

Employees' Satisfaction on Training of Grameen Bank in Bangladesh

**Abu Zafar Mahmudul Haq*

ABSTRACT

The main objective of the study is to examine the employees' satisfaction on training of Grameen Bank (GB) in Bangladesh. The study is mainly based on primary data. Data was collected with the help of prestructured questionnaires. The survey was carried down in the account, administration, and establishment departments of the head office of the Grameen Bank in Dhaka. The selection of the head office of Grameen Bank and three departments of it including the respondents were done for the convenient of the study. Qualitative data has been converted into the quantitative data by applying five points Likert scale. Collected data were analyzed through descriptive and quantitative analyses. It is found that selected employees are satisfied on their training. Despite this, it is assumed from the study that employees are still expecting more satisfaction from the training of Grameen Bank. The study is concluded with fewer recommendations.

Key Words: Employees satisfaction, training, regression, Grameen bank, Bangladesh

1. Introduction

Training refers to the methods used to give new or present employees the skills they need to perform their jobs (Dessler, 2007). Employees of an organization are able to receive the concept about the organization with the help of training. Thus, employees are socialized in different levels of the organization through training. Training increases the skills of the employees. Employees can work effectively and efficiently if they are provided training. Training increases the productivity of the employees and organization as well. Training helps employees to save time because the knowledge of punctuality is possible to acquire through training. Punctuality helps employees to perform their work duly and improve their potentiality of the work. Training also assist employees to adjust the changing internal and external environments of the organization. It is also possible to change the attitude of the employees with the help of training. Training helps to learn how to use resources appropriately. Training provides new knowledge and skill to the employees (Zaldi, 2014). So, employees get inspiration to do the work and it can reduce work absenteeism and turnover of employment. Training and development is one of the most important functions of human resource management. Thus, the researchers are intended to work on this special topic (Zaldi, 2014). It is found that training has little impact on job satisfaction (Nabi et al. 2016; Monga et al. 2015) though training is the fundamental tools of job satisfaction of employees among many job motivational factors (ibid). Training will be meaningless unless employees are

satisfied of their training. It will then increase the cost and waste of resources. So it is felt necessity for every organizations to examine the employees' satisfaction on training (ibid). With this regard, the present study is conducted.

2. Literature Review

The study of Aidah (2013) was undertaken about the performance of training program in the context of telecommunication industry of Uganda. This study was based on four goals such as the training program of the existing industry, the objective of the training program, the methods and effects of training and performance of employees after training. This was a type of case study. The study found that training had significant effect on the performance of employees. Study of Raja et al. (2011) examined the impact of training and development on organizational performance. The study was based on secondary data which were derived from literature review. The study developed four hypothesis. Results indicated that training has impact on organizational performance. It is (Zahid 2013) found that there is a relationship between training and employees' performance of retail banking sector in India. Several measures of performance have been analyzed by considering compensation, performance appraisal and organizational commitment. This study was done among 108 bank employees. The applications tools of the study were descriptive statistics, correlation and regression analysis. Maaly et al. (2015) conducted the impact of training program on the job performance of employees of Yarmouk University in

*Associate professor, Dept. of Business Administration, City University, Dhaka, Bangladesh.

Jordan. The study revealed that there is a relationship between effective training and job performances of employees. The study provided several recommendations based on the results of the study. Another author (Pallivi 2013) conducted a literature review on training and development and quality of work life. The objective of the study was to focus the importance of training and development programs and the relationship between training and development and its relation with quality of work life. Study of Latif et al. (2013) examined that there is a significant positive association between the overall satisfaction of training and job satisfaction of employees. The study felt necessity of the employee satisfaction of training and development aspect instead of the impact of training on job satisfaction. The study was based on primary information and survey was done among the employees of different organizations in Pakistan. Jaiswal and Chandra (2014) observed the impact of training on employees' satisfaction. The study found a positive correlation with the satisfaction of employees. The investigation was conducted on the employees of BPCL, India and it was based on the primary data. The study supported to increase the training programs for the employees to raise the employees' job satisfaction. More recent study of Bharathvajan and Kavitha (2019) focused the impact of employee satisfaction towards induction training program. The study was done with the help of frequency and percentage. Data of the study came from the filed survey which was comprised fifty respondents. The venue of the study was Cavinkar Pvt. Ltd., India. The study revealed that the satisfaction of training is necessary for the sustainability of the staffs of the organization.

It is assumed that several studies have been done in the context of training of the employees and the differences of the previous studies are mainly based on different organizations of various locations. It is also revealed that most of the previous studies examined the impacts of training programs on the job satisfaction. It can be depicted that studies related to the employees' satisfaction on training are comparatively fewer. Above all, most of the studies have come to a conclusion that the study of employees' satisfaction on training is essential because training is the pillar of human resource development of any types of organizations. For these instances, probably, various studies have been done in the context of employees' satisfaction on training by considering the employees of different organizations. However, no comprehensive study yet been conducted in Bangladesh in this issue. Indeed, Bangladesh is rapidly transforming from LDC to MDG and SDG as well. The country is prioritizing privatization of firms since long ago. Many private firms are establishing either in sole proprietorship

