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A comparative study of effectiveness of training and development in service sector industries

Hitesh Chelawat

Abstract
Employee training is becoming a necessity for every organization now-a-days. Employees are entrusted different roles and responsibilities in the organisation. Training enables them to carry out these roles and responsibilities efficiently. Service Sector is playing a vital role in the Indian economy contributing to more than 57% of GDP in year 2012-13. It is one of the fastest growing sectors with an annual growth rate of above 9% since 2001.The study has been undertaken to gain insights into the various aspects of training & development in five select service sector industries, viz. Banking, Hospital Hotel, Insurance and IT industry, in the state of Rajasthan. A questionnaire survey was undertaken for the study and ANOVA was applied to test the hypothesis. The study concludes that there is a significant difference on the training aspects of need assessment, process, quality & effectiveness and scope for improvement in the different service sector industries.

Key words: Hotel, Hospital, Insurance, IT, Service Sector, Training and Development.

1. Introduction
Training is defined as a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees. Development refers to those learning opportunities designed to help employees grow. Development is not primarily skill-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. To bring the distinction among training and development into sharp focus, it may be stated that "training is offered to operatives", whereas "developmental programmes are meant for employees in higher positions". In simple terms, training and development refers to the imparting of specific skills, abilities and knowledge to an employee. A formal definition of training & development is… "It is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge".
The particular objectives of training are to:

- Develop the competences of employees and improve their performance;
- Help people to grow within the organization in order that, as far as possible, its future needs for human resource can be met from within;
- Reduce the learning time for employees starting in new jobs on appointment, transfers or promotion, and ensure that they become fully competent as quickly and economically as possible.

Training & Development offers competitive advantage to a firm by removing performance deficiencies; making employees stay long; minimize accidents, scraps and damage; and meeting future employee needs. A company's training and development pays dividends to the employee and the organization. Though no single training programme yields all the benefits, the organization which devotes itself to training and development enhances its HR capabilities and strengthens its competitive edge. At the same time, the employee's personal and career goals are furthered, generally adding to his or her abilities and value to the employer.

1.1. Need Assessment for Training and Development
The need for training & development is determined by the employee's performance deficiency, computed as:

Training & Development need = Standard performance – Actual performance
Training needs assessment diagnoses present problems and future challenges to be met through training and development. Organizations across the World spend vast sums of money on training

and development. Before committing such huge resources, organizations should identify the training needs of their employees. Organizations that implement training programmes without conducting needs assessment may be making errors. Needs assessment occurs at two levels - *group* and *individual.* An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problem of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, uninspiring supervision or some personal problem may also result in poor performance. Transfer, job redesign, improving quality of supervision, or discharge will solve the problem.

Assessment of training needs must also focus on anticipated skills of an employee. Technology changes fast and new technology demands new skills. Acquisition of new skills will help an employee to progress in his/her career path.

Assessment of training needs occurs at the group level too. Any change in the organizations strategy necessitates training of groups of employees. Training can also be used when high scrap or accident rates, low morale and motivation, or other problems are diagnosed.

2. Training Process

Figure 1 shows a schematic diagram of the training process.

