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Presenting the optimization model of modern banking education in order to develop human resources using a mixed approach

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Abstract

The development of modern banking is not possible without increasing the knowledge and skills of employees. Therefore, this research aims to present the model of optimization of modern banking training to develop human resources in Iran's Refah-e Kargaran Bank using a mixed method. The community of participants are officials and experts from different departments of Refah Bank with at least 10 years of work experience and a master's degree or higher, as well as university professors who have collaborated with this bank in the banking education sector. The selection of experts was carried out with the purposeful sampling method and semi-structured interviews with 8 questions were continued until theoretical saturation was achieved in the 15th interview. Data analysis in three stages of open, central and selective coding resulted in the extraction of 58 concepts, 19 sub-categories and 8 main categories from the integration and classification of concepts. Based on the proposed model, optimizing modern banking education is considered as the core concept; the development of modern banking is taken as the causal conditions; job motivators are seen as the basis conditions; educational resources and managerial factors are regarded as intervening conditions; the comprehensiveness of education is seen as the strategy, and the development of individual and organizational performance is considered as the outcome of the implementation of strategies. In the quantitative stage, based on the extracted components, a questionnaire was prepared and provided to 307 employees of Refah Bank. The data were tested using structural equation modelling and the Smart PLS software. Based on the testing of seven hypotheses, the development of modern banking has an impact on enhancing training programs; educational resources, managerial factors, optimization of education, and job motivators have an impact on the comprehensiveness of education; and ultimately, the comprehensiveness of education affects the development of individual and organizational performance.

Keywords: education optimization, modern banking, human resources development, mixed research
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1 Introduction

Banks, as an important pillar in economic structures and financial systems, are the source of new developments. With the perspective that information technology is an effective tool in financial organizations, banks should utilize these tools in a manner that not only ensures customer satisfaction but also keeps pace with the global technology trends [18]. Electronic banking involves the utilization of electronic tools, including the Internet, wireless communication networks, ATMs, telephones, and mobile phones, in providing banking services and products. The implementation of modern banking in any country necessitates various infrastructures, and understanding these infrastructures, along with recognizing their impacts and challenges during the establishment of modern banking, will serve as a suitable guide for banks to achieve success [20]. Modern banking is an approach for implementing strategies, policies, methods, and human resource management activities within an organization through the deliberate and direct application of information and communication technology, especially web technology, through which, managers, employees, and human resource consultants of the bank can directly access human resource information and other workplace services for communication, performance, reporting, group management, knowledge management, learning, as well as administrative software [24]. Panayotopoulou et al. [14] believe that one of the success factors of modern banking is the skills of employees in the field of information technology. IT skills and familiarity with them facilitate the adoption process of electronic human resource management, and consequently, human resource management requires investment in IT training and linking the benefits of employee participation and involvement in electronic human resource services. In the era of globalization and attention to customer orientation and privatization, most organizations emphasize the abilities of their employees. Organizations are aware of the fact that human resources are changing from a cost factor to a success factor. They try to increase the authority and information of the employees and bring them into the management areas so that they can quickly respond to relevant variables, ensuring that organizational tasks are carried out in the best possible manner and organizational objectives are met. In today's era, banks must be able to offer new and updated services to customers and have the necessary agility, which is possible through the use of new technologies, and to use these technologies, the platform must be provided. To use new technologies, human resources management should also be taken into consideration while using external consultants and specialists in Refah Bank. As the processes become shorter in terms of time, it helps the quality of employees' work. One of the solutions in human resource management is utilizing a specialized workforce and advancing tasks in parallel, and by studying and planning, the field of development of the works is provided. The work base should be designed in such a way that with the introduction and expansion of new businesses and technologies such as blockchain and virtual currencies or businesses that expand using electronic wallets, this ensures the capacity to provide services to customers according to new developments in the future of this bank [2]. Considering the vital role of the educational system in training the specialized and society-required human resources capable of accelerating societal progress towards universal development, the significance of the qualitative aspect of education is becoming more evident than ever before. One of the most important aspects of human resources is the skills of the workforce and their experience. Their knowledge in the field of education, knowledge-oriented employees and attention to training are important and necessary for the success of the organization [3]. Therefore, nowadays competitive environment, one of the organizational areas that attract and employ the best talents and ultimately improve the performance of the organization is the human resources training system [23]. The education system targets people's development and improvement activities; Therefore, assigning a prominent position to this issue in organizational strategic planning provides valuable help [13]. In the past, banks did not pay much attention to this issue, in today's era of changes and competition, especially since privatization, they have realized that they must take these factors into account as well as other factors for their survival [23]. However, the development of new banking has made the training of new banking services to employees inevitable in the development of human resources [9]. To gain an advantage in the competitive environment, learning in the workplace is important [7]. Therefore, the present research seeks to address the fundamental question: what are the dimensions and relationships of the optimization model of modern banking training for human resource development in Iran's Refah-e Kargaran Bank?

