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UNDERSTANDING HUMAN RESOURCE DEVELOPMENT CLIMATE IN PUBLIC SECTOR BANKS: A COMPARATIVE PERSPECTIVE FROM AGRA REGION

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Abstract

Human resource development (HRD) climate is an important organisational condition through which employees experience support, communication, learning opportunities, participation, delegation and recognition. This paper examines the HRD climate reported by middle-level supervisory officers in four public sector banking organisations operating in the Agra region. It is developed from field research conducted during 2009–2012 and uses responses from 120 officers, with 30 respondents each from State Bank of India, Canara Bank, Punjab National Bank and Indian Overseas Bank. The source study used a 45-item HRD climate instrument, a five-point response format converted to a 0–100 score, and percentage, correlation and factor-analytic procedures. The reported pooled mean HRD climate score was 56.273. The thesis describes the climate as generally favourable while also identifying areas requiring improvement. Its discussion particularly points to the need for stronger reward practices, meaningful training, supportive communication, career guidance and employee participation. Bank-wise patterns were reported as broadly similar; however, the pooled score should not be interpreted as a PNB-only estimate. The paper reframes the findings around the organisational conditions that enable employee development and presents practical implications for public sector bank management. Because the underlying observations are historical, the results are not presented as a description of current banking conditions.

Keywords: HRD climate; public sector banks; employee development; training; career development; organisational support; Agra

1. Introduction

Banks depend on the knowledge, judgement, service orientation and adaptability of their employees. Changes in customer expectations, technology, regulation and competition increase the importance of employees who can learn continuously and respond responsibly. Human resource development is therefore not limited to arranging training programmes. It also involves creating an organisational climate in which employees receive guidance, understand performance expectations, have opportunities to develop, and feel that their contribution is recognised.

HRD climate refers to employees' perceptions of the organisational environment that supports or constrains their development. A positive climate may be reflected in open communication, supportive supervision, delegation, opportunities to learn, constructive feedback, fair recognition and attention to employee welfare. These elements are interconnected: training may have limited value when employees do not receive appropriate assignments, feedback or encouragement to apply what they learn.

The present article adopts a climate-centred perspective on a field study of middle-level supervisory officers in four public sector banks in the Agra region. Rather than reproducing a broad institutional

profile or presenting the work as a PNB-only assessment, it considers what the combined evidence suggests about the developmental environment in the participating banks.

2. Conceptual Focus: HRD Climate as an Enabling Environment

For this article, HRD climate is understood as the set of employee-perceived organisational practices and relationships that influence learning, performance improvement and career development. The source questionnaire covered 45 climate statements and addressed themes including communication, freedom, delegation, self-development, support, training, rewards and welfare. The thesis also identified wider HRD issues such as performance appraisal, potential development, career planning, quality of work life, organisational development, human resource information systems and upward communication.

Three connected dimensions provide a useful interpretive framework. First, developmental support concerns coaching, feedback, training and guidance from senior officers. Second, employee agency concerns delegation, freedom to perform, participation and opportunities to use individual capabilities. Third, organisational reinforcement concerns recognition, welfare, career pathways and systems that make development meaningful. These are interpretive groupings for discussion, not newly calculated statistical scales.

3. Review of Related Literature

The source reviews work on people, jobs and organisations, human resource development and organisational climate, and refers to earlier studies and texts including Harman (1967), Venkataratnam and Srivastava (1984), Forhat Husain (1986), Kandan (1985), Sidhu (1998) and Talluru Srinivas (1991). The bibliographic details available in the thesis are incomplete in places and should be checked against original publications before a journal submission.

The literature framing in the thesis supports the view that HRD is influenced by both formal systems and day-to-day managerial behaviour. Formal policies provide the structure for appraisal, training, promotion and welfare, while supervisory practices determine how employees experience those systems. The present article builds on that distinction by treating HRD climate as an organisational experience rather than as a list of isolated HR programmes.