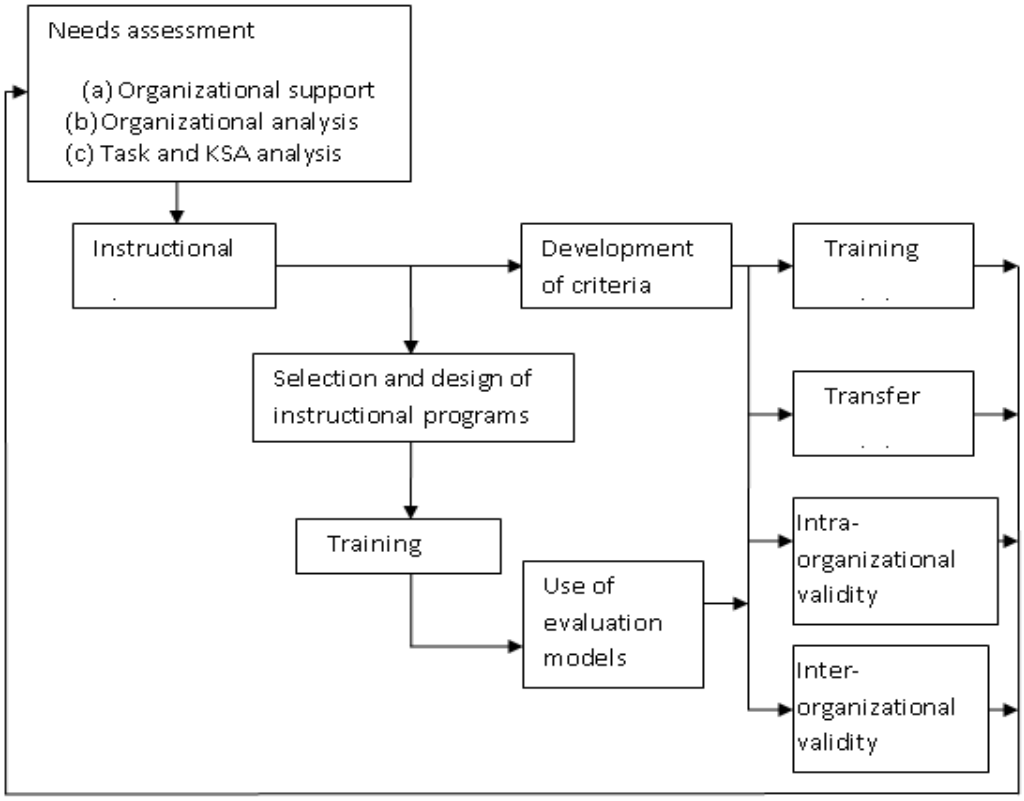

Fig 1: Schematic Diagram of Training Process

2.1. Important Training Methods and Techniques

There are various methods of training, which can be divided in to cognitive and behavioural methods. It is important to understand the pros and cons of each method, and its impact on trainees keeping their background and skills in mind before selecting it for imparting training.

Cognitive methods are more of giving theoretical training to the trainees. The various methods under Cognitive approach provide the rules for how to do something, written or verbal information, demonstrate relationships among concepts, etc. These methods are associated with changes in knowledge and attitude by stimulating learning. The various methods under Cognitive approach are Lectures, Demonstrations, Discussions and Computer Based Training.

Behavioural methods are used for giving practical training to the trainees. The various methods under Behavioural approach allow the trainee to behave in a real fashion. These methods are best used for skill development. The various methods under Behavioural approaches include Behaviour – Modelling, Business Games, Case Studies, Equipment Stimulators, In - Basket Technique and Role Plays.

Another Method is *Management Development Method*. It is more future oriented method and more concerned with education of the employees. To become a better performer by education implies that management development activities attempt to instil sound reasoning processes. Management development method is further divided into two parts:

2.1.1. On the Job Training: The development of a manager's abilities can take place on the job. The four techniques for on the job development are Coaching, Mentoring, Job Rotation and Job Instruction Technique.

2.1.2. Off the Job Training: There are many management development techniques that an employee can take in off the job. The few popular methods are Sensitivity Training, Transactional Analysis, Lectures, Simulation Exercises and Case Study.

Some of the other techniques used for training include Ice Breakers, Leading Games, Skill Games, Communication Games, Strategic planners, Team building games, Role reversal, Doubling, Tag Teams, Mirroring, Monodrama, Structured role playing, Multiple role playing, Built-in-tension, Shadowing, Outward bound training, Lateral Thinking, Morphological Analysis, Gordon Technique, Attribute Listening and Cross-Cultural Training.