or jointly with foreign entrepreneurs. To cope with the changes of competitive markets in the world, it needs to produce quality products and provide quality services to the customers. These tasks may be difficult without efficient workforce and the efficient workforce can be ensured through training. Different organizations of Bangladesh more or less arrange training programs for their employees. But many of them not known to us. This is more important for the Grameen Bank. Grameen Bank is a micro finance organization and community development bank founded in Bangladesh (Grameen Bank-Wikipedia 2020). It makes small loans to the impoverished without required collateral (ibid). It has a large number of employees and they are working in the whole of Bangladesh for the sake of poverty alleviation activities. Employees of Grameen Bank always need to assess their beneficiaries through in-depth analysis whether the beneficiaries are capable to get loan or not. Moreover, employees of GB also need to interact with peoples in the rural areas for the purpose of loan distribution whose social norms, values, beliefs are not same. It can be thus understandable that employees' training of GB is necessary for the sustainability of the organization (Grameen Bank-wikipedia; Grameen-basic training 2020). Employees will not be able to help poor for their income generating works unless employees are satisfied of their trainings. With this regard, the objective of the study is to assess the impacts of employees' satisfaction on training of Grameen Bank. The outcome of the study will be helpful for the GB and also, other organizations to accelerate their existing or future training program either in Bangladesh or elsewhere.

3. Materials and Methods

This is a descriptive type of study. The study is based on both primary and secondary data. Primary data were collected using a pre-structured tested questionnaire. The questionnaire was prepared on the basis of employees' training satisfaction survey format (Websites 2020). The survey form was included a five-point Likert scale questionnaire containing twelve items. A total of 30 employees based on previous studies (Nabi et al. 2016; Mahmud et al.2014; Hossain 2014; Monga et al. 2015) by taking 15, 8 and 7 employees from accounts, administration and establishment departments of the head office of Grameen Bank were surveyed. The selection of respondents, Grameen Bank including the head office and three departments of it were done convenient of the study. Secondary information collected from research papers and websites. It is assumed that the outcome of the survey is quiet desirable since the mean age of the respondents was 51 and the length of the survey format was small.

Table 1: Reliability coefficient

Authors	Studies	Reliability Alpha
Latif et al. (2013)	Association of training satisfaction with employee development aspect of job satisfaction. <i>Journal of Management Science</i> . VII (1):159-178.	0.866~0.943
Jaiswal & Chandra (2014)	Employee satisfaction towards training and development practices in Bharat Pumps and Compressor Ltd. Naini, Allahabad. <i>International Research Journal of Management Science and Technology</i> . 5(10):26-41.	0.95
Mahmud et al. (2014)	Determinants of job satisfaction: a comparative study in the banking sector of Bangladesh. <i>International Journal of Economics and Empirical Research</i> . 2(1):22-28.	0.72

Moreover, the value of Cronbach's Alpha is 0.85 (N=12) which stays between 0 and 1 (Mahmud et al. 2014) and comparable to the others (Table 1). The tested tool is therefore may be reliable. Data were analyzed through frequency, percentage, correlation and regression analyses (Mahmud et al. 2014; Nabi et al. 2016; Jaiswal and Chandra 2014; Bharathvajan and Kavitha 2019). Symbols have been used in order to simplicity of the selected variables in the survey questionnaire which can be found detailed in the ensuing sections.

Conceptual Framework

Many of the previous researches in HRM used the overall satisfaction in order to identify the satisfaction of employees of their works. Hossain (2014) measured the overall employee satisfaction in banks in terms of work condition, pay, fairness, promotions, age and gender. The rated scores of each individual items were as 1=very unhappy, 2=somewhat unhappy, 3=neither happy nor unhappy, 4=somewhat happy and 5=very happy. These are based on specific format of survey and expected that they can affect the satisfaction of employees. Mahmud et al. (2014) considered the overall job satisfaction as the dependent variable while compensation, promotion, fringe benefits, management support, job involvement, organizational commitment, work opportunity and self-expression considered as independent variables. It is found (Nabi et al. 2016) that employees' overall satisfaction was considered as dependent variable which was derived by adding the independent variables such as training and motivation, performance appraisal, teamwork, employee participation, compensation, absenteeism and turnover. Satisfaction level of each independent variables were identified as strongly agree, agree, neutral, disagree and strongly disagree by providing scale 5, 4, 3, 2 and 1 respectively. The study of Monga, et al. (2015) considered fifteen variables such as salary, training and development, job nature, work life

balance, inter personal relationship, job security, commitment, morale, rewards, recognition, and attitude of supervisors, role clarity, working condition, team work and promotion as independent variables in the context of MSQ. The scores of each factors were as follows: very satisfied=5, satisfied=4, neutral=3, dissatisfied =2 and very dissatisfied =1. The overall job satisfaction was derived by adding the scores of the above independent variables. The study of Jaiswal and Chandra (2014) contained 44 items of questionnaire which included three sections such as socio demographic characteristics of the respondents, employee satisfaction with organization and employee satisfaction with training and development practices. All the items of questionnaires were scored on 5 point Likert scale where 1= highly dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = highly satisfied. Bharathvajan and Kavitha (2019) considered six questionnaires as tools of variables of employees' satisfaction impact on induction training. The coding of scale of each variables were as follows: strongly disagree=1, disagree=2, neither agree nor disagree=3, agree=4 and strongly agree=5. The overall study analysis was done through frequency and percentage. It is found from the above discussion that authors followed different studies and logical expressions for the selection of the determinants. The above discussion provided an opportunity to consider twelve determinants from the secondary source (Websites 2020) and logical views by literature review. The score coding techniques are namely, strongly disagree=1, disagree=2, neutral=3, agree=4 and strongly agree=5.

