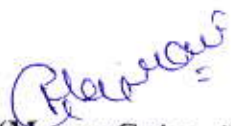


DECLARATION


I hereby affirm that the work presented in this dissertation is exclusively my own and there are no collaborators. It does not contain any work for which a degree/diploma has been awarded by any other university/institution.

Date: 24/8/16


(Meenu Gajrani)
Ph.D. Research Scholar

Countersigned

Date: 24/8/2016


(Dr. Deepika Jindal Singla),
Assistant Professor,
P.G. Department of Commerce,
M.M. Modi College, Patiala
(Supervisor)

Acknowledgements

I bow with reverence, all humility and gratitude to thank the 'Almighty' for his countless, gracious blessings showered on me.

Every research work has its share of contributors & influences and this study is no exception. So it is must that I should express my sincere gratitude to the supervisors who guided me in the accomplishment of such a difficult task.

Words won't suffice to express my heartfelt gratitude and sincere regards for my revered supervisor and mentor, **Dr. Deepika Jindal Singla, Ph.D., Assistant Professor, P.G. Department of Commerce, M.M. Modi College, Patiala** for her discreet guidance, invaluable contribution and penchant for regularity without which this research attempt would not have assumed its present shape. I am indebted to her for the unremitting encouragement, kind patronage and never-ending willingness to help especially in hours of utter desperation and need. I shall always appreciate her unsurmountable help in this herculean task as also her exemplary sense of precision and devotion. I hope to strive hard to achieve the ideals she has shown me. Her persona is marked by fairness and integrity which quickly earns respect. I remain highly indebted to her. Working under her masterly guidance has been a boon rather than a privilege.

With profound gratitude, I express my regards for my revered teacher **Dr. G.S. Batra, Ph.D., Head, School of Management Studies, Punjabi University, Patiala**, who guided me into this foreign land of research, with his vast knowledge of the subject. His able guidance, balanced judgement and rational approach have contributed immensely to bring the study into this

firm. I am indebted to him for his encouragement, sharing of his valuable time and above all, his patience during all my lapses.

My special thanks to **Dr. Bharat Bhushan Singla, Ph.D., Assistant Professor, School of Management Studies, Punjabi University, Patiala** for rendering his supports and help to carry on my research work and providing his constructive advice for shaping the present script.

I would like to acknowledge my thankfulness to **Dr. Amanpreet Singh, Assistant Professor, School of Management Studies, Punjabi University, Patiala** for his technical guidance and invaluable contribution in completing my statistical work.

I would be failing in my duty if I do not express my thanks to the faculty members and staff of the School of Management Studies, Punjabi University, Patiala who were always ready to help me whenever I approached them.

I would also place on record my utmost sincere thanks to all the respondents, who unhesitatingly provided all the information and were always enthusiastically ready to answer to all my queries without which it would have been impossible to bring this research work to a successful conclusion.

I bow down my head to my mother and father with respect, for their constant encouraging, helping and loving attitude for me.

Dated: 24/8/16


MEENU GAJRANI

CONTENTS

Chapters	Title	Page No.
I	INTRODUCTION	1
1.1	The Problem	3
1.2	Training and Development	6
	1.2.1 Dimensions of Training and Development	9
	1.2.2 Competitive Advantages of Training	12
	1.2.3 Employees Mindset Towards Training	14
	1.2.4 Training and Employee Retention	15
	1.2.5 Employee Training and Manpower Development	16
	1.2.6 Types of Training	17
	1.2.7 Pre-service Training	21
	1.2.8 In-service Training and Staff Development	22
	1.2.9 Phases of Training	23
	1.2.10 Training & Quality of Work Life	23
1.3	The Significance of the Study	28
1.4	The Objectives	29
1.5	The Data and Methodology	29
	1.5.1 Research Methodology	30
	1.5.2 Research Design	30
	1.5.3 Scope of the Study	31
	1.5.4 Sample Design	31

	1.5.5	Data Collection	32
	1.5.6	Item Generation	33
	1.5.7	Preparation of the Scale	34
	1.5.8	Collection of Data	37
1.6		The Limitations	45
1.7		Conclusion & Suggestions	46
II		REVIEW OF RELATED LITERATURE	57
III		TRAINING AND DEVELOPMENT IN SERVICE SECTOR: IDENTIFICATION OF GAPS AND METHODS OF TRAINING AND DEVELOPMENT	97
IV		TRAINING AND DEVELOPMENT IN SERVICE SECTOR: EMPLOYEE'S PERCEPTION, QUALITY OF TRAINING	143
V		FINDINGS, CONCLUSIONS AND SUGGESTIONS	193
		BIBLIOGRAPHY	216
		ANNEXURE	234