2 Research background

Most of the research carried out regarding modern banking training of human resources is related to Western countries, and its results may not be applicable in other countries of the world, including Iran, due to social, and cultural reasons, as well as economic differences. This issue has not been seriously considered in the theoretical field in Iran, and only Gholipour et al. have ventured to present a model for the personal development program of human resource managers in the banking industry and elucidate the elements and components of the development program and their relationships in their research. Other human resources research in the banking industry has been carried out with a focus on the optimal combination of human resource risk or identifying and prioritizing management factors

that are effective on the success of development banks in Iran. Thus, any action taken in the realm of proposing this topic can be considered a step towards its institutionalization.

3 Research methodology

In this research, first, qualitative data is collected based on the research strategy of grounded theory and then, quantitative data is collected based on the survey research strategy, so the research method is a mixed type. Since researchers lack specific components concerning the factors influencing the optimization of modern banking education, the constituent elements of modern banking education optimization, optimization strategies for modern banking education, background and intervening factors in strategy implementation, and ultimately the outcomes of strategy execution, they engaged in examining and exploring the dimensions and constituent elements of the model in order to develop human resources through the collection and analysis of qualitative data based on the grounded theory. The reason for choosing this method is the lack of existence and development of a complete and appropriate model in connection with the optimization of modern banking education. Using this method is recommended in situations where there is little understanding of a phenomenon or the existing theories lack a complete explanation of the phenomenon in question [15]. Grounded theory is typically implemented through three approaches: systematic approach, emergent approach (inductive approach), and constructivist approach [19]. Grounded theory, known by Strauss and Corbin, is a systematic approach that has gained more acceptance among researchers due to its predefined framework for developing a model and depicting relationships among extracted factors, and most researchers also choose this approach according to the nature of their research questions and objectives. This research is based on the systematic plan presented by Strauss and Corbin in 1990 [22]. According to Strauss and Corbin, qualitative data analysis for theory building necessitates the use of open coding (developing informational categories), central coding (developing categories), and selective coding (presenting a narrative to connect the categories together). In this way, to identify the factors that make up the optimization pattern of modern banking education in order to develop human resources, the above triple coding steps are used.

The main tool in the qualitative phase is the semi-structured interview. The interview form was designed with 8 questions by studying the literature and how to write interview protocols in previous research. The participating community comprises officials and experts from various sectors of Refah Bank, as well as university professors who have experience collaborating with this bank in the banking education sector. In qualitative research, non-probability methods are often used to select samples, because their purpose is to gain a deep understanding of the phenomenon under study and not to generalize the findings. This special attention to the purpose of the research has led to the name of this type of sampling as purposive sampling. With this perspective, the selection of bank officials and experts in the qualitative phase is based on two criteria: having a minimum of 10 years of work experience in the bank and possessing a master's degree or higher. Additionally, university professors are chosen based on their experience in collaborating with banks on banking education projects and holding management-related doctoral degrees. The number of participants will be determined based on reaching theoretical saturation in the interviews. The level of theoretical saturation is generally achieved when, with more sampling, no new information is obtained and new relationships do not appear for the researcher. Therefore, the interviews and data collection will continue until the interviewees mention something new about the factors that make up the optimization model of modern banking education in order to develop human resources. Otherwise, the interviews will be stopped and theoretical saturation will be achieved.