It is also evident from the discussions of literature reviews and conceptual framework that different methods such as frequency and percentage, mean, standard deviation, correlation and regression have been used by the authors. Therefore, an empirical model can be derived from the above with a view to solve the objective of the present study.

Empirical Model

The model applied here is the input-output model which traditionally can be interpreted as $Y=F(X)$. However, this is not limited to the one variable only. The one advantage of this model for its flexibility of use. This model has an opportunity to apply by extending the number of inputs or determinants according to the needs of the analysis for the fulfillment of the study objective(s). For example, Nabi et al. (2016) conducted their analysis by applying the model where overall job satisfaction (Y) = $f(T, P, TW, EP, C, ET)$ where T=training and motivation, P=Performance, TW=teamwork, EP=Employee participation, C=compensation and ET=employee turnover. On the contrary, Jaiswal and Chandra (2014) conducted the impacts of different independent variables on overall satisfaction by applying the equation individually for each

independent variables. For example, $Y= f(X1)$ and $Y= f(X2)$ respectively. This type of analysis can assist to get the value of regression coefficient and adjusted R² value independently which helps to know the use of each inputs on the dependent variable appropriately compared to any other analysis. The present study follows the procedure which is same as Jaiswal and Chandra (2014). It may have many disparities of the variables in the case of primary and secondary data. Therefore, all variables have been evaluated with a logarithmic converter to avoid disparities of the variables (Nabi et al.2016; Jaiswal and Chandra, 2014). Thus the proposed equation in this study is as follows: $LnY=lna+b1lnX1 \dots(1)$ for the independent variable X1 and it is followed by the other independent variables similarly. Operational definitions and assumptions of the variables are found in Table-2.

Table 2: Code and Assumption Sheet

Sl Hypothesis	Independent variables & code	Hypothesis Qualitative	Hypothesis Quantitative	Expected Sign
01	The training content was clear and logical (X1)	If clearly and logically increases of training content, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X1 > 0$	Positive
02	The level of difficulty progressed through the course (X2)	If the level of difficulty increases through the course, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X2 > 0$	Positive
03	The course unfolded in a clear manner (X3)	If the course unfolded in a clear manner increases, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X3 > 0$	Positive
04	The instructor was well informed (X4)	If the information of instructor increases well, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X4 > 0$	Positive
05	Technical support provided was good (X5)	If the technical support increases well, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X5 > 0$	Positive
06	The instructor's knowledge on the course content was good (X6)	If the knowledge of instructor about the course content increases good, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X6 > 0$	Positive
07	The course content was relevant to the training needs (X7)	If the course content of training more relevant to the training needs, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X7 > 0$	Positive

08	The content explained information and concepts clearly (X8)	The more will be the content explained information and concepts clearly, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X8 > 0$	Positive
09	The content was applicable to the work done in the organization (X9)	If the content of will more applicable to the work done in the organization, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X9 > 0$	Positive
10	The course has ample activities (X10)	If ample activities of course increase, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X10 > 0$	Positive
11	The case studies used were relevant to my line of work and helped me with understanding the concept clearly (X11)	The more will be the case studies relevant to the line of work and help to understand the concept clearly, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X11 > 0$	Positive
12	Additional links and resources were very helpful (X12)	The more will the additional links and resources be helpful, employees' overall satisfaction of training (Y) will also increase and vice versa.	$dY/d X12 > 0$	Positive
13	Employees' overall satisfaction of training (Y)	Dependent variable	Dependent variable	Dependent variable

Some researchers argued that correlation or any other quantitative analysis is necessary to examine the multicollinearity of the selected independent variables (Khan et al. 2006) before regression analysis while it was implied by others (Yasmin et al. 2006). Studies of (Khan et al. 2006; Nabi et al. 2016) used both correlation and logical assumptions for the identification of the expected sign of the selected independent variables. Yasmin et al. (2006) followed logical assumptions only while correlation analysis is done by Jaiswal and Chandra (2014) to identify the expected signs of their studies. However, none of the above procedures were adopted by others (Bharathvajan and Kavitha 2019; Monga et al 2015). The present study followed the procedures in order to identify the multicollinearity or expected signs of the independent variables as it is seen in (Khan et al. 2006; Nabi et al 2016; Jaiswal and Chandra, 2014).

4. Results & Discussion

Descriptive Analysis

One of the benefits of descriptive statistics that table based on frequency and percentage often used to make the

situation understandable (Khan et al, 2006). Descriptions of twelve variables are discussed below case-by-case.

X1. It is found that employees are agreed (40%) and strongly agreed (6.70%) respectively. It means that the training content was clear and logical according to their expectations. About 16.7%, 23.7% and 13.3% employees were found disagreed, strongly disagreed and neutral in response to the inquiry of this variable. It is probably that some employees are dissatisfied or failed to understand the item appropriately (Table3).

