Original Article (Quantified)

Providing a training model with knowledge management approach in banks and financial institutions

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Abstract
The purpose of this research is to provide a training model with knowledge management approach in the National Bank of Iran. Therefore, it is an applied-developmental research that can use in other banks and financial institutions. The quantitative research method is survey-analytical. The statistical population of 1156 people included experts and middle managers of National Bank headquarters in Tehran province. Cochran's formula was used to calculate the sample size, and 288 people were determined and selected by stratified random sampling method. The tool of data collection is a researcher-made questionnaire. For the validity of the questionnaire, face or content validity methods were used, and for reliability, Cronbach's alpha method was used, which was confirmed with an alpha value of 0.9. The data were processed with the help of SPSS26 statistical software and PLS4 structural equation software. To analyze the gap, the non-parametric Wilcoxon test was used to identify the current and desired status of training indicators with the knowledge management approach in National Bank, and also Friedman test was used to determine the priority between categories, and structural equations were used to analyze the confirmatory factor and build the model. According to the findings, there is a significant difference between the average of the current and desired status of the indicators in the target community. Finally, the models were examined in two sections: the current, and the desired status; and a combined model was presented. Based on the results, the managers of National Bank should make extra efforts in all the components of the model, which in the current status have less factor loading than the desired status, in order to implement employee training with knowledge management approach.

Extended abstract

Introduction

Today, the development of the world economy is focused on creating knowledge and competency-based economy. In this process a key role belongs to the skilled workforce that meets the needs of the labor market, and is a driver of economic and social progress, as well as improving competitiveness of the country in general (Sekerin et al., 2018) .Therefore, training and development of employees with the aim of increasing the productivity in the organization has become very important (Ismael et al., 2021). Organizations make huge investments on employee training and development each year. However, transfer of knowledge acquired through training programs to company stakeholders is not as easily achieved. A learning environment needs to be produced in organizations such that employees are motivated to actively learn new things and then share their knowledge with their peer (Banerjee, Gupta & Bates, 2017). Knowledge management processes implemented at the organizational level can play a vital role in the transfer of knowledge thereby, increasing the effectiveness of training (Abd Rahman et al., 2013): because human resources training is the primary approach to elicit and reinforce employees' knowledge and proficiency. Certainly, both knowledge and human resources are being increasingly regarded as key levers of improving of organizational performance in today's global, dynamic and complex organization environment (Khaksar et al., 2011) .Organizations striving in today's fast changing marketplace are facing the need to have employees who know how to learn and who can quickly retool and be ready for new challenges (Ho, 2008) .In this regards, the adoption of appropriate Knowledge Management approaches which is recognized to be a way to achieve sustainability goals (Kassaneh, Bolisani & Cegarra-Navarro, 2021) has become an important tool for enhancing and supporting education (Alosaimi, 2016).

 So far, various models have been presented for the training systems of the employees of the organizations. But considering the importance and promotion of knowledge and the importance of increasing the efficiency and competitive environment among organizations, especially in banks and financial institutions due to being exposed to changes,, a suitable model is needed to achieve this important. It can be institutionalized the teaching and learning process which is the goal of effective education. Therefore, the current research aims to provide a model of training with a knowledge management approach in the National Bank of Iran, in which the following questions are examined and answered:

1. What is the current status and the desired status of training indicators with knowledge management approach in National Bank of Iran According to the experts and managers of this bank?

2. What is the ranking of training indicators with knowledge management approach in National Bank of Iran?

3. What is training model with the knowledge management approach in National Bank of Iran?

Theoretical framework

According to Goldstein (1986), training is defined as "the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance" (Abd Rahman et al., 2013). The main purpose of employee training is to increase efficiency. Individuals rely on training to improve their current skills and to learn new skills (Renukappa, Suresh & Alosaimi, 2021). Davidson and Philip Voss (2003) state that knowledge management is the way based on which the organizations manage their employees, identify and store existing knowledge, and share it with teams to improve the quality and value of that knowledge to create knowledge-based innovations (Kurniawan et al, 2023) .The real focus of knowledge management is on

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"doing the right thing" instead of "doing things right". It provides a framework within which the organization views business processes as knowledge processes which involves creation, dissemination and application of knowledge towards organizational sustenance and survival (Dhamdhere, 2015).

The benefit and application of new methods and approaches of training and learning of employees is accompanied by a change in the paradigm of education towards learning opportunities (Mogharab Elahi & Jafari, 2022) .Knowledge management will lead educational organizations to identify all the needed processes that add value to learning experience (Alosaimi, 2016).

