Chapter 2
Research Methodology

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Introduction

The chapter presented the global view of training and development. The present chapter divided into two parts. The first part of the chapter deals with the extensive literature review. The basic purpose of literature review is to choose a problem and to completely understand the problem chosen to investigate. Part second discuss the methods used in carrying out this study. It throws light on the objectives and the rationale of the study. Research issues such as design, area of the study, sources of data collection, description of research questionnaire, target population, sample size etc. is presented. It also elaborate the hypothesis uses in the research work.

2.1 Literature Review

In the changing phase of the market, all organizations have a number of opportunities to grab and number of challenges to meet. Due to such environment, the dynamic organizations are smoothly surviving in the present competition. While facing these challenges, there is a great pressure of work on the shoulders of management. It is a responsibility of the management to make necessary changes at the workplace as per the requirement of the job. To survive in the competition and to meet the requirements, the management needs to change their policies, rules and regulations. The organizations face a lot of pressure in the competence for a talented work force, for constantly improving the production methods, entrants of advanced technology and for the employees who are inclined to achieve work life balance (Kulkami, 2013).

The success of any organization depends upon the quality of the work force, but in order to maintain the quality of the work force, many organizations come across a number of obstacles. These obstacles include attraction of the qualitative workforce towards the organization, recruitment of intelligent, dynamic as well as enthusiastic people in the organization, motivation of current employees with different techniques and retention of the current workforce for maintaining the organizational status in the competitive market. For surviving the business and becoming a successful pillar in the market; training is a tool that can help in gaining competitive advantages. Training proves to be a parameter for enhancing the ability of the workforce for achieving the organizational objectives. Good
training programs thus result in conquering of the essential goals for the business. Hence, training is significant for giving a dynamic approach to the organization. This dynamic approach is necessary because every organization that adopts a controlled way of functioning may not be able deliver consistent results but a dynamic and flexible organization may do so. This is possible only because of improved quality of work life through implementation of training programs (Kulkarni, 2013). The principal objective of training is to make sure the availability of a skilled and willing workforce to the organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social (Aswathappa, 2000). Training enhances the overall performance of an organization in various ways. The major areas where employees are normally trained in an organization are Soft-skill Development, Personality Development, Interpersonal Relationship, Problem solving techniques, Managerial and Supervisory Training Program, quality improvement programs, technical processes, quality circle programs, Time management skills, employee efficiency development programs, violence prevention programs, regulatory compliances, goal setting and implementation of programs, workplace safety management, workplace communication, and so on. Training enables the employees to develop their skills within the organization and hence naturally helps to increase the organization’s market value, earning power of the employees and job security of the employees. Training moulds the employee’s attitude and helps them to achieve a better cooperation within the organization. Training and Development programs improve the quality of work-life by creating an employee supportive workplace (Chaudhuri, 2004).

As the training and development of human resource becomes a more important strategic issue for the Indian corporate sector in an era of liberalised, privatised and globalised industrial economy, rigorous processes for calculating on-going costs and economic and non-economic benefits of HRD programmes be devised, implemented, and monitored. Current methods used by the vast majority of private sector, public sector, and multinational enterprises for measuring and accounting for both the economic and non-economic benefits of HRD programmes are inadequate. Though new models of evaluation are conceptually appealing, the utility of almost all training and development still remains as much an article of faith as an empirical fact, and documented successes or
descriptions of new approaches have been disappointingly low. Unfortunately, too often the evaluation process is not carried out with a sense of purpose, pride, and direction; or if it is, the bases or criteria for evaluation are unclear or inappropriate. Those who have professional, management, or administrative responsibilities for the training and development of others should operate on more than faith. There is a decreasing willingness to spend money on faith and an increasing pressure to justify training and development costs. It is imperative for those in the field to focus on evaluation of training and development and to adequately and properly demonstrate and communicate to management that training efforts are making worthwhile contributions. The major purpose of evaluation is to determine the effectiveness of the various components of a training and development programme. The key issues discussed in this paper include training needs analysis and evaluation, purposes of evaluation, levels of evaluation, instruments, timing of evaluation, and evaluation design (Saxena A. K., 2012).

