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A RESEARCH ON INTERNAL MARKETING AND MOTIVATION: EMPLOYEE EVALUATION OF TRAINING AND DEVELOPMENT PROGRAMMES IN BANKING SECTOR*

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ABSTRACT

Participation in training and development programs is quite important to employees as being internal customers for the increase of employee motivation in services sector. In this context, this study examines the employee evaluation of training and development programs in banking sector with the blend of secondary and primary data which was collected through an e-mail survey applied to the employees working in the branch of a Turkish bank in Kayseri, Turkey. Statistical analyses of data indicate that employee motivation differs in terms of employee participation in any training and development programs and the working experience in the sector. The study concludes that employee participation in training and development programs is important in enhancing employee motivation in the services sector. The results are in line with the current literature.

Keywords: Internal Marketing; Training and Development Programs; Employee's Motivation.

JEL Classification: M310

İÇSEL PAZARLAMA VE MOTİVASYON ÜZERİNE BİR ARAŞTIRMA: BANKACILIK SEKTÖRÜNDE ÇALIŞANLARIN EĞİTİM VE GELİŞTİRME PROGRAMLARINI DEĞERLENDİRMELERİ

ÖZ

Hizmet sektöründe çalışan motivasyonunu artırmak için iç müşteri olarak çalışanların eğitim ve geliştirme programlarına katılımı oldukça önemlidir. Bu bağlamda, bu çalışma bankacılık sektöründe

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çalışanların eğitim ve geliştirme programlarını değerlendirmelerini ortaya koymakta ve Türkiye'de, Kayseri'de bir banka şubesinde çalışanlara uygulanan elektronik anket ile toplanan birincil ve ikincil verilere dayanmaktadır. Verilerin istatistiksel analizi çalışanların motivasyonlarının eğitim ve geliştirme programlarına katılma durumlarına ve sektördeki çalışma sürelerine bağlı olarak farklılıklar olduğunu göstermiştir. Çalışma çalışanların eğitim ve geliştirme programlarına katılmalarının hizmet sektöründe önemli olduğunu tespit etmiştir. Sonuçlar literatür ile uyumlu çıkmıştır.

Anahtar Kelimeler: İçsel Pazarlama; Eğitim ve Geliştirme Programları; Çalışan Motivasyonu.

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1. INTRODUCTION

Employee training and development programs have a basic role in increasing employee motivation in the service organizations since there is a significant relation between internal service quality and external service quality (Heslett et al., 1994: 164-174). Sustainable training and development programs may also increase the business performance in the organizations where production depends on employee service production capability. Therefore, a training and development program can be seen as a key factor in achieving organizational aims and strategic goals (Carrel et al., 2000). However, it is important to note that training is aimed to increase the technical job capabilities of lower level employees who require acquiring technical knowledge and skills; on the other hand development is aimed to increase the job capabilities of administrators or those working at the managerial level (Lunenbergh, 1991). It has been argued that employees participated in any training and development program are supposed to feel better, happy and productive during the work. By providing the knowledge and skills employees need, training and development programs have help to increase employee motivation, satisfaction and retention particularly for those working in the frontline employees.

Against the background briefly presented above it emerges that understanding the implications of training and development programs on employee motivation is important. In this respect, the aim of this study is to understand whether the employee evaluation of training and development programs and motivation differs in terms of some independent variables such as participation in those programs and employee working experience. The results may be helpful for increasing the competitive advantage of businesses in the long run.

1.1. Training, Development and Motivation

The term "training" indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs (Aswathappa, 2000). It can successfully be used in updating old talents and developing new ones. It is a requirement for

successful candidates placed on the jobs to perform their duties effectively. Alongside its four objectives, namely; individual, organizational, functional, and social, its principal objective is to assure the availability of a skilled and willing workforce to the organization (Kulkarni, 2013: 136-143). Specific objectives contributing to both employee and organizational effectiveness are met by employee development programs. The aim of training and development is to develop competences such as technical, human, conceptual and managerial for the improvement of both individual and organization growth (Obisi, 1996).