2.2. Evaluation of the Programme

The last stage in the training and development process is the evaluation of results. Since huge sums of money are spent on training and development, how far the programme has been useful must be judged / determined. Evaluation helps determine the results of the training and development programme. In practice, however, organizations either overlook or lack facilities for evaluation. The main objective of evaluating the training programmes is to determine if they have accomplished specific training objectives and corrected performance deficiencies. A second reason for evaluation is to ensure that any changes in trainee capabilities are due to the training programme and not due to any other conditions. Training programmes should be evaluated to determine their cost effectiveness. Evaluation is useful to explain programme failure, should finally, credibility of training and development is greatly enhanced when it is proved that the organization has benefited tangibly from it.

2.2.1. Techniques of Evaluation: Several techniques of evaluation are being used in organizations:

One approach towards evaluation is to use experimental and control groups. Each group is randomly selected, one to receive training (experimental) and the other not to receive training (control). The random selection helps to assure the formation of groups quite similar to each other. Measures are taken of the relevant indicators of success before and after training for both groups. If the gains demonstrated by the experimental groups are better than those by the control group, the training programme is labelled as successful.

Another method of training evaluation involves longitudinal or time-series analysis. Measures are taken before the programme begins and are continued during and after the programme is completed. These results are plotted on a graph to determine whether changes have occurred and remain as a result of the training effort. To further validate that change has occurred as a result of training and not due to some other variable, a control group may be included.

One simple method of evaluation is to send a questionnaire to the trainees after the completion the programme to obtain their opinions about the programmes worth. Their opinions could be collected through interviews. A variation of this method is to measure the knowledge and/or skills that employee possess at the commencement and completion of a training. If the measurement reveals that the results after training are satisfactory, then the training may be taken as successful.

In order to conduct a thorough evaluation of a training programme, it is important to assess the cost and benefits associated with the programme. This is a difficult task, but is useful in convincing the management about the usefulness of training. Some of the costs that should be measured for a training programme include needs assessment cost, salaries of training department staff, purchase of equipment programme development costs, evaluation costs, trainers' costs, rental facilities and trainee wages during the training period. The benefits to be compared with the cost are rupee payback associated with the improvement in trainees' performance, their behavioural change, and the longevity of the period during which the benefits would last.

2.3. E-Learning

E-learning refers to the use of Internet or an organizational intranet to conduct training on-line. E-learning is becoming increasingly popular because of the large number of employees, who need training. It is not that e-learning replaces traditional training system. In fact, e-learning becomes more effective when blended with traditional learning methods. Many firms use e-Learning as a prerequisite before classroom training popularly called blended training, a combination of electronic learning with classroom approach. Routine training such as orientation, safety and regulation compliance is best handled in classrooms. Learning that requires discussion, tutoring and team-work can go on-line, though it might also stay in the classroom.

E-Learning is advantageous in as much as it is self-paced, allows for consistency and incorporates built-in guidance and help. There are problems nevertheless. E-Learning tends to cause trainee anxiety, as many may not be ready to accept or have access to computers and Internet.

2.4. Impediments to Effective Training

There are many impediments which can make a training programme ineffective. Some of the major hindrances include lack of management commitment, inadequate aggregate spending, lack of skill enhancement at educational institution level, large-scale poaching of trained workers, lack of industry-academia interface and unorganised labour.

3. Literature Review

Ramakrishna *et al*. (2012) suggested that training and development is essential for employees of public-sector banks also to sustain the growing competition from private sector banks in the liberalized global economy.

Whitelaw *et al*. (2009) recognised that research on training needs is important and higher & general skills have to be added to the crafted curriculum as employees need to be more responsive to the changing environments. They concurred that the hospitality industry is very much rooted in a traditional approach and needs to put a greater emphasis on communication skills, attitude and motivation before any higher skills.

Riyaz Rainaye (2004), in their study empirically examined the training policy in two commercial banks, namely, State Bank of India and Jammu & Kashmir Bank Limited. They focussed on the various facets of training including Management's attitude towards training, training inputs, quality of training programmes and transfer of training to the job.

