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Problems of Human Resource Development in the Georgian Banking Sector

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Abstract

The banking sector of Georgia is an important part of the country's economy. To provide high-quality financial services, it is necessary to constantly take care of employees' satisfaction, career success, and development. Banks mainly research the issues of their own personnel development, and a large-scale study reflecting the overall situation has not been conducted so far. Accordingly, this research aimed to study the main problems and trends of human resource development in the banking sector of Georgia. The analysis and the formation of solutions will contribute to the efficient management of organizational processes in the future. The research was conducted using the quantitative research method. 1109 respondents working in all fourteen commercial banks took part in the survey. Data were processed and hypotheses were tested using IBM SPSS Statistics. The research's main results showed that the professional development conditions of the employees in the regional branches differ from the opportunities of the employees in the head offices or capital branches. Another problem is related to the low involvement of employees in the formation of the individual development plan. Therefore, using the results and recommendations will be useful for any commercial bank operating in Georgia.

Keywords: Human Resource Development; Banks; Georgia.

JEL: O15; J24; G21.

1. Introduction

Commercial banks are one of the successful and multifaceted development-oriented institutions in the financial sector of Georgia. They are primarily distinguished by their desire to introduce innovations and modern technologies. Since banking belongs to the service sector, the human factor is undoubtedly of great importance for high-level activities. The presence of satisfied and developed employees determines the success of the financial and non-financial profiles of banks. Therefore, the study of human resources development issues and the detection of problems and gaps in the banking sector will

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help to see the real market situation on the one hand, and increase the effectiveness of various processes on the other hand. In addition to the fact that the issue is quite relevant, it should be noted that commercial banks operating in Georgia independently study their human resources development, and a large-scale study reflecting the general state of development of employees in the banking sector has not been conducted in the past. On the other hand, this fact emphasizes the importance of the present study.

For such a small country as Georgia, the banking sector is quite numerous and occupies an important place in the employment of the population. According to the Organic Law "On the National Bank of Georgia", the National Bank has the right to supervise commercial banks, which primarily means granting a conditional license to a commercial bank (2009, Article: 49). Commercial banks licensed by the National Bank of Georgia include branches of foreign banks, member banks of large holdings, Georgian banks etc. Accordingly, within the framework of the research, licensed commercial banks are considered in the Georgian banking sector. Their number and structure are variable, while the information is public and available on the official website of the National Bank (nbg.gov.ge). Before the research, as of the 2nd quarter of the 2022 year, 14 commercial banks were licensed by the National Bank of Georgia[1], and the total number of employees was 28,637 people[2], which was about 2.26% of the total number of employees in the country[3].

Banks are organizations like other institutions. Therefore, they also have the characteristics of all standard organizations. Providing high-quality service to customers is based on attracting, retaining, and developing the best personnel. Accordingly, for many banking sector representatives, attracting and developing talented employees is one of their strategic priorities. For this, TBC Bank introduced and has been researching the Employee Net Promoter Score for years, which is a kind of measure of the loyalty of its employees (2019: 41%, 2020: 68%, 2021: 66%). At the same time, it determines the probability that they will recommend the employer to their friends and family members (TBC Bank, 2021, p. 23). As mentioned, attracting and developing the best talents at the initial stage of their career and training young leaders, in general, is one of the important priorities of the Bank of Georgia (Bank of Georgia, 2022). Pasha Bank also considers investing in employees as the most important direction for personal growth and professional development (Pasha Bank, 2022).

Commercial banks operating in Georgia support many directions of employee development. In particular, TBC Bank's personnel management program is aimed at identifying the best talent and developing it, within the framework of which, in partnership with a leading international training company, it introduced a large-scale program for middle managers: the Strategic Thinking Module, the Change Management Module, the Functional Confidence Module, and the Leadership Module. According to the organization, in 2021 more than 1,000 employees participated in various courses (business development, banking, change management, management, financial analysis, etc.), and many employees received financial support in obtaining

1 nbg.gov.ge /accessed 01.07.2022/
2 The information was requested from the National Statistics Office of Georgia.
3 geostat.ge /accessed 18.02.2023/

international certificates (MBA, CFA, FRM, ACCA, etc.). In addition, to support hundreds of IT specialists, the bank established an IT academy in 2019, which combines front-end and back-end development, Android and iOS (iPhone Operating System) mobile application development, user experience research, and strategy. It is also worth noting the large-scale internship program of TBC Bank, which includes the internship of students from leading universities in Georgia and their subsequent employment (up to 500 students have been employed since 2011). Development is considered to be closely related to career development, and it should be noted that TBC Bank's internal promotion rate is 19% (TBS Bank, 2021, p. 60-61). The "Leaderator" training program for young leaders of the Bank of Georgia is also a project supporting the development of human resources, which has been implemented since 2017 and includes many different programs and banking directions. It should be noted that after the completion of the program, 86% of the participants continued their careers at the Bank of Georgia (Bank of Georgia, 2022). Learning and development are also priorities at Credo Bank, which is confirmed by the existence of the Credo Academy. This academy is a kind of internal training center, where both senior and novice employees undergo training. In addition to its academy, Credo Bank also finances professional training abroad (Credo Bank, 2022). Thus, as the review showed, the background of human resources development in the banking sector of Georgia is quite good, which gives more opportunities to improve the relevant field. A similar situation is observed according to studies conducted in other developing countries (for example, see: Devi & Narayanamma, 2014; Khan & Khan, 2017).

The research aims to study the trends and problems of human resource development[4] in the banking sector of Georgia in the modern period. To achieve the aim of the research, some tasks were defined, which involve revealing the influence or relationship of various demographic and socio-economic factors on professional development and employees' attitudes. So, the object of the research is people employed in different positions and hierarchical levels in the Georgian banking sector. To achieve the goal of the research, a quantitative research method was used, and desk research (documentary analysis), within the framework of which relevant materials were processed through analysis and synthesis techniques: various scientific articles and conference proceedings; research reports; documents of public or private organizations; information published by banks; digital materials, etc.