After drawing the proposed model as the output of the qualitative part, the above model should be validated in the quantitative part to find its generalizability. For this purpose, the structural equation modelling technique is used. In this section, the identified dimensions and indicators of modern banking education became the basis for designing the questionnaire. In the quantitative stage, the statistical population of the research includes all the employees of Refah Bank, whose number was determined by using the sampling formula of 307 people and selected by the available sampling method.

4 Findings

4.1 Findings of the qualitative section

Interviews were conducted with expert participants to identify the factors and components of the optimization model of modern banking training to develop human resources in Refah Bank. In this section, all 15 interviews were conducted face-to-face to ensure obtaining relevant responses regarding the research topic and each of the posed questions through face-to-face interaction with the experts. Data collection of the qualitative part continued until the

theoretical saturation of the categories and the possibility of obtaining other new concepts was not available. This means that from the 14th and 15th interviews, the interviewees did not raise new content about the factors that make up the optimization model of modern banking education, and by repeating the previous ones, theoretical saturation was achieved. In total, more than 864 minutes (more than 14 hours) of interviews were conducted in approximately one month through coordination with subject matter experts. The average time of the interview with each person is about 58 minutes. 11 of the interviewees have a master's degree in fields related to working in the bank and 4 people have a doctorate in management (1 person in human resources management and 3 people in business management). In addition, in targeted sampling, the executive and educational background of the interviewees is very important. The minimum experience of experts is 14 years and the maximum is 29 years.

In the following, the steps of coding (open coding, selective coding and theoretical coding) and then the final model of the research are drawn.

The codes of the interviews conducted with 15 experts were extracted during open coding, and in the next step, these common codes along with the important codes from the researcher's point of view were determined as the final codes. To accurately classify concepts between categories, each concept should be labelled after separation and the raw data should be conceptualized by carefully examining the text of the interviews. In the next stage, the primary codes are transformed into more abstract conceptual codes due to their large number. This step is referred to as compression of the extracted codes. In this way, by continuously comparing codes in terms of similarities and differences in concepts, sub-categories are formed, and finally, by comparing and putting similar sub-categories together, main categories are formed. Based on the analysis of the interviews, 58 unique initial open codes (concepts) were identified, and these initial codes were converted into 19 sub-categories and finally 8 main categories. These main categories include optimization of modern banking education, development of modern banking, educational resources, managerial factors, job motivators, comprehensiveness of education, development of individual performance and development of organizational performance.

Table 1: An example of concepts and categories extracted from the open coding stage

Related concepts	**Sub-categories**	**Main category**
Belief of Refah Bank managers in empowering human capital through modern banking education	Management's attitude towards human resources	Management factors
Looking at employees as human capital		
Structural, political and managerial stability in Refah Bank	Management stability	
Lack of rapid changes among senior managers of Refah Bank		

The second step is central coding. Central coding is the process of converting concepts into components. For this purpose, the theorist selects a category from the set of concepts of the open coding stage as the central category, and during a process, relates other concepts with the same meaning, to it. In this way, first, the central phenomenon of the research is determined based on the emphasis of the interviewees and the theoretical foundations of the research, and then other categories including the causal conditions (what factors lead to the creation of the central phenomenon); strategies (actions that are obtained in response to the central phenomenon); Intervening conditions (general conditions affecting strategies); background conditions (specific conditions affecting strategies); and the consequences (results of using strategies) are identified and related to it.