Donald L. Kirkpatrick (1959) approached evaluation process in a more logical way. He emphasized that while evaluating training, instead of just studying the reactions of the trainees, the study could be carried out in four different levels viz., i.e., reaction, learning, behaviour and results.

A study conducted in the hospitality industry indicated that employees' perceptions of the availability of equipment necessary to utilize training had a direct impact on pre-training motivation and consequently effectiveness (Tracey & Cardenas, 1996).

American companies alone spend an estimated $200 billion annually on employee training generally believing that it (1) improves employee attitude, job satisfaction, productivity, and

work quality, (2) improves overall perception of an organization by the customer, and (3) increases profit levels by reducing labor turnover and associated costs (Conrade, Woods, and Ninemeier, 1994).

Headley and Miller (1993) adapted SERVQUAL to a healthcare setting and found that perceived service quality is predictive of a patient's behavioural intentions to complain, compliment, repeat purchase, and switch providers. They suggested predisposition or attitude as a determining factor in a consumer's behaviour towards the offering as future need arises.

Baldwin and Ford (1988) defined the "Transfer of training" as the degree to which trainees apply knowledge, skills, and attitudes gained in a training context to their jobs. Their suggestion to "take a more eclectic orientation to transfer by expanding to new literature bases" provided encouragement for researchers interested in investigating training transfer from innovative perspectives. They developed a model of training transfer that includes training inputs, training outputs, and conditions of transfer.

Training is defined "the acquisition of skills, concepts, or attitudes that result in improved performance in an on-the-job environment" (Goldstein, 1980). He directed future researchers toward the areas of (1) training need assessments, (2) training evaluation models, (3) training within organizational frameworks, and (4) useful training techniques.

3.1. Importance of the Research

Training & Development is very important for any business organization in today's competitive world. A proper analysis of the training needs with an effective training process and systematic feedback is essential for the success of an organization. The organizations do not emphasise on the importance of training and even those imparting training are not keen on the overall personality development of the employees covering various aspects, viz. communication skills, personality, body language, etc. but they tend to emphasise only on the field knowledge and the job requirements. The HR department in the organization neither give importance nor do they tend to take initiative for the overall personality development of employees. Training and Development is an essential field where Human Resource intervention is strategically required. The study is important for the human resource perspective involved and the lack of systematic and comprehensive work on the subject in states like Rajasthan.

Indian Economy is the seventh largest in the World by Nominal GDP and third largest in terms of purchasing power parity. Service Sector contributed to more than 57% in GDP for year 2012-13. It is one of the fastest growing sectors with an annual growth rate of above 9& since 2001 and a projected growth rate of 10.6% for the current year. In spite of the important role of the service sector in the economy, very few studies have been undertaken on the role and effectiveness of Training & Development in the sector. Thus, the study has been undertaken to study and compare the training & development practices in the service sector. Five industries of the service sector viz. Banking, Hotel, Hospital, Insurance & IT industry have been chosen for the study.

The study also derives its importance as the Government is taking initiatives and launching schemes and programmes emphasising training & development. The Ministry of Labour, Government of India has launched a National Skill Development Programme with an outlay of 35000 crores, but private companies lack the initiative.

3.2. Hypothesis

The null and alternate hypotheses for the present study are:

1. H_{01}*: There is no significant difference in the training need assessment in different service sector industries.*
2. H_{02}*: There is no significant difference in the training process in different service sector industries.*
3. H_{03}*: There is no significant difference in training quality and effectiveness in different service sector industries.*
4. H_{04}*: There is no scope for improvement in training and development perspective in service sector industries.*

3.3. Research Methodology

The study is going to discuss the different aspects of training and development, its role and importance. The study is going to analyse the requirements of training need assessment and the methods adopted to assess the training needs. It is going to discuss the various tools & techniques of training and the evaluation methods used to measure the effectiveness of the training. The data collected for the study will be primary data collected through questionnaires identifying the facets of training followed in various organizations in different industries in service sector viz. Banking, Hospital Hotel, Insurance and IT. The data collected will be used to compare the practices in the different industries.