2. Discussion of the relevant literature

The need for human resource development is a consequence of globalization and a rapidly changing environment. Taking care of it is important not only for banking institutions but also for any organization. In various electronic scientific databases, a variety of scientific literature on this topic was found, and to simplify the perception, we have systematized and grouped the materials. It should be noted that large-scale studies, which would be focused on the analysis of the problems of the entire banking sector of the country, are rare. In contrast, there are many studies that examine individual aspects of employee development in banks.

[4] Within the framework of the research, in human resource development the authors consider the actions, events and results provided by the classical definitions of the term.

As already mentioned, no large-scale research on the issues of human resource development has been conducted in the banking sector of Georgia, however, there were found Georgian papers on similar topics. In the past years, a study was conducted in Georgian banks about the challenges of personnel management. Through a structured interview, Shonia N., Mushkudiani Z., Shalamberidze K., and Janelidze N. (2018) interviewed the persons responsible for human resources, the CEO, and the directors of the HR departments. The study mainly identified deficiencies in employee selection, compensation, motivation, work schedules, monitoring, internships, and other HR functions, however, it was less concerned with development issues. Kharadze N., and Gulua E. (2018) conducted research on Georgian students in the Human Potential Management Laboratory of Ivane Javakhishvili Tbilisi State University to study personnel development features. As a result, the authors revealed that among the respondents there is a problem with understanding personal talents or career interests and a negative attitude towards current work. The results of the research also point to the shortcomings of the actual production of individual development plans in organizations. Chagelishvili A. (2022) reviews the main trends and problems of human resources development in the public and private sectors of Georgia. The author presents HRD in an even wider spectrum and analyzes various global indexes for Georgia. As a result of the review, the author emphasizes that the HRD system is mainly developed in large Georgian organizations, while in small and medium-sized businesses it has only a fragmented form. Human resource development is closely related to career development. Pirtskhalaishvili, D., Paresashvili, N., and Kulinich, T. (2021) investigated the gender aspects of career management in Tbilisi administrative units. The authors combine the results into three categories: improvement of organization management methods; proper management of their time and actions by employees; legislative recommendations. The research carried out by Paresashvili N., Giorgobiani, Nikvashvili M., Pirtskhalaishvili, D., Kharadze N. (2019) in educational institutions also refers to the peculiarities of career management. Paresashvili N., Okruashvili N., and Edzgveradze T. (2020) reviewed global challenges in the process of human capital formation in Georgia and some ways to deal with them. A similar study was conducted by Paresashvili N., Okruashvili N., and Nikvashvili M. (2021) in order to identify the challenges of the education system.

The study of human resources development in banks is on the list of current issues in many countries. In the past years, as a result of a survey conducted among 100 respondents, Gupta, D. K., Jena, D., and Y. Samantaray, A. K. (2019) revealed that public sector banks in India have a fairly good climate in terms of human resource development and career planning. Mitsakis F. (2023) developed the modified strategic human resource development framework to assess managerial perceptions as a result of qualitative research conducted in Greek banks in times of business and economic uncertainty. Based on the research, the author offers HRD (Human Resource Development) professionals a useful tool to effectively assess the meaning of their HRD interventions. Through research conducted in 14 national-level development banks and 25 non-state-owned commercial banks in Nepal, Sthapit, A. (2020), evaluated the role of strategic HRD factors in theoretical outcomes and developed the SHRD model, which is a kind of tool for HRD strategic management. Otoo, F. N. K. (2019) examined the mediating role of employee competencies in the relationship between human resource development practices and organizational effectiveness in the example of selected banks in Ghana. As a result, the author proved the high value of employee competencies mediating. Similar to the present study, Ardichvili A. and Gasparishvili A. (2010) investigated the problems of HRD in the Russian banking industry in 1998. The research was quite extensive, as it was conducted in seventy banks in Russia and forty-five educational and training institutions. The obtained results accurately reflected the shortcomings characteristic of HRD at that time: HRD was considered a part of the wider education system; the emphasis was mostly placed on recruitment rather than employee development; the number of instructors with practical experience was small; and so on. In order to solve the problems, the authors in the paper mainly highlight recommendations inspired by Western HRD practices. As a result of the research carried out on Vietnam's banking system, which described the unfavorable situation of HRD, Chung H. T. T., Hoang T. L., and Tam P. T. (2022) developed recommendations and practical ways of solving problems. Through research conducted among employees of Nigerian commercial banks, Benjamin A. (2012) revealed that the climate of human resources development has a significant relationship with organizational citizenship behavior and voluntary turnover intentions. The paper discusses the obtained results and their impact on Nigerian banks. Through research among 143 Australian bank managers, Froehlich, D. E., Segers, M. S. R., and Van den Bossche, P. (2014) examined the impact of individual managers' approaches, leadership, and organizational learning culture on learning outcomes. The results confirmed that the learning approach has a great impact on learning outcomes; organizational learning culture moderates the effects of leadership styles and learning approaches, etc. As a result of the research conducted in Jordanian Islamic and foreign banks, Rowland, C.A., Hall, R.D., and Altarawneh, I. (2017) were able to gather recommendations on how strategy, performance management, and training and development can work synergistically. The paper represents the first practical study of HRD issues in Jordan and describes the issues of transferring Western models to Arab culture. As a result of the research conducted in Nepal, Chalise D. R. (2020) revealed that commercial banks have adequately assessed development, but gaps were found in the quality of training planning and relevance to employee needs. The results also showed that training and development have a significant impact on employee performance and satisfaction. The author believes that systematic HR ensures the increase of productivity and many other factors in the organization. Mehreen, A. and Ali, Z.'s (2022) paper, "The interplay between employee development factors and succession planning in predicting employee performance: evidence from retail banks", is another study conducted on the banking sector and development issues, the purpose of which was to find out whether succession planning improves employee performance. The results showed that succession planning and employee performance are positively related to employee orientation, training and development. The main value of the paper is the recommendations made for retaining talented employees in the organization. Oyinlola M. A., Adeniyi O., and Adedeji A.