In the process of building the theory using the grounded theory of the systematic foundation, the phenomenon that has the most repetition among the interviews, as well as all the other factors of the paradigm model, related to it, is called the central phenomenon. Since the research aims to present an optimized model for modern banking education to develop human resources, "Optimization of modern banking education" was introduced as the central concept, to which other concepts are related. Optimizing modern banking education includes program-oriented modern banking education and improving modern banking education programs.

Causal conditions include cases of categories that directly affect the central phenomenon of the research or are considered to be the cause and developer of the phenomenon in question. In this research, the causal factor is "development of modern banking" which directly affects the optimization of modern banking education in the banking industry. Based on this, the causal conditions in the formation of optimization of modern banking education can be attributed to the main category related to the "development of modern banking". This factor can affect the optimization of modern banking training through measures such as implementing modern banking and increasing the knowledge of employees about modern banking.

Background conditions are a set of special features related to the central phenomenon of the research, which mainly refers to the time and place of related events. Background conditions are the factors without which the optimization of modern banking education in the banking industry is impossible. From expert's point of view, "occupational

stimuli" can promote the program-orientedness of modern banking education and the improvement of modern banking education programs.

These conditions include variables with high and low ranges that can facilitate or limit the strategies related to a phenomenon. In this research, the categories of "educational resources" and "management factors" are considered as intervening categories. The existence of these factors can facilitate the optimization strategies of modern banking education, and their absence can limit the implementation of these strategies.

Existing strategies for managing, controlling and dealing with a phenomenon are called guidelines. According to the opinion of the experts and the analyses done, "comprehensiveness of education" was chosen as a guideline to optimize modern banking education in the banking industry. In this sense, the realization of optimization of modern banking education to develop human resources requires comprehensiveness of modern banking education through educational needs assessment, educational flexibility, educational effectiveness and support and supervision.

Consequences are known as the results and outputs of actions/reactions and the use of guidelines. From experts' point of view, "individual performance development" and "organizational performance development" have been introduced as consequences of implementing guidelines. If the guideline of comprehensiveness of education is implemented well in related platforms, it can be expected that the optimization of modern banking education will lead to the development of individual and organizational performance in the country's banking industry.

The paradigm model of this research, based on the paradigm model of Strauss and Corbin and the arguments made in the central coding stage, is presented in Figure 1. In this way, the primary proposed model was drawn by determining the role of the main categories in the form of central phenomenon (optimization of modern banking education), causal conditions (development of modern banking), background conditions (job incentives or motivators), intervening conditions (educational resources, management factors), guidelines or strategies (comprehensiveness of education) and consequences (development of individual performance, development of organizational performance).