The data for the study will include primary data collected by using structured questionnaires based on Likert scale and secondary data collected from various journals, periodicals, trade and business magazines, internet sources, etc.

The questionnaire for the study has been divided into two parts. The first part contains the demographic details of the respondent including his age, gender, designation, organization, experience, income and the number of different types of training programmes attended by him. The second part of the questionnaire contains questions relating to training based on Likert scale. The questions have further been divided into four parts, viz. Pre-training, during training, post-training and general. The second section contains 25 questions in total. At the end of the questionnaire, the respondent is asked to give suggestions to make training programmes more effective in future.

The sampling technique for the study will be convenience sampling to select sample of employees from particular service industries. A sample of 50 employees, 10 from each service sector industry have been considered for the study. The sample size of 50 has been chosen considering the limitations of time and resources.

Analysis of Variance (ANOVA) will be used for testing the hypothesis. ANOVA is a multivariate statistical test used to determine if more than two population means are equal. The test uses the F-distribution function and information about the variances of each population (within) and grouping of populations (between) to help decide if variability between and within each populations are significantly different.

So ANOVA tests the hypotheses that:

$H_0: \mu_1 = \mu_2 = \mu_3 = \ldots\ldots\ldots \mu_k$, *or*

H_a*: Not all the means are equal*

The statistical analysis for the study has been carried out using the statistical software SPSS 17.0 (Statistical Package for Social Sciences) and Microsoft Office Excel.

3.4. Data Analysis and Interpretation

The primary and secondary data collected from different sources for the study have been tabulated and interpreted meaningfully using tables & bar charts, etc. Mean and standard error has been calculated to find the general

perception of all the respondents in the different service industries. The hypothesis testing has been done using one-way Analysis of Variance (ANOVA).

The data was then analysed using SPSS 17.0 for testing of hypothesis. One-way ANOVA test have been applied on the data set with fixed factor as five selected industries, viz. Banking, Hotel, Hospital, Insurance & IT. The mean & standard error was also calculated for all the variables. The results of the analysis are presented below:

Hypothesis 1

H_{01}: *There is no significant difference in the training need assessment in different service sector industries.*

Descriptive Statistics				
	Group	**Mean**	**Std. Deviation**	**N**
q1	Banking	4.4000	.69921	10
	Hospital	3.8000	1.03280	10
	Hotel	4.5000	.70711	10
	Insurance	4.3000	.82327	10
	IT	4.4000	.69921	10
	Total	4.2800	.80913	50
q2	Banking	4.2000	.63246	10
	Hospital	3.7000	1.05935	10
	Hotel	4.0000	.81650	10
	Insurance	4.3000	.82327	10
	IT	4.3000	.82327	10
	Total	4.1000	.83910	50
q3	Banking	3.0000	1.05409	10
	Hospital	3.3000	1.05935	10
	Hotel	3.6000	1.07497	10
	Insurance	3.8000	1.03280	10
	IT	3.7000	1.15950	10
	Total	3.4800	1.07362	50
q4	Banking	4.3000	.67495	10
	Hospital	4.4000	.96609	10
	Hotel	4.6000	.69921	10
	Insurance	4.5000	.70711	10
	IT	4.2000	.78881	10
	Total	4.4000	.75593	50
q5	Banking	3.5000	.97183	10
	Hospital	3.4000	1.17379	10
	Hotel	3.7000	.94868	10
	Insurance	4.3000	.82327	10
	IT	3.8000	1.13529	10
	Total	3.7400	1.02639	50
q6	Banking	3.0000	1.15470	10
	Hospital	3.1000	1.10050	10
	Hotel	3.7000	.82327	10
	Insurance	3.2000	1.13529	10
	IT	3.5000	1.17851	10
	Total	3.3000	1.07381	50