2.2 Importance of Training and Development for Employees: A Review

It is incumbent on training and development professionals to design, implement, and evaluate the effectiveness of their programs in reducing disputes in workplace performance. This study explores the relationships between training experiences and attitudes and attitudes about perceived job proficiency. In a sample of 237 full-time salaried/exempt and hourly/non-exempt employees from one academic institution and three businesses in the states of Maryland, Delaware, and Arizona, the author finds a direct relationship between one’s positive training experiences and attitudes and one’s proficiency. In this study, 86.8% of those who had updated training had the most positive attitudes toward training (γ = .293, p < .05). Furthermore, 80% of those who had negative training attitudes also had negative views on their proficiency (γ = .465, p < .000) (Truitt, 2011).

Further, researcher also discusses the importance of training. Both training and development are necessary components for a successful conflict management system. One might clearly imagine how failure to provide training and development by the organization could result in conflict between employer and employee. Such conflict
could potentially lead to any number of complicated scenarios, including but not limited to formal complaints by the employee which eventually become actual law suits against the organization, all of which could cost the industry time, energy, and money. When universities or businesses withhold opportunities for training and development, they also fail to demonstrate an understanding of how to identify organizational conflict. While employee performance is one of the crucial measures emphasized by the top management, employees are more concerned about their own productivity and are increasingly aware of the accelerated obsolescence of knowledge and skills in their turbulent environment. As the literature suggests, by effectively training and developing employees, they will become more aligned for career growth—career potential enhances personal motivation (Cheng, 2001).

The study of Training practices of Telecommunication Sector in Pakistan were examined to determine their impact on Employee performance. Based on a combination of literature review and questionnaire surveys, the paper explores that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. For this study 360, questionnaires had been distributed among the employees of five telecom companies. It has been observed that most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance (Sultana, October, 2012).

a) Importance of Training and Development on Job Performance

The study aims to explore the simultaneous impact of employees' participation in non-technical training, technical training, and coaching on subsequent job performance, job
involvement, and job satisfaction. It was based on a sample of German call centre employees and on a longitudinal, multiple-sources-of-data research design. It was found that non-technical training impacted subsequent soft skills and that technical training predicted subsequent hard skills as well as job involvement. Moreover, employees’ participation in coaching predicted job satisfaction. The present study was the first to demonstrate positive effects of technical training on job involvement, and of coaching on job satisfaction. In sum, validity of several developmental interventions was highlighted. Organizations designing and implementing various developmental interventions should pay attention to the relative effectiveness of these interventions on various organizational-relevant outcome criteria (Rowold, 2008).

In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not. Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour. Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans, 1999).

The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires. There are four prerequisites for training: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training. Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This
response must be given as quickly as possible to make sure successful training (Mumford, 1988).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual’s performance (Cooke F L., 2000).

Employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance. While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found (Kenney, 1992). Job characteristics and firm background were found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earnings differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Ying, 2004).
b) On salary of employees

In case studies of different firms it was found that production increased, when system changed from monthly salary to daily wages. This means that increased wages have direct effect on employee performance. In case of fruit pickers, the progress of workers increased significantly when pay system was shifted from incentive pay. Managerial performance bonuses have the capability to enhance employee output. As far as posts of higher management are concerned, managers often emphasize on recruiting and retaining capable workers by moving from piece rate to salary. The core purpose of this activity is retaining efficient man power by providing more incentives (Bandiera, 2005).

People who work on monthly pay system do not show noticeable enhancement in their production while the workforce who is employed on piece rate system usually shows enhanced output. Practically there is no direct relationship between salary and performance because employees get their salary after a specific time period. Employees just try to achieve goals and have willingness to exert extra effort because they want to be considered in good books of management. Good Performance supposes to be a building block for career development. If an employee has good performance in his organization then there are high chances that other competitive organization would get attracted towards that employee and offer him a handsome package in their organization. In the long run salaried employees can get some extra payments through delayed payments and extra benefits for example gratuity and pension. Good performance can result in contract renewal. Salary can provide income security to the employees. In short term performance oriented contracts; the element of salary is missing, in that case employers pay on time based payment and piece rate system. Performance can be enhanced by creating healthy competition among salaried employees. After this activity employees are motivated to prove their capability (Pendleton, 2009).

Blundell et al (1999) in the UK found that:

- Individuals undertaking employer-provided or vocational training earn, on average, just above 5% higher real earnings than individuals who have not undertaken such training.
• The rates of return are in the 5-10% range if the training also results in a middle or higher vocational qualification being obtained

• Skills acquired from training depreciate over time, suggesting that training needs to be renewed to retain its benefits (Blundell, 1999).