A final submission should expand this section with verified, recent peer-reviewed studies on HRD climate, psychological safety, learning organisations, employee voice and public-sector banking. Such additions should be sourced and cited directly; they have not been fabricated or inserted into this source-based draft.

4. Objectives of the Study

To examine the perceived HRD climate among middle-level supervisory officers in selected public sector banks in the Agra region.

To identify the major organisational themes represented in the HRD climate questionnaire and factor analysis reported in the source study.

To understand the developmental strengths and areas requiring managerial attention across the participating banks.

To develop practical recommendations for strengthening employee learning, participation, career development and recognition.

5. Research Methodology

5.1 Research design and setting

The article is based on a descriptive and analytical field study of selected public sector banks in the Agra region. The source thesis states that data were collected personally during 2009–2012. The

participating organisations were State Bank of India (SBI), Canara Bank, Punjab National Bank (PNB) and Indian Overseas Bank (IOB).

5.2 Sample and sampling

The sample comprised 120 middle-level supervisory officers. The thesis reports the use of a lottery-based random sampling procedure and a distribution of 30 respondents from each participating bank.

Participating bank	Respondents	Share of sample
State Bank of India	30	25%
Canara Bank	30	25%
Punjab National Bank	30	25%
Indian Overseas Bank	30	25%
Total	120	100%

5.3 Instrument and measurement

The questionnaire was prepared and divided into three parts and pre-tested in a non-sample area. The HRD climate component contained 45 statements assessed on a five-point continuum. The reports conversion of the response categories to scores of 100, 75, 50, 25 and 0. It also reports reverse scoring for negatively worded statements. The wider HRD issues section covered 18 dimensions, including performance appraisal, potential development, career planning, employee welfare, rewards, organisational development, HR information systems, personal relationships, service quality, delegation and upward communication.

5.4 Data analysis

The source study reports percentage analysis, correlation analysis and factor analysis. Its methodology chapter describes Principal Axis Factoring with Varimax rotation and treats loadings of 0.30 or above as practically significant. The results chapter also refers to principal component analysis and reports a 15-factor solution, while stating that 11 factors explain 72.28 per cent of variance. This difference in the stated extraction method and the factor/variance reporting must be reconciled using the original statistical output before the article is submitted.

5.5 Ethical and data limitations

The source material available for this draft does not provide a separate ethics approval statement, consent protocol, response rate calculation or anonymised respondent-level dataset. These details should be supplied by the author if available. No new statistical tests have been conducted for this article.

6. Findings and Interpretation

6.1 Overall perception of HRD climate

The reports an overall mean HRD climate score of 56.273 on the 0–100 scale. The thesis interprets the climate as generally favourable, but not beyond improvement. This result suggests a developmental environment with a foundation on which banks can build, while also indicating that employees' experience of HRD practices is not uniformly strong across all areas.

6.2 Similarity in bank-wise patterns

The study states that the bank-wise results were broadly similar to the pooled results for the four participating organisations. This is a comparative observation across the sample, not evidence that every HRD practice was identical in each bank. The article therefore avoids ranking the banks or claiming statistically significant differences where the source material presented here does not establish them.

6.3 Communication and supportive supervision

Communication emerged as one of the labelled factors in the study ‘s factor-analysis discussion. The questionnaire included issues such as the manner in which senior officers communicate weaknesses, the availability of guidance and the discussion of work-related problems. These findings underline the importance of respectful feedback and accessible supervisory support. Communication should not be treated merely as the circulation of instructions; it is also a channel through which employees understand expectations and develop capability.

6.4 Delegation, freedom and employee agency

Freedom and delegation were also identified among the labelled factors. Their presence in the factor interpretation indicates that the employee experience of HRD includes the degree of discretion and responsibility provided at work. Delegation can support learning when authority is accompanied by clear accountability, adequate information and timely guidance. Merely transferring tasks without decision-making space is unlikely to create a strong developmental experience.

6.5 Training and self-development

Training and self-development appeared as distinct themes in the reported factor labels. The study also identifies training as an area requiring attention, including the need for training to be taken seriously and linked to genuine training needs. This points to a practical distinction between training attendance and training effectiveness. Banks should connect needs assessment, programme design, workplace application and follow-up evaluation.