A. (2021) investigated the issues of taxation and human capital development in sub-Saharan Africa. As a result, it was determined that indirect taxes and taxes on goods and services are modified to increase the level of human capital development, while total taxes, direct taxes, taxes on income, profit, and gains can distort human capital development in the SSA region.

A number of review papers have also been written about HRD in banks. Rekha, Y. C. (2013) reviewed the increased significance of HRD in the banking sector in the environment caused by globalization or other factors and made certain suggestions for increasing the effectiveness of bank management. Ray, S., Bagchi, S., Alam, M. S., and Luna, U. S. (2021) evaluated and compared many issues of human resource management, including HRD, as a result of a study of human resource management practices of commercial banks in Bangladesh based on secondary data. The results showed that government commercial banks mainly have common HRM practices, while private banks follow diversified practices. Susanto H. H. (2019) relies on primary data from various sources and analyzes the necessary strategy for increasing the competitiveness of Islamic banks. Based on the obtained results, the author concludes that a properly developed human resources development program is important for development. Often, organizations believe that to increase productivity, it is necessary to focus on training. From this point of view, Arora, V., and Talwar, R. (2019) evaluated how much training and development determine the effectiveness of the employees' work in public sector banks. Rahman, M. M. and Akhter, B. (2021) examined the impact of the results of investing in human capital in terms of increasing the efficiency of banking activities. Finally, important and general issues of learning and development include M. Armstrong and S. Taylor's (2020) guidance, which is aligned with the Chartered Institute of Personnel and Development (CIPD). In the book, the authors touch upon such topics as: the basics of learning and development, process, practice, strategic side etc.

The COVID-19 pandemic, which has become a global challenge in recent years, has affected almost all areas of activity, as well as the methodology, practices, and results of human resources development. A number of scientific works were devoted to this topic. Brandhorst, J. K., Compton, C., Solon, K., Huyler, D., McGill, C. M., and Barnhart, L. (2023) reviewed the effectiveness of grounded theory for the research and practice of HRD. For this purpose, the authors discussed grounded theory from a historical perspective, the current state, and the future of grounded theory research in HRD. The following studies deal with the strategic aspects of human resource development. Wang, J., Hutchins, M. H., and Garavan, T.N. (2009) explore the strategic importance of HRD in the management of organizational crises, for which Garavan's strategic HRD model is used as a guiding framework.

The review of the relevant literature allowed to classify the studies conducted in recent years and, in this way, analyze the results. Large-scale studies are mainly aimed at assessing the current situation in the sector, identifying problems, and developing certain mechanisms for solving them. Such studies are mainly focused on the examination of all banks or individual groups in the country. In contrast, studies that examine individual human resource development issues across multiple banks are more detailed and specific. Such studies do not allow a general evaluation

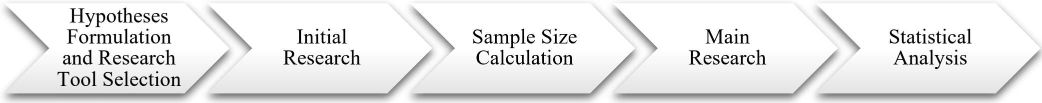

Figure 1. Research process

Source: Research materials

of the HRD of the country's banking system, however, they are valuable for in-depth analysis of various aspects of development.

According to the conducted studies, as the practice of various developing countries has shown, the most common problem specific to the development of human resources in banks is its incorrect or inappropriate perception. Human resource development is still perceived as a small part of HRM, which in turn leads to the decline of many of its functions. Georgia is also among the developing countries. Thus, the results of the research, which are presented in the following subsections, allow to compare the countries with each other.

3. Methodology

To describe the research methodology, the entire research process is considered. Figure 1 presents the stages of this process.

Humans are social beings. Accordingly, the study of human resource development issues was assigned to the subject of sociological research. Thus, to achieve the goal of the research, a quantitative research method was used - a mass survey, which is also quite common in the field of business administration. This method was chosen for the following reasons:

- Depending on the goals of the research, it most ensured the reduction of the researcher's subjective interpretation;
- Provided more opportunities to successfully plan, organize, and control large-scale research;
- Had a high level of statistical reliability.

In the first stage, hypotheses were formulated. From a chronological point of view, the research design is the description of events, establishing and explaining relationships between variables over a specific period of time. However, since the clarification of many issues in order to achieve the purpose of the research requires the analysis of changes in time, the questionnaire included 51 questions formulated about both the present and the past.

Google Forms was used for the formation and distribution of the questionnaire. In terms of content, the questionnaire included neutral behavioral, attitude-measuring, performance-evaluating, psychographic, and other types of questions. Regarding the types of questions, the questionnaire consisted of rating scales, ranking scales, semantic differentials, Likert scales, and other types of questions. In order to simplify the analysis stage of the research results and reduce coding errors, coding was carried out during the compilation of the questionnaire.

In order to test the research instrument, a pilot study was conducted on a small sample group, where open-ended questions were presented with tentative answers. After the initial survey was completed, the open-ended questions were mostly transformed into the closed-ended questions of the main survey.

Based on the information obtained from the pilot study, a questionnaire for the main study was developed and refined.