Table 3: Respondents' opinions about the training content was clear and logical (X1)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	7	23.3	23.3	23.3
2.00	5	16.7	16.7	40.0
3.00	4	13.3	13.3	53.3
4.00	12	40.0	40.0	93.3

5.00	2	6.7	6.7	100.0
Total	30	100.0	100.0	

*Strongly disagree =1, Disagree=2, Neutral=3, Agree=4 & Strongly agree =5.

X2. It is seen (Table 4) that 40% and 13.3% employees are agreed and strongly agreed respectively in response to inquiry of X2. However, 6.7% and 23.7% employees are disagreed and strongly disagreed while 16.7% employees are found neutral. It is assumed that the level of difficulty progressed through the course by most of the respondents but fewer respondents could not do it well.

Table 4: Respondents' opinions about the level of difficulty progressed through the course (X2)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	6.7	6.7	6.7
2.00	7	23.3	23.3	30.0
3.00	5	16.7	16.7	46.7
4.00	12	40.0	40.0	86.7
5.00	4	13.3	13.3	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X3. In response to the reply of this question, 46.7% and 26.7% employees are found agree and strongly agree. It thus implies that the course unfolded in a clear manner. However, 6.7%, 16.7% respondents disagreed and strongly disagreed while 3.3% became neutral with this variable, probably, they could not acquire benefit from this variable according to their expectation (Table 5).

Table 5: Respondents' opinions about the course unfolded in a clear manner (X3)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	5	16.7	16.7	16.7
2.00	2	6.7	6.7	23.3
3.00	1	3.3	3.3	26.7
4.00	14	46.7	46.7	73.3
5.00	8	26.7	26.7	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X4. In reply to the satisfaction of X4 on overall satisfaction (Y), 50% and 26.7% respondents argued from agree to strongly agree. On the other hand, disagreed (3.3%) and strongly disagreed (6.7%) respondents are also found while 13.3% respondents was neither agreed nor disagreed to the inquiry (Table 6). It is perhaps, that agreed respondents assumed that the instructor was informed well about the various modes of the training while others thought that instructor was not well informed about the training. Some employees were neutral, probably they were not interested to make any comment of the inquiry.

Table 6: Respondents' opinions about the instructor was well informed (X4)

content was clear and logical (X1)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	6.7	6.7	6.7
2.00	1	3.3	3.3	10.0
3.00	4	13.3	13.3	23.3
4.00	15	50.0	50.0	73.3
5.00	8	26.7	26.7	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X5. A large number of employees expressed agree (48.3%) and strongly agrees (23.3%) respectively (Table 7). Despite this, a fewer number of employees have been expressed dissatisfaction by saying disagree (16.7%) and strongly disagree (6.7%) respectively. Besides, 10% remained neutral. It is perhaps dis-satisfied or neutral respondents could not understand the technical support.

Table 7: Respondents' opinions about technical support provided was good (X5)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	6.7	6.7	6.7
2.00	5	16.7	16.7	23.3
3.00	3	10.0	10.0	33.3
4.00	7	23.3	23.3	56.7

5.00	13	43.3	43.3	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X6. It is observed in (Table 8) that respondents expressed their satisfaction by showing strongly agree (46.7%) and agree (26.67%) respectively as they think that the instructor's knowledge on the course content was good. However, some respondents were not agreed to this variable. It is proven because 13.3%, 6.7% and 6.7% respondents were strongly disagreed, disagreed and neither agreed nor disagreed respectively.

Table 8: Respondents' opinions about the instructor's knowledge on the course content was good (X6)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	4	13.3	13.3	13.3
2.00	2	6.7	6.7	20.0
3.00	2	6.7	6.7	26.7
4.00	8	26.7	26.7	53.3
5.00	14	46.7	46.7	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X7. It is seen (Table 9) that 23.3% employees agreed and 40% employees strongly agreed. It is also seen (Table 9) that 3.33%, 23.3% and 10% respondents were strongly disagreed, disagreed and neutral respectively. It is depicted that the course content was relevant to the training. On the contrary, a fewer number of respondents were probably not interested in the contents of the training.

Table 9: Respondents' opinions about the course content was relevant to the training needs (X7)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	3.3	3.3	3.3
2.00	7	23.3	23.3	26.7
3.00	3	10.0	10.0	36.7
4.00	7	23.3	23.3	60.0
5.00	12	40.0	40.0	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X8. It is seen (Table 10) that X8 could able to provide information and concepts of the training to the majority of the respondents according to their expectations with minor exceptions (Table 10). It is seen in Table 10 that 50% and 26.7% employees were strongly agreed and agreed to the variable while strongly disagreed, disagreed and neither agreed nor disagreed were 6.7%, 10% and 6.7% employees respectively.

Table 10: Respondents' opinions about the content explained information and concepts clearly (X8)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	6.7	6.7	6.7
2.00	3	10.0	10.0	16.7
3.00	2	6.7	6.7	23.3
4.00	8	26.7	26.7	50.0
5.00	15	50.0	50.0	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X9. About 36.7% and 13.3% employees were strongly agreed and agreed to the assumption that the training content was applicable to the work done in the organization (Table 11). However, some respondents were supposed to be disagreed (6.7%) or strongly disagreed (16.7%) or declined to make any comments (26.7%) when they were inquired.