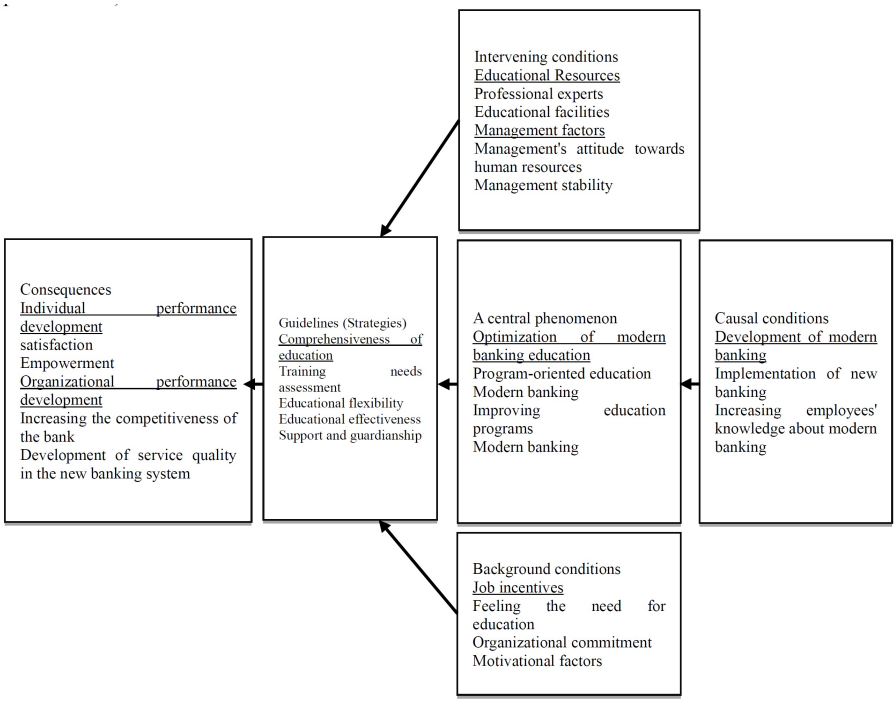

Figure 1: Paradigm model of optimization of modern banking education in order to develop human resources

After determining the central class following selective coding, the open coding was stopped and the analyses were focused on a class called the central class, which is responsible for responding to the most changes related to the phenomenon in question. The last step based on the research method is to depict what the researcher sees from this perspective for others. In line with the development of the research model, it is necessary that the results of the previous steps of coding, which were presented in the form of categories and were associated with the selection of the main category, systematically communicate with each other. In the meantime, connections are validated and categories that need to be refined and revised are developed. Selective coding (based on the results of the previous two stages) is the main stage of theorizing. In this stage, the researcher either presents the paradigm model framework narratively

based on her/his understanding of the phenomenon under study or collapses the paradigm model and graphically shows the final theory. In this section, the narrative was repeatedly rewritten to achieve a clear explanation of the emerging theory, which is distinctly articulated, logically coherent, and reflective of the data. In selective coding, previous findings were refined, and through this process, finally, a theoretical framework emerged.

As is visible in the model, the optimization of modern banking education is influenced by the factors related to the development of modern banking. The implementation of modern banking and knowledge enhancement of employees around modern banking are considered as stimuli that can lead to program-oriented and improvement of banking education programs.

Furthermore, the development of modern banking through actions such as implementing modern banking and enhancing employee knowledge entails the optimization of modern banking education that requires significant attention to the issue of program-based modern banking education and the improvement of modern banking education programs.

On the other hand, if a comprehensive strategy (guideline) for the comprehensiveness of education in the banking industry is properly planned and implemented, it can be expected that employee satisfaction with their activities in the bank and their competence levels will increase. From an organizational perspective, this can enhance the bank's competitive capability and improve the quality of services in the modern banking system. Thus, attention to factors such as needs assessment, flexibility, educational effectiveness and support and supervision can lead to the development of individual and organizational performance.

Career incentives, such as feeling the need for training, organizational commitment and motivational factors, provide a background without which the comprehensiveness of modern banking education is impossible.

In addition, training resources and managerial factors within the bank, although positioned further away from foundational factors, undeniably have an impact on the intensity and weakness of the comprehensiveness of training programs. On the one hand, the existence of professional experts for the implementation of educational programs and on the other hand, the provision of educational facilities for the implementation of educational programs, greatly affect the comprehensive quality of education.

4.2 Findings of the quantitative section

In the descriptive section, out of the total of 307 employees of Refah Bank, 65% are between 35 and 45 years old, most of them have a bachelor's degree and 73% have been working in this bank for more than 10 years.

After drawing the initial model as the output of the qualitative part, the above model should be validated in the quantitative and inferential parts to find its generalizability. For this purpose, the structural equation modelling technique was used in the form of three parts: measurement model analysis, structural model and general model fitting.