When planning the research (1st quarter of 2022) and calculating the sample size, the number of commercial banks licensed by the National Bank of Georgia was 14. Accordingly, the total population included the total number of employees in these 14 banks: 28,186 people. In order to determine the size of a representative sample, we used the sample size calculator (confidence level: 95%, response distribution: 50%, error range: 3%). As a result, the minimum number of respondents to be questioned in the future reached 1029 people.

The research took into account certain specifics of the territorial dispersion of Georgian banks: the head offices and most of the branches are concentrated in the capital, while they are distributed in different proportions in western and eastern Georgia. The questionnaire was sent to all 14 commercial banks and the Georgian Banking Association in order to petition the banks. The objectives of the study were openly disclosed to the participants, as the influence on their responses was less expected. In order to protect the interests and rights of the respondents, the research was conducted with full respect for ethics and security. Participants were informed about anonymity, confidentiality, and ethical issues in a cover letter presented at the beginning of the questionnaire, which they had the opportunity to read before starting the survey. The research was conducted for about 2 months (18.07.2022 - 12.09.2022). The number of respondents exceeded the minimum and amounted to 1109 people.

Table 1. Distribution of respondents by banks

N	Banks involved in the study	Number of respondents	%
1	Credo Bank	109	9.8
2	Is Bank	12	1.1
3	Pasha Bank	69	6.2
4	Halyk Bank	32	2.9
5	Tera Bank	80	7.2
6	Silk Road Bank	21	1.9
7	Pro Credit Bank	67	6.0
8	Ziraat Bank	15	1.4
9	Cartu Bank	31	2.8
10	VTB Bank	17	1.5
11	Bank of Georgia	180	16.2
12	Basis bank	105	9.5
13	Liberty Bank	153	13.8
14	TBC Bank	218	19.7
All		1109	100.0

Source: Research materials

After the study was completed, the ordered data were exported, checked, processed, and analyzed using IBM SPSS Statistics 26.0. The data analysis was carried out in two parts:

1) Descriptive statistics, where univariate analysis was performed (frequency distributions; measures of central tendency, and dispersion);
2) Analytical statistics, where hypotheses were tested within bivariate and multivariate analysis (scatter plot, crosstabulation, chi-square, Student's t-test, association measures, analysis of variance (ANOVA), scale reliability check, etc.).

4. Results

4.1. Descriptive Statistics

At first, in order to exclude any type of error, a missing value analysis was conducted. As a result, there were no missing data in any variable (0%). The main descriptive statistics of the results are given below.

As mentioned above, a total of 1109 respondents, 422 of whom were male and 687 female, took part in the survey. Figure 2 presents the gender structure of the respondents. In addition to the fact that females are more active in research, we may assume that the numerical advantage of females is due to the gender imbalance of employees in the banking sector.

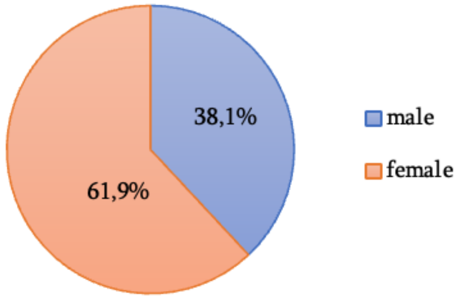

Figure 2. Gender distribution of the respondents

Source: Research materials

Most (88.1%) employees aged 18 to 44 participated in the research (Table 2). Based on the generalization of the data, It is probable that the age of employees in the Georgian banking sector is quite young. As for the lack of employees of retirement age in the study, this is a general problem typical for Georgia.

Table 2. Age distribution of the respondents

Q2. Age	Respondents	%	Cumulative %
1. 18-24	134	12.1	12.1
2. 25-29	327	29.5	41.6
3. 30-34	346	31.2	72.8
4. 35-39	170	15.3	88.1
5. 40-44	82	7.4	95.5
6. 45-49	38	3.4	98.9
7. 50-54	9	.8	99.7
8. 55-59	2	.2	99.9
9. 60-64	1	.1	100.0
All	1109	100.0	100.0

Source: Research materials

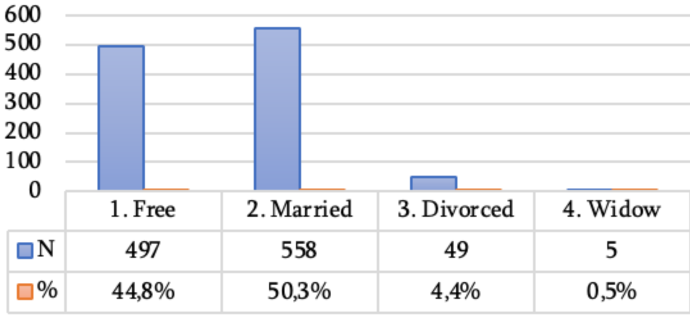

Figure 3. Distribution of respondents by marital status
Source: Research materials

Almost equal numbers of participants were divided into married (50.3%) and unmarried (49.7%) categories (Figure 3). The results are the same in terms of having a child (or children): 48.8% have at least 1 child (Figure 4).

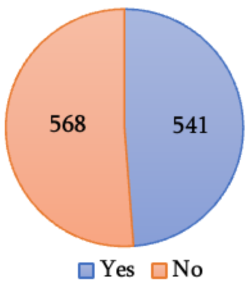

Figure 4. Distribution of respondents according to having child(ren)
Source: Research materials

A solid majority of the respondents (92.6%) have higher education, among whom bachelors are leading (Table 3). It should be noted that in the case of 20.6%, the banking field is unrelated to the education received (Figure 5). Most of the participants have different levels of higher education. Employees with a bachelor's degree are leading among them, which also reflects the country's education statistics. If we take into account that only a quarter of respondents do not work in the relevant field of their education, it is possible to generalize and say that people with relevant higher education are mostly employed in banks.