Table 11: Respondents' opinions about the content was applicable to the work done in the organization (X9)

content was clear and logical (X1)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	5	16.7	16.7	16.7
2.00	2	6.7	6.7	23.3
3.00	8	26.7	26.7	50.0
4.00	4	13.3	13.3	63.3
5.00	11	36.7	36.7	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X10. Majority respondents realized that the training program has ample activities. It is understandable because 30% and 33.3% respondents have been agreed and strongly agreed respectively (Table 12). However, fewer number of respondents were not satisfied (Table 12) with this variable. It is perhaps, some respondents expected more activities from the training while others had not any expectations from the activities of training. It is seen (Table 12) that 13.3%, 13.3% and 10% employees were disagreed, strongly disagreed and neutral respectively.

Table 12: Respondents' opinions about the course has ample activities (X10)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	4	13.3	13.3	13.3
2.00	4	13.3	13.3	26.7
3.00	3	10.0	10.0	36.7
4.00	9	30.0	30.0	66.7
5.00	10	33.3	33.3	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X11. The inclusion of case studies are very important for the quality improvement of any training program. It assists to increase the practical experience of trainees. It is revealed from (Table 13) the study that most of the interviewed employees expressed that case studies of which were included in the training, were relevant to the line of work and concepts of the case studies were also understandable. This is supported by 26.7% and 40% respondents who were strongly agreed and agreed while some were disagreed (16.7%) or strongly disagreed (10%) and neutral (6.7%) as well. Policymakers should take note of this.

Table 13: Respondents' opinions about the case studies used were relevant to my line of work and helped me with understanding the concept clearly (X11)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	3	10.0	10.0	10.0

2.00	5	16.7	16.7	26.7
3.00	2	6.7	6.7	33.3
4.00	12	40.0	40.0	73.3
5.00	8	26.7	26.7	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

X12. It can be concluded from this variable that the supporting links such as internet and other resources like books, materials etc. of the training program were helpful since most of the surveyed employees found agreed (33.3%) or strongly agreed (50%) while they were interviewed. Conversely, it was disagreed (3.3%) and strongly disagreed (3.3%) while 10% respondents were found neutral (Table 14).

Table 14: Respondents' opinions about additional links and resources were very helpful (X12)

Scores*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	3.3	3.3	3.3
2.00	1	3.3	3.3	6.7
3.00	3	10.0	10.0	16.7
4.00	10	33.3	33.3	50.0
5.00	15	50.0	50.0	100.0
Total	30	100.0	100.0	

* Strongly disagree =1, Disagree =2, Neutral=3, Agree=4 & Strongly agree =5.

The above discussions are theoretic and cannot tell the actual impacts of employees' satisfaction on training. A quantitative analysis is thus necessary which is discussed below.

Correlation Analysis

A correlation analysis has been done with a view to show multi collinearity among the independent variables. It is seen in Table-15 that the highest value of correlation coefficient between the independent variable (X7) and dependent variable (Y) is 0.765 which is also significant at 1% level of significance. The lowest value of correlation coefficient between the independent variable (X12) and dependent variable (Y) is 0.373 which is found significant at 5% level of significance (Table 15). The maximum and minimum values of correlation coefficients observed

between independent and dependent variables 0.724 and 0.471 respectively (Jaiswal & Chandra, 2014). The lowest value of correlation coefficient between the independent variables X1 and X11 of the present study is 0.033 (Table 15). The highest value of the correlation coefficient between the independent variables X6 and X11 is 0.638 which is found positive and significant at 1% level of significance (Table 15). In case of correlation coefficient between independent variables, the lowest value was

0.477 (Jaiswal & Chandra, 2014) while it was found 0.122 in Nabi et al. (2016). The maximum value of correlation coefficient between independent variables were observed 0.954 (Jaiswal & Chandra, 2014) and 0.865 (Hossain, 2014). It is concluded that the selected independent variables have no high correlation or multi collinearity in the present study. It is because none of the correlation coefficients are either 0.80 or greater than 0.80 (Nabi et al. 2016) in the present study.

Table 15: Correlation Matrix

Codes	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	Y
X1	1	.302	.160	.205	.140	.243	.472**	.062	.084	.495**	.033	.221	.473**
X2	.302	1	.492**	.114	.494**	.351	.477**	.361	.356	.243	.437**	.259	.684**
X3	.160	.492**	1	.261	.284	.333	.371*	.355	.146	.271	.605**	.093	.612**
X4	.205	.114	.261	1	.147	.078	.341	.054	.200	.410*	.272	.094	.430*
X5	.140	.494**	.284	.147	1	.057	.261	.446*	.573**	.329	.238	.188	.603**
X6	.243	.351	.333	.078	.057	1	.495**	.059	.372*	.526**	.638**	.166	.630**
X7	.472**	.477**	.371*	.341	.261	.495**	1	.191	.167	.671**	.584**	.545**	.765**
X8	.062	.361	.355	.054	.446	.059	.191	1	.405**	-.068	.233	-.276	.419*
X9	.084	.356	.146	.200	.573**	.372*	.167	.405	1	.252	.456*	.042	.623**
X10	.495**	.243	.271	.410*	.329	.526**	.671**	-.068	.252	1	.387*	.288	.679**
X11	.033	.437**	.605*	.272	.238	.638**	.584**	.233	.456	.387**	1	.284	.738**
X12	.221	.235	.093	.094	.188	.166	.545**	-.276	.042	.288	.284	1	.373*
Y	.473**	.684**	.612**	.430*	.603**	.630**	.765**	.419*	.623**	.679**	.738**	.373*	1