Testing the measurement model: Before testing the research hypotheses, the correctness of the measurement models must be ensured. In the measurement model, the reliability and validity of the model are tested. To measure the reliability of the constructs, two composite reliability indices and Cronbach's alpha were used (equations (4.1), (4.2)). The condition for establishing reliability is that the index values should be greater than 0.7. As Table 2 shows, the composite reliability coefficient and Cronbach's alpha for all the main dimensions of the research model are at an acceptable level above 0.7.

$$CR = \frac{(\sum \lambda_i^2)}{(\sum \lambda_i^2) + (\sum \varepsilon_2)} \tag{4.1}$$

$$\alpha = \frac{k}{k-1}\left[1 - \frac{\sum S_i^2}{S_x^2}\right] \tag{4.2}$$

$$AVE = \frac{\sum \lambda_i^2}{n} \tag{4.3}$$

There are different methods to implement validity tests. However, convergent and divergent narrative methods are more valid and useful. The meaning of convergent validity is whether the components measure exactly the same concept that is intended. The condition for establishing convergent validity in the model is that the average value of the extracted variances (AVE) for the main dimensions of the modern banking education model should be higher than the minimum value of 0.50.

The second criterion for testing the validity of the measurement model is divergent validity. In PLS, this is checked by a matrix, the cells of this matrix contain the values of correlation coefficients between structures and elements on

Table 2: Reliability and convergent validity of research variables

Variables	**Cronbach's alpha coefficients**	**Composite reliability coefficient**	**Average Variance Extracted (AVE) (equation** (4.4)**)**
Job incentives	0.88	0.91	0.69
Improving modern banking training programs	0.78	0.87	0.73
Development of modern banking	0.81	0.86	0.57
Organizational performance development	0.82	0.89	0.61
Individual performance development	0.88	0.91	0.77
Comprehensiveness of education	0.85	0.88	0.64
Management factors	0.73	0.83	0.64
Educational Resources	0.81	0.86	0.58

its diameter, the square root of the average values of the extracted variances related to each structure. The model has acceptable validity-divergence if the numbers included in the main diameter are greater than or equal to their underlying values.

Table 3: Investigating the divergent validity of the research variables

	Job incentives	**Improving education programs**	**Development of modern banking**	**Organizational performance development**	**Individual performance development**	**Comprehensiveness of education**	**Management factors**	**Educational Resources**
Job incentives	0.83							
Improving education programs	0.70	0.85						
Development of modern banking	0.70	0.68	0.75					
Organizational performance development	0.68	0.67	0.62	0.78				
Individual performance development	0.77	0.67	0.64	0.72	0.88			
Comprehensiveness of education	0.67	0.67	0.66	0.68	0.76	0.80		
Management factors	0.44	0.54	0.61	0.56	0.46	0.65	0.80	
Educational Resources	0.70	0.70	0.66	0.71	0.72	0.69	0.48	0.76

As Table 3 shows, the average square of the extracted variances related to each variable is higher than the other values below it, and therefore, the validity-divergence of the main variables of the research is also confirmed.

Structural model test: After ensuring the validity and reliability of the measurement models, it is time to test the research hypotheses. Based on the model, the relationships between the variables led to the formation of seven hypotheses. The first path reveals the impact of modern banking development on the improvement of modern banking education programs. In this analysis, the path coefficient value was calculated to be 0.74 and significant (26.51). Therefore, the first research hypothesis is confirmed. The second path reveals the influence of management factors on the comprehensiveness of modern banking education. In this analysis, the path coefficient value was calculated to be 0.35 and significant (7.22). Therefore, the second hypothesis of the research is confirmed. The third hypothesis reflects the relationship between educational resources and the comprehensiveness of modern banking education. In this analysis, the path coefficient was calculated to be 0.25 and significant (3.63). Thus, the third hypothesis of the research is confirmed. The fourth hypothesis reflects the relationship between job incentives and the comprehensiveness of modern banking education. In this analysis, the path coefficient value was calculated to be 0.20 and significant (3.12). Therefore, the fourth hypothesis of the research is confirmed. The fifth hypothesis reflects the relationship between the improvement of education programs and the comprehensiveness of modern banking education. In this analysis, the path coefficient value was calculated to be 0.14 and significant (2.04). Hence, the fifth research hypothesis is confirmed. The sixth hypothesis indicates the relationship between the comprehensiveness of modern banking education and the development of individual performance. In this analysis, the path coefficient value was calculated to be 0.76 and significant (30.67). So, the sixth research hypothesis is confirmed. Finally, the seventh hypothesis considers the relationship between the comprehensiveness of modern banking education and the development of organizational performance. In this analysis, the path coefficient value was calculated to be 0.68 and significant (21.52). Therefore,

the seventh research hypothesis is confirmed.