(Dearden, 2000) in the UK found that increasing the proportion of workers trained in an industry by 5 percentage points (say from 10% to 15%) is associated with a 1.6 per cent increase in wages. In Australia (Smith, 2001) summarised the international literature that measures the wage effects of participation in enterprise-based training. The wage effects ranges varied within and between studies, as well as by country, with the average range being 8-9%.

c) Job involvement of employee

Job involvement is surely critical but the relations between an organization and its members play an equally important role. When all the members have a strong commitment to their organization, its operation and training costs will drop while work efficiency will increase. For society, high organizational production leads to prosperity. Organizational commitment is a topic that interests many management scholars because it not only affects individual involvement with an organization but also is a presentation of the attitude or inclination to associate individual and organization (Goulet, 2002).

If a job can fulfill one’s mental needs, we will be encouraged to work harder and improve performance. When employees’ job conflict with their life, their physical and mental conditions both change and passion gradually dies away, which then affects their job involvement and performance (Van Dyne, 2004). Job involvement itself is a fixed variable that scholars find critical because it sways employees’ working attitude (ex: organizational commitment, job satisfaction and inclination to resignation) (Freund, 2005). Job involvement is about to what degree one identifies with a job, how involved one is and if one believes in self-worth assured by his job. Highly involved employees identify with and care a lot about what they do. Job involvement and employee happiness are positive correlation (Robbins, 2001).
2.3 Importance of Training and Development for the Organization: A Review

Training is a painful, continual and difficult work to be done by kindness, by watching by warning by perfect and by precise. Employer depends on the quality of their employee performance to achieve organization aims and objectives. Employees have motivational needs, which should be met through job satisfaction. The initiative for providing this help must come mainly from the employees. The most important need of training is that to prevent the obsolescence of the employees by updating their skills and knowledge. The changes that have taken place in the last five years are many times more than the technological changes that have taken place in the last 25 yrs. Training becomes necessary to update them, to tech newer skills so that their efficiency does not suffer because of lack of understanding of the new technology. As training and development program is an integral part of an organization in order to update the skills and knowledge of the employees (Subbulakshmai, 2013).

Training has increased its importance in today’s environment where jobs are complex and change. Therefore to have the best use of Human resource, training must be provide to the employees. Measuring the impact of training on workplace performance and its contribution to organizational results is a matter of great concern for management in all types of organizations. As a result of growing economic pressures, business leaders are becoming more cost conscious and they are more sensitive about the return on training investment. The study also highlights the value of training and development in organizational improvement and summarizes previous investigations in order to enlighten the researchers to the state of current research and find out the gap between existing researches. So as a whole the study gives emphasis on factors affecting training effectiveness and how training can be made more effective for which the authors collected reviews on training effectiveness, its implication and its importance on the basis of which the future research directions have been endeavoured (Punia, 2013).

Training and development of employees is critical in organisations in this era of competition due to the fact that organizations need to survive, grow and develop.
Consequentially, training and development has become an issue of strategic importance. Although many scholars have conducted research on training and development practices in organisations in both developing and developed economies, it is worth mentioning that most of the research has concentrated on the benefits of training in general. There is however, limited focus on evaluation of training and development practices in organisations and yet, training and development of employees is critical for the survival and growth of any entity. To fill this gap, this study critically examines in detail the benefits, approaches and evaluation techniques applied in training and development of employees in an organisation. The methodology adopted for this study was random samplings where 61 managers of eight organisations were selected for the study. The major finding of the study indicated that training and development of employees increases organisational effectiveness and enhances competitiveness. The limitation of the study is that sample size selected for the study comprised of organisation in Gaborone city and its surrounding areas. The contribution of this study is that it provokes insights amongst owners /managers, policy makers and scholars on how organisation training and development practices could be enhanced in order to improve organisational effectiveness and retain human capital (Ongori, 2011). Training does bear fruitful results not only to the organisation but also to the employees. Training is an opportunity for promotion and self-improvement, improved job satisfaction through better job performance, a chance to learn new things and there is greater ability to adapt and cope with changes. The objective of any organisation training program is to train their employees to meet the needs of the optimum profit potential (Cartada, 2002).