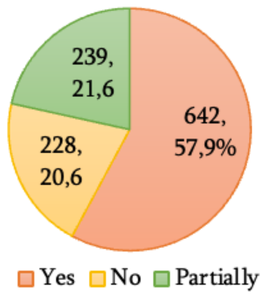

Figure 5. Distribution of respondents according to employment in the relevant field of education
Source: Research materials

Note: Variable/Question: "Q6. Do you work in the field of your education?" By answering this question, the respondents expressed their personal opinion whether they were employed in the relevant field of education.

The average salary ranges from 1000 GEL to 2000 GEL (about $379.29 to $758.58[5]), which is close to the average monthly salary of hired employees in the country

[5] according to the official exchange rate of the National Bank of Georgia (22.02.2023).

Table 3. Distribution of respondents by education

Q5. Education	Respondents	%	Cumulative %
1. Incomplete secondary education	3	.3	.3
2. Secondary education	5	.5	.7
3. Incomplete professional education	6	.5	1.3
4. Professional education	36	3.2	4.5
5. Incomplete bachelor's degree	32	2.9	7.4
6. Bachelor	534	48.2	55.5
7. Incomplete master's degree	82	7.4	62.9
8. Master	392	35.3	98.3
9. Incomplete Ph.D.	13	1.2	99.5
10. Ph.D.	6	.5	100.0
all	1109	100.0	100.0

Source: Research materials

Table 4. Distribution of respondents according to salary

Q7. Salary	Respondents	%	Cumulative %
up to 500 GEL	76	6.9	6.9
From 500 to 1000 GEL	269	24.3	31.1
From 1000 to 1500 GEL	252	22.7	53.8
From 1500 to 2000 GEL	199	17.9	71.8
From 2000 to 2500 GEL	15	1.4	73.1
From 2500 to 3000 GEL	84	7.6	80.7
3000 GEL and more	214	19.3	100.0
all	1109	100.0	

Source: Research materials

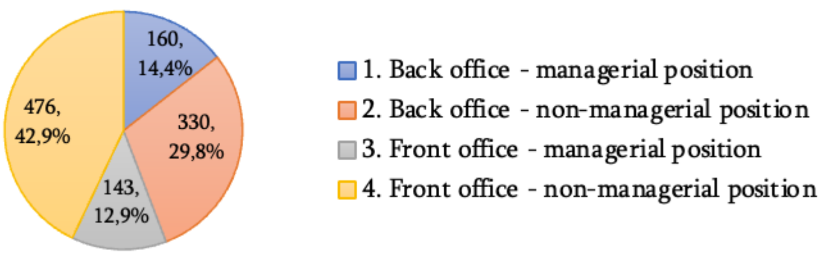

Figure 6. Distribution of respondents by positions
Source: Research materials

Table 5. Distribution of respondents according to work experience

Q11. Work experience in current job	Respondents	%	Cumulative %
1) less than 1 year	165	14.9	14.9
2) from 1 to 3 years	251	22.6	37.5
3) from 3 to 6 years	302	27.2	64.7
4) from 6 to 10 years	184	16.6	81.3
5) 10 years and more	207	18.7	100.0
all	1109	100.0	

Source: Research materials

Table 6. Reliability Statistics for Q51 Question/Variable

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Items
.894	.894	Q51.1. I try to devote even a little free time to develop; Q51.2. I actively learn about professional news; Q51.3. I use various devices (mobile phones, gadgets, etc.) for development; Q51.4. I often discuss professional news with colleagues.

Source: Research materials

The specifics of banks' activities explain that almost half of the respondents are employed in front office non-managerial positions (42.9%). The share of managers among the respondents is 27.3% (Figure 6).

The average work experience of the respondents in their current job ranges from 3 to 6 years (Table 5).

4.2. Analytical statistics

The Q51 (Indicator of respondents' activity in professional development (computed)) Likert scale was tested for scale reliability prior to testing the hypotheses. A positive correlation was obtained from the Inter-Item Correlation Matrix, which means that all of them measure the same characteristic. The high value of Cronbach's alpha obtained as a result of the analysis indicates a good internal consistency of the variable/scale for the given sample (Table 6). Since the number of items of the scales was small, the correlation index (Summary Item Statistics) between them was also analyzed, which indicates high correlations.

In order to compare the means of the dependent variable of the hypotheses H_1 (*Respondents with children find it more difficult to balance professional development and personal life* (Questions/Variables: Q4: Do you have a child (or children)? - Q50. How do you manage to balance professional development with personal life?)) for the independent variable groups, the Independent-samples t-test was used (Table 7).

The Q50 variable represented a semantic differential in which respondents rated the difficulty of balancing professional development and personal life with points (scale: 1 for "very difficult" to 5 for "not difficult"). The analysis showed that the mean scores of the groups with child(ren) and without child(ren) differ from each other (difference=-.257) and the respondents with

Table 7. Independent-samples t-test

Hypotheses	variables	Equal variances status	Levene's Test for Equality of Variances		t-test for Equality of Means							result
			F	Sig.	t	df	Sig. (2-tailed)	Mean Differ.	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper	
H_1	Q4* Q50	assumed	4.999	.026	-4.089	1107	.000	-.257	.063	-.380	-.134	True
		not assumed			-4.097	1105.954	.000	-.257	.063	-.380	-.134	