The path coefficient value

$$\text{Path Coefficient} = Covariance(X, Y)/Variance(X) \tag{4.4}$$

here, X and Y represent the variables in the model, and Covariance(X, Y) is the covariance between the predictor variable (X) and the outcome variable (Y), while Variance(X) is the variance of the predictor variable (X).

To have the path significant value

$$t = \text{Path Coefficient/Standard Error of Path Coefficient} \tag{4.5}$$

Table 4: Hypothesis test results

No.	Hypothesis	Path coefficient	Significance	Results
1	Development of modern banking - Improvement of modern banking training programs	0.74	26.51	Confirmed
2	Management factors - Comprehensiveness of modern banking education	0.35	7.22	Confirmed
3	Educational resources - The comprehensiveness of modern banking education	0.25	3.63	Confirmed
4	Job incentives- The comprehensiveness of modern banking education	0.20	3.12	Confirmed
5	Improving training programs - The comprehensiveness of modern banking education	0.14	2.04	Confirmed
6	The comprehensiveness of modern banking education - The development of individual performance	0.76	30.67	Confirmed
7	The comprehensiveness of modern banking education - The development of organizational performance	0.68	21.52	Confirmed

Overall model fit: Currently, the most reliable index used to evaluate model fit in the PLS method is the SRMR (Standardized root mean square residual) index. This index is provided by Henseler and Sarstedt [5] and should be below 0.08. In the current research, its value is equal to 0.07 and indicates the appropriate fit of the research model.

$$SRMR = \sqrt{\frac{\sum((Residual_{ij})^2)}{\sum((Residual_{ij})^2 + (Variance_{ij}))}} \tag{4.6}$$

where:

$Residual_{ij}$ is the difference between the observed and predicted covariance or correlation for variables i and j.

$Variance_{ij}$ is the product of the variances of variables i and j.

5 Discussion and conclusion

A review and analysis of the accepted studies related to the research topic indicated that a few previous studies have primarily focused on traditional banking, while the subject of modern banking and the required training for its establishment and implementation has not been the center of attention in these studies. In addition, there is no general agreement about the factors and dimensions of the banking education optimization model, and many differences and sometimes contradictions can be seen in these researches and their proposed models. Therefore, there are considerable shortcomings in this banking sector. On the other hand, information and communication technology has affected the business environment and changed the structure and performance of banks all over the world. The modern banking term more clearly expresses the importance of the internet and the web in providing human resource services. Since the advent of the Internet, a new period has begun for the empowerment and training of human resources to coordinate with the requirements of the activity and provide modern banking services. Obviously, considering the changes that the country has experienced in the past decade, especially in the field of electronic banking, the necessity of rethinking the banking education models from traditional to modern and changes in them according to the specific conditions of the banking industry is felt. Thus, the research seeks to address the main question: what dimensions and components is the optimal model for optimizing training in modern banking taken on to develop human resources within Iran's Refah-e Kargaran Bank?

The dimensions of the final model consist of 7 main factors. Although the elements of the research model are unique and specific to the implementation and execution aspect of the banking industry, conceptually they can be

compared with the findings and results of previous research focused on presenting training models in other industries and manufacturing and service organizations. This point stands out as one of the prominent features of the current study.