LIST OF TABLES

Table No.	Title	Page No.
3.1	Demographic Factors: Gender of Respondent	98
3.2	Age Group Wise Distribution of Respondents	99
3.3	Marital Status Wise Distribution of Respondents	100
3.4	Education of Respondents	101
3.5	Demographic Factor: Employment Status	102
3.6	Demographic Factor: Nature of Organization	103
3.7	Demographic Factor: Supervisory Responsibility	105
3.8	Demographic Factor: Division Size	106
3.9	Demographic Factor: Job Tenure	107
3.10	Descriptive Analysis of Effectiveness Elements of Training and Development	110
3.11	Group Statistics 't' Test	113
3.12	Independent Sample Test	115
3.13 (a)	Response Analysis of Developing Educational Material	116
3.13 (b)	Response Analysis of Competent Faculty	117
3.13 (c)	Response Analysis of Resource Used	118
3.13 (d)	Response Analysis of Information Gained	119
3.13 (e)	Response Analysis of Evaluated After Training	120
3.13 (f)	Response Analysis of Comfortable Training Environment	121
3.13 (g)	Response Analysis of Interval Between Training	122

3.13 (h)	Response Analysis of Well Planned Training	123
3.13 (i)	Response Analysis of Overall Training	124
3.13 (j)	Response Analysis of Importance to the Personal	125
3.13 (k)	Response Analysis of Develop My Career	126
3.13 (l)	Response Analysis of Organization Development	127
3.13 (m)	Response Analysis of New Skill	128
3.13 (n)	Response Analysis of Self Development	129
3.13 (o)	Response Analysis of Technical Skill	130
3.13 (p)	Response Analysis of Work Better with Job Satisfaction	131
3.13 (q)	Response Analysis of Improved Job Performance	132
3.13 (r)	Response Analysis of Offered Minimized Accident	133
3.13 (s)	Response Analysis of Improved Working Condition	134
3.13 (t)	Response Analysis of Work Development	135
3.14	Analysis of Method of Training Attended	136
3.14 (a)	Methods of Training Attended by Private and Public Sector Employees	137
3.14 (b)	Cross Tabulation: Methods of Training Attended by Employees as per Sector	139
4.1	Descriptive Analysis of Employees Perception for Training & Development	145
4.2	Employee Perception Dimension Towards Training & Development with Respect to the Place	149
4.3	ANOVA Employee Perception Dimension Towards Training & Development with Respect to the Place	149

4.4	Post Hoc Multiple Comparisons with the Help of Bonferroni Test	150
4.5	Employees Perception Towards Training & Development with Different Age Groups	152
4.6	Perception of Employees Towards Training & Development with Sector	153
4.7	Post Hoc Analysis of the Scores of the Perception of Employees Towards Training and Development with Sector	153
4.8	Post Hoc Analysis (Multiple Comparisons with Bonferroni) for the Perception of Employees Towards Training & Development with Sector	154
4.9	Perception of Employees Towards Training & Development with Age Groups w.r.t. Employees Working in Different Sectors	155
4.10	Post Hoc Analysis of the Scores of the Perception of Employees Towards Training & Development with Age	156
4.11	Post Hoc Analysis (Multiple Comparisons with Bonferroni) for the Perception of Employees Towards Training & Development with Age	156
4.12	Perception of Employees Towards Training & Development with Education	158
4.13	Post Hoc Analysis of the Scores of the Perception of Employees Towards Training & Development with Education	158
4.14	Post Hoc Analysis (Multiple Comparisons with Bonferroni) for the Perception of Employees Towards Training & Development with Education	159
4.15	Perception of Employees Towards Training & Development with Employment Status	160
4.16	Post Hoc Analysis of the Scores of the Perception of Employees Towards Training & Development with Employment Status	161