Methodology

The research method is quantitative, survey-analytical, and an applied-developmental research in terms of its purpose. The statistical population was 1156 people, including experts and middle managers of National Bank headquarters in Tehran province. Cochran's formula was used to calculate the sample size, and ۲۸۸people were determined and selected by stratified random sampling method. The tool of data collection is a researcher-made questionnaire. This questionnaire has 42 items and 9 components: scientific ability of human resources (5 items), behavioral competence of human resources (3 items), policy and legislation (4 items), social factors (3 items), educational leadership (6 items), Knowledge management approach (8 items), evaluation and control of educational quality (3 items), learning culture (4 items), and human resources training (6 items). For the validity of the questionnaire, face or content validity methods were used, and for reliability, Cronbach's alpha method was used, which was confirmed with an alpha value of 0.9. The data were processed with the help of SPSS26 statistical software and PLS4 structural equation software. To analyze the gap, Wilcoxon's non-parametric test was used to identify the current and desired status of training indicators with the knowledge management approach in the studied bank. The non-normality of the data distribution is the reason for choosing this test, which was calculated through the Kolmogorov-Smirnov Test. Friedman's test was used to determine the priority between categories and criteria, and structural equations were used for confirmatory factor analysis and model building.

Discussion and Results

The findings showed that for all variables, the significance level value of the Wilcoxon test is equal to 0.000; which is less than 0.05, so the null hypothesis is rejected with%99 confidence, and there is a significant difference between the average of current status and the desired status in the target society. According to the results of the descriptive section, the average of the current status is lower than the average of the desired status .Also, the significance level of Friedman's test for the current and desired status is equal to 0.000, which is less than the value of 0.05; so with%99 confidence, there is a significant difference between the ranks of each variable. According to the average values of the ranks, the policy and legislation variable in the current status has the highest rank with a value of 6.73 and the learning culture variable has the lowest rank with a value of 3.25. Also, the variable of human resources training in desired status has the highest rank with a value of 5.82 and the variable of knowledge management approach has the lowest rank with a value of 4.29. In order to provide a model of education with knowledge management approach, the models have been examined in two parts; the current status and the desired status. In these models, the indicators whose factor loading was less than 0.7 were excluded from the model. Finally, the combined model is presented based on the factor loading report of each index.

Conclusion

The present research was conducted with the aim of presenting a training model with knowledge management approach in the National Bank of Iran. According to the findings of this research, in order to bring about change and achieve the desired status of the identified indicators, the managers of National Bank must be able to quickly adapt to the current changing and unpredictable conditions, and their efforts to change should be in the direction where teaching and learning processes are at the center of their work. The current research is consistent with the findings of Ramazanzade et al, (2019), which emphasize the use of group teaching methods and active learning and practical communities in order to produce more knowledge, and also with the results of Reyhani (2022), which states the role of the knowledge management approach in improving the performance of education and its effectiveness, and with the studies of Utete (2017) and Fadel (2022) in connection with the promotion of knowledge transfer culture.

In line with the findings of this research, it can be acknowledged that providing training with knowledge management approach covers all the objectives of in-service training for employees from the aspects of induction, retraining, compensatory and knowledge enhancement, and it is effective in achieving these goals, such as helping people to carry out assigned tasks, compensating and completing the training of employees, improving the knowledge and ability of employees, and providing them with new scientific information.

On one hand, the high ranking of the policy and legislation index in the current status shows the importance of this issue and its related components from the point of view of the managers and experts of the studied bank. In line with the findings of this part of the research, the studies of Moharramzadeh, Talebi & Daneshvar (2020), NNKO & TIENG'O (2022), and Holakupour & Hamidizadeh (2016) have been emphasized the importance of human resource training policies and the fact that training and development programs should be part of the organization's strategic plan and the need to match knowledge business strategies with knowledge development strategies to increase organizational effectiveness.

On the other hand, the low ranking of the knowledge management approach in the desired status and the learning culture in the current status indicates that the managers and experts of the studied bank are not aware of the concept of knowledge management and knowledge sharing culture. In this context, researchers such as Babai Farsani, Hassani Moghadam & Farhadi (2021), Malik & Danish (2020), Omar & Mahmood (2020), and Kurniawan et al, (2023) have discussed the importance of learning culture and knowledge management in organizations in improving individual and organizational performance.

In general, the model designed in this research shows a comprehensive picture of human resource training indicators with knowledge management approach that can be used in other banks and financial institutions. In order to implement employees training with knowledge management approach, National Bank managers should make extra efforts in all the components of the model, which in the current status have less factor loading than the desired status. It is necessary for managers of banks and financial institutions, including the National Bank, to improve the level of knowledge and the quality of the behavior and performance of employees by recognition and prioritization the indicators of employees training with knowledge management approach.

Based on the obtained results, it is suggested: emphasis and support of managers of banks and financial institutions on the implementation and institutionalization of knowledge management, providing a suitable motivational package for knowledge workers, complete integration between training strategies and macro knowledge strategies, educational planning and content development according to knowledge gaps, creativity in choosing new educational methods and using knowledge management tools, providing flexible and

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combined learning opportunities and paying more attention to virtual education, developing informal relationships, experiential and collaborative learning, considering talent training as a main responsibility for managers of banks and financial institutions and developing a program to record and transfer knowledge of employees.

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