The motivation which can be significantly enhanced by training and development programs has an important role in influencing the employees to accomplish individual as well as the organizational goals. It is a voluntary use of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring (Turner, 1995: 410-441). It represents those psychological processes that cause the arousal, direction and persistence of voluntary actions closely related to the goal (Kreitner and Kinicki, 2004). It involves psychological processes that culminate in an individual's desire and intentions to act in a specific way. It is generally defined as a series of energizing forces originating both within and beyond an individual's self while working (Herselman, 2001: 1-10). The nature, intensity and duration of a person's work behaviour is determined by such forces and thus influence their productivity and performance. Also, motivation helps in supporting employees and encourages them to work hard and accept the training and development programs to improve their capabilities to ensure developing their skills, and to understand the required work environment and surrounded circumstances. On the other hand, these practices will also help in understanding the need of information technology and how to use it which helps in improving the quality of internal service by implementing a support system (ELSamen and Alshurideh, 2012: 84-95).

1.2. Internal Marketing Concept

The term internal marketing seems to have been initially used by Berry et al. in 1976 (Berry et al., 1976:3-14). The concept broadly means attracting, developing, motivating, and retaining qualified employees through job-products satisfying their requirements. It is the philosophy of behaving employees as customers (Berry and Parasuraman, 1991). This term emerged out of the notion saying that employees make an internal market in the organization and this market needs training, teaching and motivating workers to satisfy needs and expectations of external customers (Aburoub et al., 2011: 107-118). Fisk et al. stated that the IM concept consists of two basic ideas, and origins of both ideas came to the surface in the

early services literature (Fisk et al., 1993: 61-103):The first idea is that everyone in the organization has a customer,so everyone in the organization has someone whom he or she must serve. The second idea is that internal customers must be kept happy in their jobs before they can efficiently serve the end customer. Dunne and Barnes describe how an IM program should create four highly related elements: motivation of employee, job satisfaction, job involvement and organization loyalty (Dunne and Barnes, 2000: 192-220).The essential elements of internal marketing can be described as employee motivation and satisfaction, customer orientation and satisfaction, inter-functional co-ordination and integration, and implementation of specific corporate or functional strategies (Rafiq and Ahmed, 2000: 449-62). Five aspects of internal marketing: training, administrative support, internal communication, external communication, human resources management, communication and training and development have been identified by Change and Change (Ching-sheng Change and Hsin-Hsin Change, 2007: 265-274).Excellent key elements of internal marketing service sector can be explained as training programs, performance incentives and vision (Tsai and Tang, 2008: 1117-1126). Virtually all definitions of internal marketing practices put emphasis on the importance of training since frontline employees need the necessary knowledge and ability to perceive and cope with problems and to ensure superior-quality goods and services (Pfeffer, 1998: 96-124).

2. LITERATURE REVIEW

Oatey has examined that training develops a person's skill at a particular task (Quatey, 1970: 1-21). It contributes socially, intellectually and mentally in developing an employee, which is very essential in facilitating the level of productivity as well as the personnel development in an organization. Oribabor (Oribabor, 2000: 21-24) expressed that training and development targets at developing competences such as technical, human, conceptual and managerial for the development of personal and organization growth. Campbell and Kuncel and Wright and Boswell suggested that application of training has positive impacts on not only individual performance of employees but also organizational performance (Campbell and Kuncel, 2001: 278-312; Wright and Boswell, 2002: 247-276). Bates and Davis have investigated that the training program is useful only if the trainee can practice the conceptual knowledge which are learned in training programs in an real job circumstances (Bates and Davis, 2010: 770-776). In a research on the employees of the banks and institute employees Khan and Khan et al. have studied that the training has the positive impact on the employee performances (Khan, 2012: 83-95; Khan et al., 2011: 63-68). Naong inquired the effect of

training and development on motivation for employees having low level of education (Naong, 2014: 369-380). In his study on employees in five companies in South Africa, he came to an conclusion that employees participating more in training and development programs are motivated more than those participating less in such programs. In a study on a commercial bank in Jordan, Al-Hawary et al. examined the effect of internal marketing in its four aspects: training and development, motivation, communication and empowerment, on job satisfaction (Al-Hawary et al., 2013: 811-826). In this study, training and motivation has been positively related to employee's job satisfaction.

3. METHODOLOGY

3.1. Development of Hypotheses

In the light of the literature, we argue that evaluations of employees on motivation differ based on some characteristics and propose the hypotheses following:

H₁: Evaluations of employees on motivation differ in terms of situation of participation.

H₂: Evaluations of employees on motivation differ in terms of number of participation.

H₃: Evaluations of employees on motivation differ in terms of experience in sector.

3.2. Research Goal

This study aims to identify the differences of training and development on motivation of employees. The prime focus of this study is to identify the differences of employees' evaluations who participate in training and development programs in banking sector. To measure the employees' evaluation and identify the differences of training and development on employee's motivation, some statistical tools or techniques like Independent-samples T test and ANOVA are applied on data.