Source: Research materials

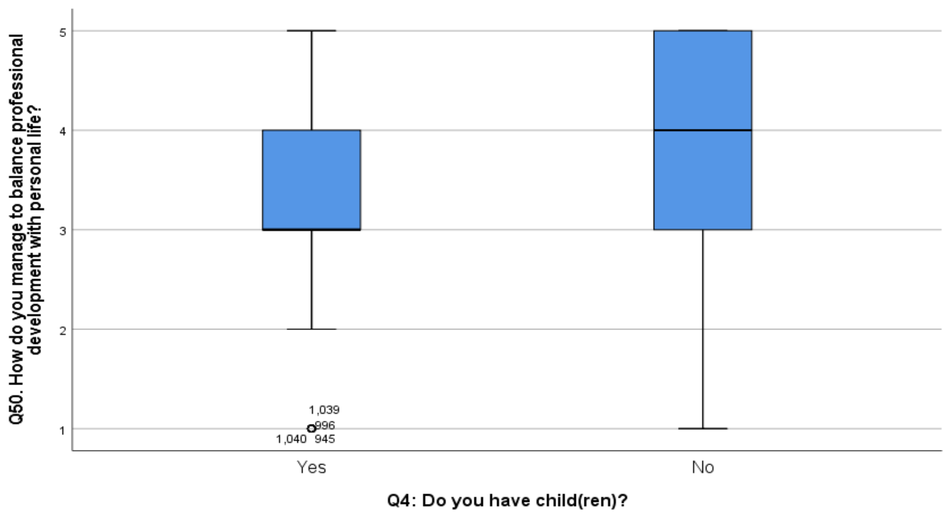

Figure 7. Boxplot for H_1
Source: Research materials

child(ren) had a mean score more inclined towards "very difficult". F = 4.999 according to Levine's test of equal variance; however, because p =.026, equal variance is not significant. t-test analysis revealed that t=-4.097 and this difference is statistically significant (Sig. (2-tailed)=.000). Summarizing the data, it can be said that there is a statistically significant difference between the respondents with child(ren) and those without child(ren) according to the difficulty of combining professional development and personal life.

In order to compare the observed frequencies and proportions in each category with the frequencies that would be expected if the relationship between the variables of H_2, H_5, H_6, H_7, H_8, H_9, H_{10}, H_{12}, H_{13} did not exist (for each specific hypothesis), crosstabulation and independence χ^2 were used. A Cross-tabulation analysis of all hypotheses revealed that the predicted and actual distributions differed from each other, indicating a relationship between the variables. The same is indicated by statistically significant Pearson's chi-square and Cramer's V (Table 8).

Table 8. Chi-Square Tests and Symmetric Measures

Hypotheses	Variables	Pearson Chi-Square	df	Asymptotic Significance (2-sided)	Cramer's V	Approximate Significance	results
H_2	Q2 * Q43	122.942	28	.000	.166	.000	True
H_5	Q8 * Q13	22.628	6	.001	.101	.001	True
H_6	Q8 * Q14	37.245	12	.000	.106	.000	True
H_7	Q8 * Q20	77.405	21	.000	.153	.000	True
H_8	Q10 * Q13	71.274	6	.000	.179	.000	True
H_9	Q10 * Q14	56.938	12	.000	.131	.000	True
H_{10}	Q11 * Q13	18.123	8	.020	.090	.020	True
H_{12}	Q30 * Q31	1642.741	49	.000	.460	.000	True
H_{13}	Q43 * Q45	79.174	8	.000	.189	.000	True

Source: Research materials

Accordingly, the approved hypotheses are:

H_2. Age affects the amount of time respondents devote to professional development during the day and night. Variables: Q2: Age - Q43: On average, how many hours do you spend on professional development per day?

H_5. The participation of respondents in drawing up an individual development plan is related to the location of the job. Variables: Q8: Location of your work - Q13. Have you participated in any way in drawing up an individual development plan?

H_6. The frequency of employee competency assessments by employers is related to the location of the job. Variables: Q8: Location of your work - Q14. How often does your organization evaluate the competence of employees?

H_7. There is a relationship between the location of the job and the way of determining the need for professional development in the respondents' organizations. Variables: Q8: Location of your work - Q20. How is the need for professional development determined in your organization?

H_8. There is a relationship between job position and participation in individual development plan. Variables: Q10. Your job position - Q13. Have you participated in any way in drawing up an individual development plan?

H_9. There is a relationship between the job position and the periodicity of employee competency assessments. Variables: Q10. Your job position - Q14. How often does your organization evaluate the competence of employees?

H_{10}. There is a relationship between the seniority of the respondents (in their current job) and their participation in the preparation of the individual development plan. Variables: Q11. Do you have any work experience in your current position? - Q13. Have you participated in any way in drawing up an individual development plan?

H_{12}. There is a relationship between the way the respondents' employers implement orientation and adaptation. Variables: Q30.

Table 9. one way ANOVA analysis

Hypoth.	Variables	ANOVA		Robust Tests of Equality of Means				Multiple Comparisons - Tukey HSD			Results
		F Between Groups	Sig.	Welch	Sig.	Brown-Forsythe	Sig.	(I)	(J)	Mean Difference (I-J)	
H_3	Q2 * Q51	-	-	2.769	.023	2.769	.017	2) 25-29	3) 30-34	1.087*	partial true
H_4	Q3 * Q50	3.654	.012	-	-	-	-	2) Married	1) free	-.196*	partial true
H_{11}	Q14 * Q36	-	-	1.347	.275	1.453	.218	-	-	-	false
H_{14}	Q48 * Q51	1.430	.222	-	-	-	-	-	-	-	false

*. The mean difference is significant at the 0.05 level.

Source: Research materials

How does your organization orient new employees? - Q31. How does your organization accommodate employees? Since the measurement of both variables was nominal, cross-tabulation analysis and χ^2 test were used to determine the relationship between them. As a result, the relationship between the ways of implementation of orientation and adaptation by the employer was confirmed. Within the framework of this analysis, the degree and direction of the relationship cannot be determined numerically for the nominal type variables, however, based on the survey data, the answer options for both variables are almost similar, and the relationship between them is manifested in the same increasing/ decreasing trend of similar answers.