Multivariate Tests								
Effect		**Value**	**F**	**Hypothesis df**	**Error df**	**Sig.**	**Noncent. Parameter**	**Observed Power[b]**
Intercept	Pillai's Trace	.979	3.066E2[a]	6.000	40.000	.000	1839.306	1.000
	Wilks' Lambda	.021	3.066E2[a]	6.000	40.000	.000	1839.306	1.000
	Hotelling's Trace	45.983	3.066E2[a]	6.000	40.000	.000	1839.306	1.000
	Roy's Largest Root	45.983	3.066E2[a]	6.000	40.000	.000	1839.306	1.000
group	Pillai's Trace	.750	1.655	24.000	172.000	.035	39.711	.969
	Wilks' Lambda	.418	1.666	24.000	140.753	.036	34.292	.929
	Hotelling's Trace	1.031	1.653	24.000	154.000	.037	39.675	.967
	Roy's Largest Root	.584	4.182[c]	6.000	43.000	.002	25.094	.958
a. Exact statistic								
b. Computed using alpha =.05								
c. The statistic is an upper bound on F that yields a lower bound on the significance level.								
d. Design: Intercept + group								

These four numbers give the *p*-values for the four different multivariate tests. These results tell if there is a significant effect of the Independent Variables on all of the Dependent Variables, considered as a group.

There is no one single multivariate test; there are four different ones. In this case they're *all* significant ($p < .05$), thus our first null hypothesis is rejected. Thus, we can conclude that different industries did have a significant effect on the training variables, i.e. *there is significant difference in the training need assessment methods in the different service sector industries***.**

Hypothesis 2

H_{02}: *There is no significant difference in the training process in different service sector industries.*

Descriptive Statistics				
	group	**Mean**	**Std. Deviation**	**N**
q7	Banking	4.0000	.81650	10
	Hospital	4.0000	.94281	10
	hotel	4.6000	.51640	10
	Insuranc	4.4000	.69921	10
	IT	4.1000	.87560	10
	Total	4.2200	.78999	50
q8	Banking	3.8000	1.03280	10
	Hospital	3.9000	1.10050	10
	hotel	4.5000	.52705	10
	Insuranc	4.3000	.82327	10
	IT	3.4000	1.07497	10
	Total	3.9800	.97917	50
q9	Banking	4.0000	1.15470	10
	Hospital	2.9000	1.10050	10
	hotel	3.9000	.73786	10
	Insuranc	4.0000	.94281	10
	IT	3.1000	.73786	10
	Total	3.5800	1.03194	50
q10	Banking	4.2000	.91894	10
	Hospital	3.7000	.67495	10
	hotel	4.2000	.91894	10
	Insuranc	4.0000	.81650	10
	IT	3.8000	.63246	10
	Total	3.9800	.79514	50
q11	Banking	4.2000	.78881	10
	Hospital	3.7000	.82327	10
	hotel	4.3000	.82327	10
	Insuranc	4.0000	.94281	10
	IT	3.6000	.51640	10
	Total	3.9600	.80711	50
q12	Banking	4.0000	.94281	10
	Hospital	3.8000	.91894	10
	hotel	5.0000	.00000	10
	Insuranc	4.2000	.91894	10
	IT	3.8000	.78881	10
	Total	4.1600	.88893	50
q13	Banking	3.2000	1.03280	10
	Hospital	3.4000	1.07497	10
	hotel	3.5000	.97183	10
	Insuranc	3.5000	.97183	10
	IT	3.1000	.56765	10
	Total	3.3400	.91718	50
q14	Banking	2.3000	1.05935	10
	Hospital	3.6000	1.26491	10
	hotel	3.0000	1.24722	10
	Insuranc	3.2000	1.03280	10
	IT	3.2000	.91894	10
	Total	3.0600	1.15016	50
q15	Banking	2.9000	1.10050	10
	Hospital	3.7000	.94868	10
	hotel	4.1000	1.10050	10
	Insuranc	3.7000	1.05935	10
	IT	3.1000	.99443	10
	Total	3.5000	1.09265	50