3.3. Data Collection

The instrument used for data collection is questionnaire which is the primary source of data collection. The population of the current study was determined from a bank that uses training programs for its employees and has branches mostly in Kayseri in Turkey. Respondents consist of 320 employees working at different levels in the 21 bank branches which are located in Kayseri in June 2015. The survey aimed to reach the whole population, but it was obtained 243 usable questionnaires. So the return rate of the survey is approximately 76%. Firstly, a questionnaire was designed as electronic format and principal data collection instrument including various types of questions to determine. Later, electronic

questionnaire was conducted with those working at some different levels positions of 10 bank branches in Kayseri.

3.4. Measures

The questionnaire has 24 propositions which are related to evaluate the training and development program and has 20 propositions which are related to determine the motivation levels on a five-point Likert type ordinal scale (1=strongly disagree and 5=strongly agree). The scale which is related to evaluate the training and development program consists of four levels, i.e; reaction, learning, behaviour, results. The scale is based on a model developed by Kirkpatrick in 1959 and later used by Naong 2009. This model has been cited by many scientific studies later and has been a model preferred in related studies Eroğlu, 2006 , Lopes 2006, Kırçı 2007, Şen 2010, Göllü and Kayı 2014 and Güllü 2015 have used the scale to determine the level of motivation. The propositions which are related to determine the motivation levels were created through the scale development process for reliable and valid measurement (Gerbing and Anderson, 1988; Hinkin, 1995; Hinkin et al., 1997; DeVillis, 2014). Cronbach's alpha reliability coefficient was calculated as 0.98 and reliable scale was found for the scale.

The questionnaire was sent to e-mail addresses of employees and was applied by the e-mail survey on internet. Once the data was collected, the following analyses had been conducted: (a) Independent-samples T test is the statistical technique which is applied on data to compare the means of “participants” and “non-participants” for last one year, (b) ANOVA is the statistical technique applied on data to compare the means of the groups of employee's motivation based on the characteristics “number of participation” and “characteristics experience” in sector for last three years. The results of the primary data and the discussions based on the above mentioned analyses are given in the section below.

4. RESULTS AND DISCUSSION

Characteristics of the participants would be summarized as follows. There are 243 employees who participated in the survey. While two-third of the participating employees in the survey is male, one-third of them is female. It is also observed that three-quarter of the participants consists of singles. Almost all of the participants are university graduates.

4.1. Differences in Evaluations Employee's Motivation

There is one hypothesis (H_1) that is being tested by using Independent-samples T test and two hypotheses (H_2 , H_3) that are being tested by using One-way ANOVA. The aim is to

analyze the differences of the evaluations on training and development programs on motivation by "situation of participation", "number of participation", "employee's title", "gender", "marital status", "age", "educational level", "experience in bank" and "experience in sector" in training.

In other words, the aim of this section is to obtain the evaluations on training and development programs on motivation as the dependent variables and "situation of participation", "number of participation", "employee's title", "gender", "marital status", "age", "educational level", "experience in bank" and "experience in sector" as being the independent variables. To do that, ANOVA Analysis and Independent T-samples T test have been applied to the data. As the results of these tests indicate, the perceptions of respondents on evaluations of training and development programs on motivation differ in "situation of participation", "number of participation" and "experience in sector". No significant differences were found for other (employee' title, gender, marital status, age, educational level and experience in bank characteristics. For this purpose following statistical hypotheses (H_1 , H_2 , H_3) have been tested.

4.2. Independent-samples T test

Independent-samples T test compared the means of participants and non-participants (Table 1) with the value of T and the significance level for last one year. The means, values of T and significance levels are listed in the table. Independent-samples T test reveals that there are statistically significant differences among the evaluations of employee's motivation based on situation of participation ($t=8,473$, $p=,006$). From the results obtained the p-value ,006 is less than the significant level ,05 and the alternative hypothesis is accepted (rejects a null hypothesis) if the p-value is less than ,05. Employees in situation of participation, participants ($M= 4,02$) indicated the employee's motivation to a significant greater degree than non-participants ($M= 2,96$). Evaluations of employees on motivation differ in terms of situation of participation. The hypothesis H_1 is accepted.

H_1 : Evaluations of employees on motivation differ in terms of situation of participation.

