05), which implies that the null hypothesis is rejected and the alternative hypothesis is accepted.

Again, the table 6. shows the results of the employees' performance (H₂) among the respondents; the value of regression is 443.008, the value of residual is 1855.472, and the value of the F-test is 6.549. The P-value of employees' performance is 0.000 (p 0.01/0.05), which implies that the null hypothesis is rejected, and the alternative hypothesis is accepted.

Table 7. Summary results of the hypotheses

	Hypothesis	Result
H1:	There exists a positive impact of training and development methods on employees' satisfaction in the commercial in Bangladesh.	Strongly supported
H2:	There exists a positive impact of training and development methods on employees' performance in the commercial in Bangladesh.	Strongly supported

Source: own processing

Table 7. shows the summary of the results of the hypotheses. Two hypotheses have been stated, and both have been accepted. The first hypothesis (H₁) is that there is exists a

significant positive impact of the selected most important methods of training and development on the employees' job satisfaction of from the commercial banks in Bangladesh. The second hypothesis (H2): there exists is a significant positive impact of the selected most important methods of training and development on the employees' job performance of from the commercial banks in Bangladesh. This has been proved by the results of the ANOVA, suggesting there is an impact of training and development methods on employees' satisfaction and performance in commercial banks in Bangladesh.

Conclusion

The personnel of commercial banks have been required to carry out a wide range of official tasks and activities. Some of them involve dealing with software, while others are administrative tasks, but all of them involve dealing with money. Anyone who performs poorly may generate the risk of losing a significant sum of money. Employees must therefore be top performers who are cautious, skilled, and have long stamina and dexterity when it comes to transferring money. They should be skilled, and training and development plays an important role.

The main focus of this study was to identify the impact of training and development methods on employees' satisfaction and performance in commercial banks in Bangladesh. In this present study, it has been identified that the seven most popular training and development methods have been used very frequently by the commercial banks in Bangladesh. These seven methods were determined through interviews with employees who had been with the company for more than five years. After that, the researcher tried to examine the impact of these seven methods of training and development on job satisfaction and employees' performance in the commercial banks in Bangladesh. It has been revealed that employees of commercial banks prefer job rotation, seminars, and informal learning methods of training and development for increasing their job satisfaction, but they tend to adhere to more o informal learning that has a positive, significant impact on their work performance.

Managerial implication

The current study investigated the effects of several training techniques on performance and employee satisfaction. Work rotation, seminars, and informal training are some training techniques that have a good effect on employee satisfaction. Additionally, respondents mentioned that they love exercising as a kind of leisure to escape the boredom and stress of their jobs. However, it raised their workload to the point that they had a set number of clients or files to manage. They viewed their training as a waste of time if they had monotonous or repetitive jobs, like cashiers. The current study investigated how different training methods affected performance and worker satisfaction. Employee happiness is positively impacted by training strategies such as work rotation, seminars, and informal training.

Limitation of present study and suggestions further research

There are two drawbacks of this study. It is initially restricted to seven training and development approaches. Only Bangladesh's private commercial banks have been taken into account. Numerous methods that are described in various books and studies can be taken into consideration for future research projects. Exploring other industries will be a significant area for further research, including medicines, insurance, ready-to-wear clothing, information technology, and educational institutions locally and/or nationally. It is advised to apply additional statistical tools to investigate how training and development

strategies affect workers' job satisfaction and productivity. Due to a lack of extensive literature, the researcher was unable refer a lot to earlier research studies; however, this research could be an important source of literature for subsequent research studies.

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