$H_{13.}$ There is a relationship between the respondents' time allocated for professional development during one day and night and the location of professional development. Variables: Q43. On average, how many hours do you devote to professional development during 1 day and night? - Q45. When do you get professional development more often?

In order to compare the average indicators of the dependent variable of the hypotheses H_3, H_4, H_{11}, H_{14} for the independent variable categories with more than 3 groups, one_way ANOVA was used (Table 9).

The hypotheses tested by the above analysis are:

H_3. Age affects the level of professional activity of the respondents. Variables: Q2: age - Q51: rate of respondents' activity in professional development (computed).

H_4. Marital status affects the assessment of the respondents' professional development and personal life compatibility. Variables: Q3: Marital status - Q50: How do you manage to balance professional development with personal life?

H_{11}. The periodicity of employee competency assessment by the employer affects the respondents' involvement in continuous professional development. Variables: Q14. How often does your organization evaluate the competence of employees? - Q36. Evaluate your involvement in continuing professional development.

H_{14}. The attitude of the respondents to the matching of remuneration and competence affects the rate of activity of the respondents in professional development. Variables: Q48.

Table 10. Tests of Between-Subjects Effects

Dependent Variable: Q51. Indicator of respondents' activity in professional development (compiled)						
Source	**Type III Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**	**Part. Eta Squared**
Corrected Model	108.999[a]	7	15.571	.790	.596	.005
Intercept	4548.840	1	4548.840	230.842	.000	.173
Q1	.016	1	.016	.001	.977	.000
Q3	7.205	3	2.402	.122	.947	.000
Q1 * Q3	42.381	3	14.127	.717	.542	.002
Error	21695.650	1101	19.705			
Total	136700.000	1109				
Corrected Total	21804.649	1108				
a. R Squared = .005 (Adjusted R Squared = -.001)						

Source: Research materials

Does the current salary match your skills? - Q51. Indicator of respondents' activity in professional development (compiled).

In order to determine the main and interaction effects for indicators of respondents' activity in professional development (a dependent variable) and categories of gender and marital status variables (categorical, independent variables), two-way ANOVA procedures were used (Table 10).

As a result, hypothesis H_{15} was rejected by the General Linear Model: Univariate analysis. The given hypothesis is as follows: *H_{15}. Gender and family status have an influence on indicators of respondents' activity in professional development.* Variables: Q1. Gender - Q3. Marital status - Q51. Indicator of respondents' activity in professional development (computed). Analysis: Because Leven's test analysis showed that sig.=.777 the assumption of homogeneity of differences is not violated. First of all, through the analysis of the Tests of Between Subjects Effects, it was found that the Q1*Q3 interaction effect is not significant (F=.717, p=.542), which indicates that the effect of marital status on the indicators of respondents' activity in professional development is not different for women and men. Since no significant interaction effect was found, the main effect can be interpreted as: neither the simple effects of Q1 nor Q3 independent variables are significant (sig.=.977 and sig.=.947). The same is true for the effect size - Partial eta Squared. All of the above indicates that neither female and male representatives nor respondents with different family statuses differ in terms of activity scores in professional development. Therefore, discussion of the post-hot test (multiply comparison) is pointless (Figure 8).

As a result of the analysis, 10 out of 15 hypotheses were confirmed, 2 were partially confirmed, and 3 hypotheses were not confirmed (Table 11).

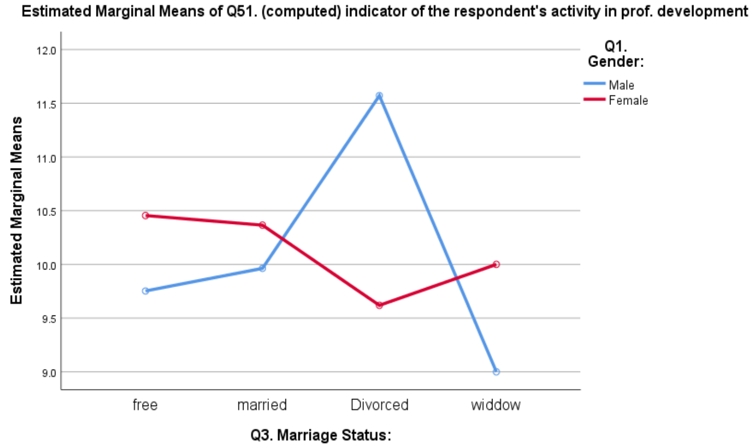

Figure 8. Plots for Univariate analysis
Source: Research materials

Table 11. Hypotheses and test results

N	Hypotheses	Method of hypothesis testing	Status
H_1	Respondents with children find it more difficult to balance professional development and personal life.	Independent-samples t-test	True
H_2	Age affects the amount of time respondents devote to professional development during the day and night.	crosstabulation and χ^2.	True
H_3	Age affects the level of professional activity of the respondents.	one_way ANOVA	Partial true
H_4	Marital status affects the evaluation of the respondents' professional development and personal life compatibility.	one_way ANOVA	Partial true
H_5	The participation of respondents in drawing up an individual development plan is related to the location of the job.	crosstabulation and χ^2.	True
H_6	The frequency of employee competency assessments by employers is related to the location of the job.	crosstabulation and χ^2.	True
H_7	There is a relationship between the location of the job and the way of determining the need for professional development in the respondents' organizations.	crosstabulation and χ^2.	True
H_8	There is a relationship between job position and participation in an individual development plan.	crosstabulation and χ^2.	True
H_9	There is a relationship between the job position and the periodicity of employee competency assessments.	crosstabulation and χ^2.	True
H_{10}	There is a relationship between the seniority of the respondents (in their current job) and the participation in the preparation of the individual development plan.	crosstabulation and χ^2.	True
H_{11}	The periodicity of employee competency assessments by the employer affects respondents' involvement in continuous professional development.	one_way ANOVA	False
H_{12}	There is a relationship between the way the respondents' employer implements orientation and adaptation.	crosstabulation and χ^2.	True

N	Hypotheses	Method of hypothesis testing	Status
H_{13}	There is a relationship between the respondents' time allocated for professional development during one day and night and the location of professional development.	crosstabulation and χ^2.	True
H_{14}	The attitude of the respondents toward the matching of remuneration and competence affects the rate of activity of the respondents in professional development.	one_way ANOVA	False
H_{15}	Gender and marital status have an influence on the score of respondents' activity in professional development.	General Linear Model: Univariate.	False

Source: Research materials

5. Conclusion

5.1. Conclusion and Recommendations

As a result of the empirical research, problems in the area of human resource development in Georgia's banking sector were identified, and specific recommendations were developed.