**1% & * 5% level of significance

Regression Analysis

X1.The regression coefficient (0.137) of X1 is positive and significant. This agrees with the assumption. Alternately, if the contents of the training increases 1% clearly and logically, keeping other factors constant, would result in an increase in the employees' overall satisfaction of training (Y) by 0.137% (Table 16). The AR2 is 9.6% and significant at 5% level of significance. However, the AR2 is low and explained 9.6% of total variance. It is possible to increase the employees' overall satisfaction of training by increasing this resource (X1) since it has been used only 9.6%.

Table 16: Impact of clarity and logical impression of training content (X1) on dependent variable employees' overall satisfaction of training(Y)

Model Y=3.64+0.137X1	Coefficients	Std. Error	T-values	P-values
Constant	3.63947	0.07393	49.23	0.000
X1	0.13743	0.06799	2.202	0.053
AR2 (9.6%)	-----	-----	4.09(F)	0.000
N=30				

*** & ** denotes 1% & 5% level of significance.

X2. The regression coefficient (0.306) between X2 and Y is found positive and significant (Table 17). The result supports to the assumption. This means that if X2 increases by 1%, the overall employees' satisfaction of training (Y) will increase by 0.306% and vice versa. The AR2 is 33.5% and it means that there is still a possibility to increase this resource to raise the employees' satisfaction.

Table 17: Impact of the level of difficulty progressed through the course (X2) on dependent variable employees' overall satisfaction of training(Y)

Model Y=3.43+0.306X2	Coefficients	Std. Error	T-Values	P-values
Constant	3.42557	0.09255	37.01	0.000
X2	0.30600	0.07747	3.95	0.000
AR2 (33.5%)	-----	-----	15.60(F)	0.000
N=30				

X3. The regression coefficient (0.219) between X3 and Y is positive and significant which is supported by the assumption (Table 18). This means that if X3 increases by 1%, the overall employees' satisfaction of training (Y) will increase by 0.219% and vice versa. The AR2 is 28.6% and indicates that this resource is possible to increase more to raise the satisfaction of employees from the training program.

Table 18: Impact of the course unfolded in a clear manner (X3) on dependent variable employees' overall satisfaction of training(Y)

Model Y=3.51+0.219X3	Coefficients	Std. Error	T-values	P-values
Constant	3.51288	0.07935	44.27	0.000
X3	0.21878	0.06159	3.55	0.001
AR2 (28.6%)	-----		12.62(F)	0.001
N=30				

X4. In reply to the nature of the satisfaction of X4 on Y, the regression coefficient (0.243) of X4 is found positive and significant impact on Y which agrees with the assumption. It means that if X4 increases by 1%, the overall satisfaction of employees on training (Y) will increase by 0.243% and it is inversely true. However, the AR2 is 16.3% and low (Table 19). It means that the X4 resource is still not being utilized enough to provide satisfaction of employees.

Table 19: Impact showing the instructor's well informed (X4) on dependent variable employees' overall satisfaction of training (Y)

Model Y=3.45+0.243X4	Coefficients	Std. Error	T-values	P-values
Constant	3.4531	0.1270	27.19	0.000
X4	0.24254	0.09393	2.58	0.015
AR2 (16.3%)	-----	-----	6.67(F)	0.015
N=30				

X5. The impact of X5 on Y is positive and significant. The regression coefficient is 0.255 and significant at 1% level of significance. It agrees with the assumption. This means that if X5 increases by 1%, the overall satisfaction of employees on training (Y) will increase by 0.255% and vice versa. The AR2 is 26.6% and significant at 1% level of significance (Table 20). Despite this, it is observed that the resource X5 is expected to more invest to increase the satisfaction of employees.

Table 20: Impact of technical support (X5) on dependent variable employees' overall satisfaction of training(Y)

Model Y=3.45+0.255X5	Coefficients	Std. Error	T-values	P-values
Constant	3.4483	0.01001	34.46	0.000
X5	0.25528	0.07517	3.40	0.002
AR2 (26.6%)	-----	-----	11.53(F)	0.002
N=30				

X6. The impact of X6 on Y is positive and significant (Table 21). The regression coefficient of X6 is 0.256 and significant at 1% level of significance. It agrees with the assumption. The AR2 (40.6%) is comparatively higher and P=0.000 but it is revealed that still almost 60% of the X6 resource is possible to use.