Table 5: Comparison of pattern elements with previous researches

Elements of the research model	**Repetition in previous researches**
Implementation of modern banking	–
Knowledge enhancement of employees	–
Program-oriented education	–
Improving education programs	–
Feeling the need for education	–
Organizational Commitment	[4]
Motivational factors	[4]
Professional experts	[6, 10, 12, 16]
Management's attitude towards human resources	–
Management stability	–
Training Needs Assessment	[1, 16, 21]
Educational flexibility	[16]
Educational effectiveness	[12]
Support and guardianship	[8, 10]
Satisfaction	[4]
Empowerment	[4, 8, 17]
Increasing the competitiveness of the bank	–
Development of service quality in the modern banking system	–

By analyzing Table 5, it can be observed that the subject of optimizing training in modern banking has received less attention from researchers, and the limited repetition of model elements in previous studies reflects this reality. Furthermore, the way relationships are established and variables are formed in the current study is entirely different from previous research, highlighting the innovative aspect of the study and its goal of addressing the gap concerning the absence of an optimal training optimization model for developing human resources in the banking industry.

Following the relationships drawn between the variables of the optimization model of modern banking education to develop human resources, practical suggestions are presented. To enhance modern banking training programs, it is recommended to emphasize the development of modern banking by addressing customer demands related to the expansion of electronic banking services (mobile banking, card deactivation, bill payments, etc.) in an operational manner. In addition, it is recommended to create sufficient skills in employees (especially the previous generation employees) to use new banking hardware and software tools by holding in-service training programs. On the other hand, in order to enhance the comprehensiveness of modern banking training programs through an emphasis on managerial factors, it is suggested that the management perspective undergoes a shift, and Rafah Bank's managers should firmly believe in empowering and elevating human capital through modern banking training (electronic commerce services, electronic systems, and online banking), and should be provided structural, policy, and managerial stability within the bank to facilitate the implementation of strategic training programs. Furthermore, to enhance the comprehensiveness of modern banking training programs through providing educational resources, it is suggested to make use of specialized experts for training in various domains of modern banking. These domains could include domestic or interbank fund transfers, payments, card operations, facilities, checks, foreign exchange services, profiles, and more. In addition, it is recommended to utilize appropriate physical resources for conducting both online and offline training courses (conference rooms, whiteboards, audiovisual equipment), and to establish suitable hardware and software computer infrastructure for hosting online training courses and webinars. To enhance the comprehensiveness of the programs for modern banking education through emphasizing occupational motivators, it is suggested that the bank promotes the adoption of modern banking technologies such as online services, Refah Card, Ham-Bank Refah, dynamic passwords, electronic systems, etc., among its employees by conducting regular orientation sessions. These technologies should be positioned as key tools for delivering banking services. Additionally, it is suggested to enhance employees' motivation for advancement by offering financial rewards and recognition certificates. To comprehensively improve the programs of modern banking education, it is suggested to set educational goals and policies along with a strategic view of modern banking in the areas of internet banking, e-commerce services and electronic systems incorporated into the training programs, and the bank should utilize a well-defined training calendar. To enhance individual employee performance within the bank through the comprehensive improvement of modern banking education, it is recommended that employees actively participate in identifying their knowledge and skill needs in areas related to modern banking (internet banking (Legal and natural person), electronic financial services, currency exchange, checks, fund transfer systems, etc.). In addition, a specific pattern or method should be used to monitor the work of professors and

educational experts. To develop the bank's organizational performance through the comprehensiveness of modern banking education, it is suggested that the topics of modern banking education around the topics of electronic business services, electronic systems and internet banking are determined and explained in detail. In addition, it is recommended that the training have continuity and cohesion in terms of time.

Despite the achievements of the research, it has also faced limitations. Firstly, it should be noted that this research was conducted exclusively within Refah Bank, and as a result, the generalizability of the findings to other banks is limited. While the implementation of modern banking training courses is primarily influenced by the bank's policies, the potential impact of macro policies within the banking system should not be neglected in these decisions. This aspect, which has not been considered as an independent factor in the research model, emphasizes the importance of taking into account the influence of overarching banking system policies on these decisions. In this regard, researchers are advised to investigate the proposed model of optimization of modern banking training to develop human resources in other banks and compare its results with the results of this research. In addition, researchers are suggested to retest the proposed model by considering the role of the government in the politicization of educational courses as an intervening factor in future supplementary research.

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