Multivariate Tests[d]								
	Effect	**Value**	**F**	**Hypothesis df**	**Error df**	**Sig.**	**Noncent. Parameter**	**Observed Power[b]**
Intercept	Pillai's Trace	.981	2.161E2[a]	9.000	37.000	.000	1944.922	1.000
	Wilks' Lambda	.019	2.161E2[a]	9.000	37.000	.000	1944.922	1.000
	Hotelling's Trace	52.565	2.161E2[a]	9.000	37.000	.000	1944.922	1.000
	Roy's Largest Root	52.565	2.161E2[a]	9.000	37.000	.000	1944.922	1.000
group	Pillai's Trace	1.190	1.882	36.000	160.000	.004	67.756	.998
	Wilks' Lambda	.219	1.950	36.000	140.393	.003	64.891	.996
	Hotelling's Trace	2.018	1.990	36.000	142.000	.002	71.653	.999
	Roy's Largest Root	1.090	4.842[c]	9.000	40.000	.000	43.581	.996
a. Exact statistic								
b. Computed using alpha =.05								
c. The statistic is an upper bound on F that yields a lower bound on the significance level.								
d. Design: Intercept + group								

These four numbers give the *p*-values for the four different multivariate tests. These results tell if there is a significant effect of the Independent Variables on all of the Dependent Variables, considered as a group.

The four different multivariate tests are *all* significant ($p < .05$), thus our second null hypothesis is rejected. Thus, we can conclude that different industries did have a significant effect on the training variables, i.e. *there is significant difference in the training process in the different service sector industries.*

Hypothesis 3

H_{03}: *There is no significant difference in training quality and effectiveness in different service sector industries.*

Descriptive Statistics				
	Group	**Mean**	**Std. Deviation**	**N**
q16	Banking	4.3000	.82327	10
	Hospital	4.1000	.73786	10
	hotel	5.0000	.00000	10
	Insuranc	4.2000	.91894	10
	IT	3.8000	.63246	10
	Total	4.2800	.78350	50
q17	Banking	2.9000	.99443	10
	Hospital	2.9000	.99443	10
	hotel	3.4000	1.26491	10
	Insuranc	3.1000	1.19722	10
	IT	2.4000	1.07497	10
	Total	2.9400	1.11410	50
q18	Banking	4.1000	.87560	10
	Hospital	3.8000	.78881	10
	hotel	4.0000	.94281	10
	Insuranc	4.1000	.87560	10
	IT	3.6000	.69921	10
	Total	3.9200	.82906	50
q19	Banking	3.3000	1.05935	10
	Hospital	3.1000	.73786	10
	hotel	3.2000	.63246	10
	Insuranc	3.2000	.78881	10
	IT	2.8000	1.13529	10
	Total	3.1200	.87225	50
q20	Banking	3.3000	.82327	10
	Hospital	3.2000	.78881	10
	hotel	3.3000	1.05935	10
	Insuranc	3.8000	.91894	10
	IT	3.1000	.73786	10
	Total	3.3400	.87155	50
q21	Banking	4.0000	.94281	10
	Hospital	4.3000	.82327	10
	hotel	4.1000	1.19722	10
	Insuranc	4.5000	.52705	10
	IT	4.2000	.78881	10
	Total	4.2200	.86402	50
q22	Banking	4.0000	.81650	10
	Hospital	3.8000	1.03280	10
	hotel	4.6000	.51640	10
	Insuranc	4.2000	.91894	10
	IT	3.8000	.78881	10
	Total	4.0800	.85332	50