Table 21: Impact of the knowledge of instructor of the course content(X6) on dependent variable employees' overall satisfaction of training(Y)

Model Y=3.44+0.256X6	Coefficients	Std. Error	T-values	P-values
Constant	3.43752	0.07875	43.65	0.000
X6	0.26521	0.05815	4.56	0.000
AR2 (40.6%)	-----	-----	20.80(F)	0.000
N=30				

X7. The impact of X7 on Y is positive. The regression coefficient is 0.380 and significant at 1% level of significance. It means that a unit change of X7, would cause a change of Y by 0.380% and vice versa (Table-22). The results of the coefficient agrees to the assumption. The AR2 is 52.5% and P=0.000. It is expected that the X7 resource has been used 52.5% and can be increased further to raise the employees' satisfaction about their training.

Table 22: Impact of the relevancy of course content as to the training needs (X7) on dependent variable (Y)

Model Y=3.30+0.380X7	Coefficients	Std. Error	T-values	P-values
Constant	3.29514	0.08667	38.02	0.000
X7	0.38043	0.06614	5.75	0.000
AR2 (52.5%)	-----	-----	33.09(F)	0.000
N=30				

X8. The impact of regression coefficient (0.198) of X8 on Y is positive and significant on X13 which supports the assumption (Table 23). It implies that if X8 increases by 1%, the overall satisfaction of employees on training (Y) will increase by 0.198 % and vice versa. The AR2 is 13.3% which indicates that the X8 resource has been used by only 13.3%. It is assumed that there is enough space to use this resource adequately. It is plausible since the AR2 is significant and P=0.027.

Table 23: Impact of the content explained information and concepts clearly (X8) on dependent variable(Y)

Model Y=3.51+0.198X8	Coefficients	Std. Error	T-values	P-values
Constant	3.5052	0.1183	29.62	0.000
X8	0.19835	0.08504	2.33	0.027
AR2 (13.3%)	-----	-----	5.44(F)	0.027
N=30				

X9. It is observed that the regression coefficient (0.271) of X9 has significant and positive impact on Y (Table 24). It can be concluded that respondents could able to receive satisfaction from this resource. This result holds true with the assumption. The resource has been used 45.9% (AR2) and significant at 1% level of significance ($P=0.000$). Despite this, there is a possibility to increase the employees' satisfaction from X9.

Table 24: Impact of the applicability of content to the work done in the organization (X9) on dependent variable (Y)

Model $Y=3.46+0.271X9$	Coefficients	Std.Error	T-values	P-values
Constant	3.46500	0.06674	51.91	0.000
X9	0.27056	0.05344	5.06	0.000
AR2 (45.9%)	-----	-----	25.63(F)	0.000
N=30				

X10. The regression coefficient (0.253) of the variable has positive and significant contribution on Y. The regression coefficient is significant at 1% level of significance and accepts the assumption (Table 25). The AR2 value is low 36% and significant at 1% level of significance ($P=0.0000$). This resource of satisfaction can be progressed further despite the resource is contributing significantly at present.

Table 25: Impact of the ample activities of course (X10) on dependent variable (Y)

Model $Y=3.47+0.253X10$	Coefficients	Std.Error	T-values	P-values
Constant	3.47459	0.07750	44.83	0.000
X10	0.25275	0.06080	4.16	0.000
AR2 (36.0%)	-----	-----	17.28(F)	0.000
N=30				

X11. It is revealed from (Table 26) the study that most of the interviewed employees received assistance from X11. The corresponding regression coefficient (0.332) has positive and significant effect at 1% level of significance. The result agrees to the assumption. It means that if X11 increases by 1%, Y will also increase by 0.332% and vice versa. The adjusted R squared is comparatively larger (53.8%) and significant at 1% level of significance. It may be raised the contribution of the variable in order to increase the satisfaction of employees from the training programs.

Table 26: Impact of the case studies which was relevant to the work line (X11) on dependent variable (Y)

Model: $Y=3.38+0.332X11$	Coefficients	Std. Error	T-values	P-values
Constant	3.37711	0.07162	47.16	0.000
X11	0.33205*	0.05627	5.90	0.000
AR2 (53.8%)	-----	-----	34.83(F)	0.000
N=30				

*significance at 1% level of significance

X12. The regression coefficient (0.270) of X12 is also significant and positively (Table 27) related to the overall satisfaction of training (Y). It means that supporting materials of the training were available for the respondents. The result of the regression coefficient is matched with the assumption. Alternately, if X12 increases by 1%, Y will also increase by 0.270 and this is inversely true. The adjusted R squared is comparatively lower (13.9%) but significant ($P=0.024$). It is revealed that supporting materials of the training can be raised more to the trainees because this resource has been used only 13.9%.

Table 27: Impact of additional links and resources which were very helpful (X12) on dependent variable (Y)

Model Y=3.39+0.270X12	Coefficients	Std.Error	T-values	P-values
Constant	3.3887	0.1630	20.80	0.000
X12	0.2699*	0.1132	2.38	0.024
AR2 (13.9%)	-----	-----	5.68(F)	0.024
N=30				

*significance at 1% level of significance

5. Conclusion

It is found from the study that employees have expressed their satisfaction on training. It is difficult to measure the satisfaction of human beings because it is a logical consequence. The identification of the satisfaction of the selected employees are also no more exceptions to this general rules. Psychologists often use different ways to measure the satisfaction of employees by converting qualitative data into quantitative data with the help of Likert scale point etc. The present study is also conducted the employees' satisfaction on training by applying Likert scale point. The study observed that employees received very low satisfaction from a large number of selected variables namely, X1, X2, X3, X4, X5, X8, X10 and X12. On the other hand, the level of satisfaction of variables X6, X7, X9 and X11 are comparatively higher.