The purpose of training is to empower associates with the skills necessary to make decisions and accomplish their daily tasks and skills that help them give extraordinary service to customers. In the business of customer service, training is essential to the impact made on the customers. Customer service and problem resolution are trainable skills and will determine whether the customer impact is positive or negative. It also prepares employees for their next career move. This move may be in the organisations or in life in general (Hower, 2008).
To enhance individual motivation for training, the employees should be part and parcel of what it communicates to applicants through all its contacts with them. This would make applicants feel confident that the training foci are clear and shows perceptive concern for people taking part in the program. Further, they found that systematic observations by a colleague of a candidate’s behaviour in a session and sharing indications of his effectiveness with him subsequently greatly enhanced the candidate’s motivation for training. It emphasizes that training employees leads to an increment in employees’ satisfaction, updating of skills and an increased commitment to the organisation (Truitt, 2011).

The role of training in mitigating the negative impact of technical and organizational changes on the employment prospects of older workers. Using a panel of French firms in the late 1990s, we first estimate wage bill share equations for different age groups. Consistently with what is found in the literature, we find that adopting new technologies and innovative work practices negatively affects the wage bill share of older workers. In contrast, training the older workers (more than average) increases their share in the wage bill in the next period. So, training contributes to offset the negative impact of ICT and innovative work practices. However, it does not reduce the age bias associated with these innovative devices: the interaction terms between training and ICT/innovative work practices are either insignificant or negative. As a second step, we estimate the impact of ICT, innovative work practices and training on employment flows by age group in the next period. The study gets similar results to those obtained with wage bill shares. Overall, training appears to have a positive impact on the employability of older workers, but it offers limited prospects to dampen the age bias associated with new technologies and innovative work practices (Behaghel, 2011).

The book by (Tamini, 1979), he wrote that Training and development have no value unless these are related to a specific purpose. The purpose of cooperative employees’ training and development is to make available professionally competent managerial and other personnel, with appropriate knowledge, skills and abilities to a cooperative e system, so that it can function in an effective manner.
“Approaches to Training and Development”, (Laird, 1985). Training and development seek to be ever more relevant to organization goals, to solve performance problems throughout the entire organization and to do so in a variety of ways. Thus they are concerned with things other than just training. They seek other solutions to other types of human performance problems. In 1983, The American Society for Training and Development (ASTD) under the leadership of Patricia A. McLagan, completed its Models for excellence, a competency study.

Management training is an organized procedure which brings about a semi-permanent change in behaviour, for a definite purpose. These encyclopaedias designed to present the diverse aspect of management training organized in three volumes.

- Training: Aims, Contexts and Dynamics
- Training and Training system Development
- Training process

Till sixties training activities in most of the Indian organizations was either totally absent or partly present in a rudimentary form. However in the seventies the Indian organizations became aware of the need for development of managers for better management of industries. November 1985 Prime Minister Rajiv Gandhi’s stress on Human Resource Development that training and development has taken a front seat in the national economy (Kumar, 2000). The global competition and swiftness of changes emphasize the importance of human capital within organizations, as well as the swiftness and ways of knowledge gaining of that capital. In the economy where uncertainty is the only certainty, knowledge is becoming a reliable source of sustained competitive advantage. Knowledge is becoming basic capital and the trigger of development. Previously built on foundations of possessing specific resources and low costs, present day competition is based on knowledge possessing and efficient knowledge management. Modern organizations therefore use their resources (money, time, energy, information, etc.) for permanent training and advancement of their employees. Organizations which are constantly creating new knowledge, extending it through the entire organization and implementing it quickly inside the new technologies,
develop good products and excellent services. These activities determine the company as a learning organization with constant innovation being its sole business. These are organizations which realize that learning and new knowledge are becoming the key of success, and that education is crucial for abundance (Vemic, 2007).

2.4 Training and Career Development

Employee has been recognised as one of the essential asset in an organisation. Thus, in order for an organisation to achieve a competitive advantage in this competitiveness business environment, the employee quality has become the major concern. As a result, a lot of organisation would like to make the best investment in cultivating employees’ talent (Hung, 2008), especially in the service industry. One of the ways to update the knowledge, develop skills, make about behavioural and attitudinal changes as well as enhance the employees’ ability to perform their tasks more efficiently and effectively is through training (Palo, 2003).

Investment on employee Training and career development is considered important factor in employee retention. Organization has the incentive to make investment in form of training & development only on those workers, from whom organization expect to return and give output on its investment (Messmer, 2000).