Multivariate Tests[d]								
Effect		Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power[b]
Intercept	Pillai's Trace	.981	2.887E2[a]	7.000	39.000	.000	2020.642	1.000
	Wilks' Lambda	.019	2.887E2[a]	7.000	39.000	.000	2020.642	1.000
	Hotelling's Trace	51.811	2.887E2[a]	7.000	39.000	.000	2020.642	1.000
	Roy's Largest Root	51.811	2.887E2[a]	7.000	39.000	.000	2020.642	1.000
group	Pillai's Trace	.711	1.297	28.000	168.000	.160	36.326	.931
	Wilks' Lambda	.411	1.419	28.000	142.039	.096	35.373	.916
	Hotelling's Trace	1.157	1.549	28.000	150.000	.051	43.369	.970
	Roy's Largest Root	.889	5.337[c]	7.000	42.000	.000	37.358	.994

a. Exact statistic
b. Computed using alpha =.05
c. The statistic is an upper bound on F that yields a lower bound on the significance level.
d. Design: Intercept + group

These four numbers give the *p*-values for the four different multivariate tests. These results tell if there is a significant effect of the Independent Variables on all of the Dependent Variables, considered as a group.

The four different multivariate tests are *all somewhat* significant (p <.05), thus our third null hypothesis is rejected. Thus, we can conclude that different industries did have a significant effect on the training variables, i.e. *there is some significant difference in the training quality & effectiveness in the different service sector industries.*

Hypothesis 4

H_{04}: *There is no scope for improvement in training and development perspective in service sector industries.*

Descriptive Statistics				
	group	Mean	Std. Deviation	N
q23	Banking	3.6000	.84327	10
	Hospital	3.4000	1.26491	10
	hotel	3.6000	.96609	10
	Insuranc	4.3000	.67495	10
	IT	3.5000	1.17851	10
	Total	3.6800	1.01900	50
q24	Banking	3.7000	1.33749	10
	Hospital	3.5000	1.08012	10
	hotel	4.3000	.94868	10
	Insuranc	4.0000	.94281	10
	IT	3.7000	1.15950	10
	Total	3.8400	1.09470	50
q25	Banking	4.1000	.87560	10
	Hospital	3.7000	.94868	10
	hotel	4.8000	.42164	10
	Insuranc	3.9000	1.19722	10
	IT	3.6000	1.07497	10
	Total	4.0200	.99980	50

Multivariate Tests[c]						
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.963	3.779E2[a]	3.000	43.000	.000
	Wilks' Lambda	.037	3.779E2[a]	3.000	43.000	.000
	Hotelling's Trace	26.367	3.779E2[a]	3.000	43.000	.000
	Roy's Largest Root	26.367	3.779E2[a]	3.000	43.000	.000
group	Pillai's Trace	.421	1.837	12.000	135.000	.048
	Wilks' Lambda	.618	1.898	12.000	114.059	.042
	Hotelling's Trace	.558	1.936	12.000	125.000	.036
	Roy's Largest Root	.424	4.766[b]	4.000	45.000	.003
a. Exact statistic						
b. The statistic is an upper bound on F that yields a lower bound on the significance level.						
c. Design: Intercept + group						

These four numbers give the *p*-values for the four different multivariate tests. These results tell if there is a significant effect of the Independent Variables on all of the Dependent Variables, considered as a group.

The four different multivariate tests are *all* significant (p <.05), thus our fourth null hypothesis is rejected. Thus, we can conclude that different industries did have a significant effect on the training variables, i.e. *there is significant difference in the scope of improvement of training in the different service sector industries.*

4. Conclusions

The study concludes that there is a significant difference on the training aspects of need assessment, process, quality & effectiveness and scope for improvement in the different service sector industries of Banking, Hotel, Hospital, Insurance & IT, but the difference is not significant within different organization in the same industry. Thus, we conclude that the employees of different industries in service sector visualize their training needs differently. Thus, each industry

has to design its training process and method according to the specific requirements of the industry.

5. References

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