It cannot tell that the selected variables of the employees' satisfaction on training are the best ones for the analysis of the satisfaction on training of the GB. In this context, the present study may be an explorative for the GB and helpful for other organizations also. Hence, the following fewer suggestions can be made:

6. Suggestions

-The GB management board should examine the causes of the variables which have been found very low adjusted R². They should take actions of the low adjusted R squared variables to increase the satisfaction of employees about training programs.

-The management board of the GB can discuss with employees by arranging individual interview, group interview or any other ways as per the HR policy of the organization for the improvement of the satisfaction of employees from the training programs.

-The policy makers of GB will also consider to increase the satisfaction of variables which have comparatively higher adjusted R squared found for the sustainability of employees' satisfaction.

-The GB can attempt to make further survey to know the employees' satisfaction of training for the improvement and sustainability of the organization.

The outcomes of the study can be comparable to others though the study is also done within many limitations which are similar to other studies. Anyhow, it may not be inferior if Grameen Bank examines the outcomes of the study and take necessary steps in order to complete the gaps of employees' satisfaction of training by consolidating the outcomes of the study with the existing or future training programs of the GB. This study is done by considering the employees of the head office of Grameen Bank. A comparative study of employees' satisfaction on training between employees of head office and regional offices of Grameen Bank can be done in future among many studies of this organization.

References

1. Aidah, N (2013). Effects of training on employees' performance. Evidence from Uganda. A thesis submitted to the University of Applied Sciences.
2. Bharathvajan, R and Kavitha, S.F. (2019). Impact of employee satisfaction towards induction training program. International Journal of Innovative Technology and Exploring Engineering. 8(11):3598-3605.
3. Dessler, G. (2007). Human Resource Management. New Delhi: Prentice Hall of India Private Limited.
4. Grameen Bank-Wikipedia. (Retrieved on June 15, 2020).
5. Grameen basic training-grameen.com. (Retrieved on June 15, 2020).
6. Hossain, Md., Shamim (2014). Job satisfaction of bank employees in Bangladesh. Research Journal of Finance and Accounting. 5(1):1-8.
7. Jaiswal, P.Ms. and Chandra, Dr.A. (2014). Employee satisfaction towards training and development

- Practices in Bharat Pumps and Compressor Ltd. Naini, Allahabad. *International Research Journal of Management Science and Technology*. 5(10):26-41.
8. Khan,R., Hossain,Z and Kabir,Md.H.(2006). Factors affecting loan recovery rate: a case study. *South East University Journal of Business Studies*. II(1):45-55.
 9. Latif,K.F., Jan,Dr.S. and Shaheen,N. (2013). Association of training satisfaction with employee development aspect of job satisfaction. *Journal of Management Science*. VII (1):159-178.
 10. Maaly, M.M.A., Abedallah,D.D.A and Mohammad, O.E.A (2015). Training and Development impact on the performance of employees at Jordanian Universities from the perspectives of employees: the case of Yarmouk University. *Journal of Education and Practice*. 6(32): 128-140.
 11. Monga,A., Verma,N and Monga,O.P.(2015). A study of job satisfaction of employees of ICICI bank in Himachal Pradesh. *Human Resource Management Research*. 5 (1) : 1 8 - 2 5 . DOI:10.5923/j.hmr.20160602.03.
 12. Mahmud, M.T., Hasan, M.T. and Ashif, A.S.M. (2014). Determinants of job satisfaction: a comparative study in the banking sector of Bangladesh. *International Journal of Economics and Empirical Research*. 2(1):22-28.
 13. Nabi,N.M,Sayduzzaman, M and Munir, S.M.(2016). The impact of HRM practices on job performances: a case study of Dhaka Bank Pvt. Ltd. Bangladesh. *Human Resources Management Research*. 6(2):45-54. DOI:10.5923/j.hmr.20160602.03.
 14. Pallivi, Ms.Pk (2013). A literature review on training and development and quality of work life. *Journal of Arts, Science and Commerce*. IV (2): 136-143.
 15. Raja,A. G., Furqan, A,K and Muhammad, Dr. A,K (2011). Impact of training and development on organizational program. *Global Journal of Management and Business Research*. 11(7):63-68.
 16. Website (2020). Training and development questionnaire survey in
 17. Yasmin, S., Alam, J. and Akhter, I. (2006).The determinants of smoking behavior: a case study of Bangladesh. *South East University Journal of Business Studies*. II(1):1-16.
 18. Zaldi, S. Quizon (2014). Employees' satisfaction on training and development of Atlantic, Gulf & Pacific Company of Manila, Inc. *Asia Pacific Journal of Multidisciplinary Research*. 2(3):45-53.
 19. Zahid, H.B. (2013). Impact of training on employee performance: a study of retail banking sector in India. *Indian Journal of Applied Research*. 3(6): 292-293.