6.6 Recognition, rewards and welfare

Reward and welfare were among the factor labels. The Study specifically reports a low rating for the statement that good work is rewarded through incentives and comments that incentive arrangements were limited in the participating banks. This is a source-reported observation from the study period, not a statement about current incentive policies. The broader implication is that recognition systems should make the link between contribution, feedback and appreciation visible and credible.

6.7 Career guidance and development pathways

The study discusses career development, promotions and guidance from senior officers as important HRD concerns. It recommends career planning and potential development following assessment. A developmental climate is strengthened when employees understand the competencies required for progression, receive feedback on readiness and gain access to assignments that build relevant experience.

7. Discussion

The findings suggest that HRD climate is best understood as a connected system. Training, communication, delegation, recognition and career guidance reinforce one another. For example, training may not translate into improved performance if employees are not trusted with relevant responsibilities. Similarly, delegation may create uncertainty if expectations and feedback are weak. Recognition becomes more meaningful when performance standards are transparent and employees know how their contribution is assessed.

The reported mean score of 56.273 provides an overall indication of employee perceptions in the combined sample. It should not be over-interpreted as proof of high effectiveness or as a measure of present-day bank performance. The fieldwork dates (2009–2012) are important: banking technology, workforce practices and regulatory expectations have changed since then. The value of the study lies in its historical evidence and in the organisational questions it raises for further, contemporary investigation.

The comparative design also requires careful interpretation. Each bank contributed an equal number of respondents, which supports a balanced sample comparison, but the total sample is modest and limited to middle-level supervisory officers in one region. The results cannot automatically be generalised to all employees, all branches or all public and private sector banks.

8. Managerial Implications and Recommendations

Link training to demonstrated needs. Conduct periodic role-based training-needs assessments, define learning outcomes and evaluate application after employees return to their roles.

Strengthen coaching and feedback. Train supervisors to provide timely, specific and respectful feedback, and create regular opportunities for employees to discuss performance and development needs.

Make delegation developmental. Delegate meaningful responsibilities with suitable authority, clear boundaries, access to information and review support.

Improve career transparency. Communicate competency requirements and career pathways, and use development plans to identify suitable assignments and learning opportunities.

Review recognition practices. Use transparent criteria to acknowledge quality service, problem-solving, teamwork and responsible innovation. Recognition should be fair and consistent.

Encourage employee participation. Use structured staff consultations and problem-solving groups so employees can contribute to process improvement and service quality.

Strengthen grievance mechanisms. Ensure that employees know how to raise concerns, understand the process and receive timely, reasoned responses.

Evaluate HRD climate periodically. Repeat an appropriately validated climate survey and compare results over time, while protecting confidentiality and reporting results transparently.

9. Limitations and Directions for Future Research

The study is based on a sample of 120 middle-level supervisory officers from four banks in the Agra region, with field data collected during 2009–2012. It does not represent all employee categories or all regions. The article relies on the findings as reported in the thesis; respondent-level data and complete statistical tables were not available for fresh analysis. The thesis's description of factor extraction and variance accounting also requires verification. Future research should collect contemporary data across multiple regions and employee levels, validate the questionnaire, report reliability statistics and factor diagnostics, and test relationships between HRD climate and outcomes such as service quality, employee engagement, learning transfer and retention.

10. Conclusion

This article highlights HRD climate as a practical foundation for employee development in public sector banks. Evidence from the Agra-region study indicates a generally favourable but improvable climate among the participating middle-level supervisory officers. Communication, freedom, delegation, self-development, support, training, reward and welfare were among the themes identified in the source study's factor interpretation. The findings point towards an integrated approach: banks need not only formal HRD policies but also supervisory practices and organisational systems that enable employees to learn, participate, receive guidance and be recognised. These conclusions should be read in the context of the study period and sample. A fresh contemporary survey is necessary before drawing conclusions about present-day HRD climate.

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