4.17	Post Hoc Analysis (Multiple Comparisons with Bonferroni) for the Perception of Employees Towards Training & Development with Employment Status	161
4.18	Perception of Employees Towards Training & Development with Supervisory Responsibility	162
4.19	Post Hoc Analysis of the Scores of the Perception of Employees Towards Training & Development with Supervisory Responsibility	163
4.20	Post Hoc Analysis (Multiple Comparisons with Bonferroni) for the Perception of Employees Towards Training & Development with Supervisory Responsibility	163
4.21	Perception of Employees Towards Training & Development with Division Size	164
4.22	Post Hoc Analysis of the Sores of the Perception of Employees Towards Training & Development with Division Size	165
4.23	Post Hoc Analysis (Multiple Comparisons with Bonferroni) for the Perception of Employees Towards Training & Development with Division Size	165
4.24	Perception of Employees Towards Training & Development with Tenure of Job at Present Position	166
4.25	Post Hoc Analysis of the Scores of the Perception of Employees Towards Training & Development with Tenure of Job at Present Position	167
4.26	Post Hoc Analysis (Multiple Comparisons with Bonferroni) for the Perception of Employees Towards Training & Development with Tenure of Job at Present Position	168
4.27	't' Test Employee Perception Towards Training & Development with Respect to Gender	169
4.28	't' Test Employee Perception Towards Training & Development with Respect to Gender and Equality of Variances	170
4.29	't' Test Employee Perception Towards Training & Development with Respect to Marital Status	170

4.30	‘t’ Test Employee Perception Towards Training & Development with Respect to Marital Status & Equality of Variances	171
4.31	‘t’ Test Employee Perception Towards Training & Development with Respect to Nature of Organisation	172
4.32	‘t’ Test Employee Perception Towards Training & Development with Respect to Nature of Organization Equality of Variances	176
4.33	Descriptive Statistics Training and Development Leads to Job Satisfaction and Job Delight of Employees	181
4.34	Training and Development Leads to Job Satisfaction and Job Delight of Employees	182
4.35	Independent Samples Test Training and Development Leads to Job Satisfaction and Job Delight of Employees	184
4.36	The “Job Satisfaction and Job Delight” As Dependent Variable and “Training and Development” as Independent Variable	187
4.37	Descriptive Analysis of Impact of Assessment on Organizational Performance and Managerial Effectiveness	188
4.38	Group Statistics	189
4.39	Independent Samples Test	190
4.40	Regression	192
4.41	Regression	192

LIST OF FIGURES

Figure	Title	Page No.
3.1	Bar Diagram Showing Gender of Respondent	98
3.2	Pie Diagram Showing Age Group Wise Distribution	99
3.3	Pie Diagram Showing Marital Status of Respondents	100
3.4	Bar Diagram Showing Educational Status of Respondents	101
3.5	Pie Diagram Showing Employment Status of Respondents	102
3.6	Bar Diagram Showing Nature of Organization	103
3.7	Pie Diagram Showing Supervisory Responsibility	105
3.8	Pie Diagram Showing Division Size	106
3.9	Job Tenure Wise Distribution of Respondents	107
3.10 (a)	Agreed Response Analysis of Developing Educational Material	116
3.10 (b)	Agreed Response Analysis of Competent Faculty	117
3.10 (c)	Agreed Response Analysis of Resource Used	118
3.10 (d)	Agreed Response Analysis of Information Gained	119
3.10 (e)	Agreed Response Analysis of Evaluated After Training	120
3.10 (f)	Agreed Response Analysis of Comfortable Training Environment	121
3.10 (g)	Agreed Response Analysis of Interval Between Training	122
3.10 (h)	Agreed Response Analysis of Well Planned Training	123

3.10 (i)	Agreed Response Analysis of Overall Training	124
3.10 (j)	Agreed Response Analysis of Importance to the Personal	125
3.10 (k)	Agreed Response Analysis of Develop my Career	126
3.10 (l)	Agreed Response Analysis of Organization Development	127
3.10 (m)	Agreed Response Analysis of New Skill	128
3.10 (n)	Agreed Response Analysis of Self Development	129
3.10 (o)	Agreed Response Analysis of Technical Skill	130
3.10 (p)	Agreed Response Analysis of Work Better with Job Satisfaction	131
3.10 (q)	Agreed Response Analysis of Improved Job Performance	132
3.10 (r)	Agreed Response Analysis of Offered Minimized Accident	133
3.10 (s)	Agreed Response Analysis of Improved Working Condition	134
3.10 (t)	Agreed Response Analysis of Work Development	135
3.11	Response Analysis of Method of Training Attended	136
3.11 (a)	Methods of Training Attended by Private and Public Sector Employees	137