The quality of a person's life largely depends on self-realization, which is realized on the one hand through personal life, and on the other hand through career success and development. Balancing the two can be quite difficult, especially when children are born and family obligations arise. As a result of testing the hypotheses developed within the aforementioned issues, the study discovered that employees with children in the banking sector have a more difficult time balancing professional development and personal life than others. This includes the effect of marital status (only in the case of single and married respondents) on the respondents' balance of professional development and personal life. It was likely that the results of the above hypotheses were mainly related to female respondents who were married or had been married in the past, however, as multivariate analysis showed, gender and marital status have no influence on the indicators of respondents' activity in professional development. The findings indicate that, depending on marital status or having children, not all employees have equal opportunities for advancement. Although the mentioned reasons exist independently of the employer, it is still possible to solve the existing problems in the direction of professional development through his intervention. First of all, in order to provide more conditions and opportunities for development, organizations can offer additional breaks, holidays, or reduced working hours to vulnerable workers. In addition, organization-owned kindergartens are a common practice today, saving parents a significant amount of time and energy. For more clarity, it should be explained that the aim of the paper is not to present children or family as the reason for the imbalance between personal life and work, career or professional development of employees. The purpose of the research is to offer certain recommendations to banks for those categories of employees whose increased family obligations prevent professional development. Employers may consider the above-mentioned issues as a personal problem of the employee, however, the results obtained by delaying professional development really have an impact on the effectiveness of the organization, and giving preference during recruitment based on marital status or having children is called discrimination.

The next important factor that has a great impact on the Georgian labor market is age. In general, compared to the elderly, motivation among young people is very high, however, even with increasing age, the pace of development may be maintained. The average age of employees in the banking sector falls in the range of 25-34, which means that it is quite young. As the research showed, the age of workers is indeed related to the time they spend on professional development every day, however, professional activity is determined only in the 25-29 and 30-34 age categories. Based on the obtained results, it can be said that only a young age does not guarantee the formation of a constantly developing employee. It is recommended to focus not so much on the massive employment of young people, but on those working professionally, regardless of age, and on using the right development tools.

Most of the branches and head offices of commercial banks operating in Georgia are concentrated in the capital, which indicates more than just the specifics of the geographical distribution. According to the findings of the study, depending on the respondents' work location: participation in drawing up an individual development plan; periodicity of assessment of competence of workers; A way to determine the need for professional development. Participation in the preparation of the individual development plan and the periodicity of the evaluation of the employees' competence is also related to the position held by the employees. It should be noted here that, in addition to the two factors listed above, participation in the preparation of an individual development plan depends on the employee's accumulated seniority in the current job. As the results showed, compared to the employees in the head offices of the banks and in the capital, those working in the regional branches have fewer opportunities for development. Such inequality has a negative impact on the overall organizational culture and on a number of issues: low flexibility in the case of internal rotation; decrease in demand for employment in regional branches and lack of qualified personnel; relatively low quality of banking services in the regions; existence of disgruntled personnel, etc. The solution to the problems caused by the aforementioned inequality is to reduce and eliminate it.

Time, place, and finance are the main factors that contribute to the development of human resources. It is perfectly reasonable to assume that many free-time and highly compensated workers are actively engaged in professional development outside of work. However, as the results of the survey showed, the majority of the respondents are more able to develop while at work than in their free time. It is also interesting to note that the attitude of workers toward competence and salary compliance is not related to their professional activity, that is, money does not directly determine the motivation for development. The study also confirmed an unexpected finding: the frequency with which bank employees' competence is assessed is unrelated to their participation in continuous development. The obtained results represent valuable information for banks, which should be taken into account to help plan the development of human resources, to establish an adequate salary policy and compensation system, to make rational decisions when managing employees' career issues, etc.

By summarizing and generalizing the results of the research, it can be said that the main problems in the direction of human resources development in the banking sector of Georgia are related to:

- The disparity of development opportunities among the employees in branches distributed across the country, which in turn may indicate the wrong policy, plan, and strategy of human resource development.
- inefficient production of individual development plans and low levels of employee engagement.

The prerequisite for solving the problems listed above is, first of all, taking into account the results of the research by the banks as much as possible.

5.2. Limitations and future directions

The main limitation of the research is that there were almost no respondents of retirement age in the survey, and the majority of respondents are 18-44 years old. This fact may increase the probability of bias in the results of testing certain hypotheses. The shortage of workers of retirement age is a general problem or characteristic of Georgia. However, it is important that the diversity of age categories is more or less represented in the banking sector.

The results of this work provide a good basis for future research. The perspectives for future research are outlined in the following directions: assessment of the impact of the pandemic on various issues of human resources development in the banking sector (and not only); Development of human resources achieved as a result of the introduction of innovative technologies in the banking sector; an in-depth study of the relationship between development and career issues (in the banking sector); etc. When choosing any direction of research, it is important to have a high degree of involvement from the banking institutions themselves and provide feedback.

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