Table 1: Differences in Evaluations Employee's Motivation Based on Situation of Participation for Last one Year

	Means		T	Sig.(2-tailed)
	Participants	Non-participants		
Employee motivation	4,02	2,96	8,473	0,006

The independent-samples T test indicated that there are significant differences in the means of participants and non-participants depending on evaluations of employee's motivation. According to the results, participants who participated in the training and development programs reach to a higher level of motivation compared to participants who did not participate in this program.

4.3. Anova

ANOVA was used to compare the means of the groups of employee's motivation based on the characteristic of number of participation for last three years.

H₂: Evaluations of employees on motivation differ in terms of number of participation.

Table 2 shows ANOVA comparing the means of number of participation of employees who completed the survey. The means, values of F and significance levels are listed in the table. Tests of ANOVA reveal that there are statistically significant differences among the evaluations of employee's motivation based on number of participation (F=6,276, p=,000). From the results obtained the p-value ,000 is less than the significant level ,05 and the alternative hypothesis is accepted (rejects a null hypothesis) if the p-value is less than ,05. Employees in number of participation, more than twice (M= 4,091) indicated the employee's motivation to a significant greater degree than once (M= 3,781) and twice (M=3,789). Evaluations of employees on motivation differ in terms of number of participation. The hypothesis H₂ is accepted.

Table 2: Differences in Evaluations Employee's Motivation Based on Number of Participation for Last Three Years

	Means			F	Sig.
	Once	Twice	More than Twice		
Employee motivation	3,781	3,789	4,091	6,276	0,000

The results show a p value of 0.000 in Table 2, which is significantly high. From Table 2 (above), those respondents who received training and development programs, two or more times, reveal a significantly higher score in the motivation, than those respondents who received training and development programs, only once. According to the results, participants who received the training and development programs many times reach to a higher level of motivation compared to participants who received less programs.

ANOVA was used to compare the means of the groups of employee's motivation based on the characteristic of experience in sector for last three years.

H₃: Evaluations of employees on motivation differ in terms of experience in sector.

Table 3 shows ANOVA comparing the means of experience in sector of participants who completed the survey. The means, values of F and significance levels are listed in the table. Tests of ANOVA reveal that there are statistically significant differences among the evaluations employee's motivation based on experience in sector of participants $F=2,457$, $p=.046$. From the results obtained the p-value ,046 is less than the significant level ,05 and the alternative hypothesis is accepted (rejects a null hypothesis) if the p-value is less than ,05. Employees in experience in sector of participants more than 20 years ($M= 4,07$) indicated they employee's motivation to a significant greater degree than less than one year ($M= 4,07$), 1-5 years ($M= 3,55$), 6-10 years ($M= 3,80$) and 11-20 years ($M= 3,31$). Evaluations of employees on motivation differ in terms of experience in sector. The hypothesis H₃ is accepted.

Table 3: Differences in Evaluations Employee's Motivation Based on Experience in Sector for Last Three Years

	Means					F	Sig.
	Less than 1 years	1-5	6-10	11-20	More than 20 years		
Employee's motivation	4,03	3,55	3,80	3,31	4,07	2,457	,046

According to the results, participants who have more experience in sector are reach to a higher level of motivation compared to participants who have less experience in sector.

5. CONCLUSION

This research was conducted to identify the employee evaluation who participate in training and development programs in banking sector. Participation in training and development programs is quite important for employees as internal customers. The aim is to analyze the differences of the evaluations on training and development programs on motivation by "situation of participation", "number of participation", "employee's title", "gender", "marital status", "age", educational level", "experience in bank" and "experience in sector" in training. The study found that the perceptions of employees on evaluations of training and development programs on motivation differ in "situation of participation", "number of participation" and "experience in sector". No significant differences were found for characteristics such as employees' title, gender, marital status, age, educational level and experience in bank.

According to the results, participants; (a) who participated in the training and development program, are reach to a higher level of motivation compared to participants who did not participate in this program, (b) who received many times in the training and development programs, are reach to a higher level of motivation compared to participants who received less in this programs, and (c) who have more experience in sector are reach to a higher level of motivation compared to participants who have less experience in sector.

The results depend on differences show that training and development programs have positive impact on motivation of employees in banking sector. So it is concluded that if the employees participate in training and development programs, it can enhance the motivation of employees that is helpful in increasing motivation of employees as well as of organization.

Results of the study are strongly based on the literature review. Comparison of the results of the research done in different samples will be useful. Other studies should be done on a larger scope to compare this study with what is happening across the nation. Results are valid within the specified research limits, and it is impossible to make generalization.

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