According to (Clarke, 2001), organizations are intensification development for talented employees, through proficiency analysis, input on employee interests, need development and multisource appraisal of capabilities and formulate plans for action. From the other point of view, (Sparrow, 1998) defined training as a management practice that can be regulated or manipulated to evoke a needed set of unwritten, reciprocal behaviours and attitudes; it encompasses job involvement, motivation and organisational commitment. According to (Farhan Akhtar, 2011), he found that there is a positive relationship between training programs and employees’ job involvement. He accentuated that if the company can offer financial benefit to the higher performers and recognise their efforts, it will motivate them to work towards some extends through adapting new skills, knowledge and competencies which will ultimately enhance the organisational performance.
(Wetland, 2003) suggest that firms and individuals made investment on human capital in the form of training. Training enhances the skills of employees. When employees are hired to enhance the skill, the organization needs to start training programs.

According to (Noe, 1999), employees have perception to acquire new knowledge & skills which they apply on the job and also share with other employees. Research studies found that organizations often delay employee training programs to determine that workers personal value good matches with organization culture or otherwise, therefore to peter out the employee turnover intention.

According to (Gomez-Mmejia, 1995), training provides specialized techniques and skills to employees and also helps to rectify deficiencies in employee performance, while development provides the skills and abilities to employees which will need the organization in the future. Development of skill consists of improving interpersonal communication, technological knowledge, problem solving and basic literacy etc. (Garg, 2006) explain that in today’s competitive environment feedback is essential for organizations to give and receive from employees and the more knowledge the employee learns, the more he or she will perform and meet the global challenges of the marketplace. (Bishop, 1998), survey on training found that established, larger, manufacturing and unionized firms have tend to provide training to employees as did multi established firms with flexible production approach or high performance. Research study finds that, larger companies, high performance establishments and those organizations which spend more physical resources were usually more probably to retain their talent. Firms in market with prompt technical advancement and output progress trained more and those firms which have not confronted any competitor in last decade. According to (Frazis, 1998), firms that offer more benefits as compared to others and train their workers by adopting innovative job practices.

Training is sign of organization commitment to employees. Training also reflects organization strategy that is based on value adding rather than cost lowering. Leading firms of the industry recognize that comprehensive range of training, skill and career development is the key factor of attraction and retention the form of flexible,
sophisticated and technological employees that firms strategy to succeed in the computerized economy (Storey, 1993).

2.5 Evaluation of Training and Development Program

Evaluation of training & development programmes is normally used in a broad sense to mean any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information. According to some experts on the evaluation of training, a distinction is made between validation (the assessment of whether the training has achieved its laid-down objectives) and evaluation (the measurement of the total effects of the training programme). In practice, however, this distinction is not always meaningful, since it may be almost impossible to obtain information on the total effects of training (which may be extremely complex). Evaluation, in its crudest form, is the comparison of objectives (criterion behaviour) with effects (terminal behaviour) to answer the question of how far the training & development programmes has achieved its purpose. The setting of objectives and the establishment of methods of measuring results are, or should be, an essential part of the planning stage of any training and development programme. Evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide on the level at which the evaluation should be made.

While there is a growing body of conceptual work on how employees really learn, and a burgeoning body of case studies of innovative corporate initiatives, there has been little synthesis of these bodies of literature (Saxena A. K., 2012).

(Wexley, 1986) Criticised the traditional training and development for its lack of accountability. The lack of accountability and rigorous evaluation may be attributable in part to an unfounded belief that “training and development is good for the employees and the organisation; so let there be training budget and training programmes”. This target-based (e.g., a specific number of employees to be trained during a given year) or budget-driven (influenced by the availability of time, energy, and resources) training and development efforts will ultimately lead to the result that “training is only a paid perquisite or free time for the employees devoid of daily stressors and distractions of the
workplace on the one hand, and a wasteful expenditure for the management on the other”.

(Mumford, 1988) Observes that prior to participating in any training and development experience, participants implicitly ask themselves a variety of questions: Do I believe this training and development will help me or my subordinates? Are there risks for me if I perform poorly? How does this experience relate to my job performance? Not surprisingly, the yield from training and development initiatives will be maximised when employees perceive that desirable outcomes (or avoidance of undesirable outcomes) are attained as a result of their full commitment to a training and development programme.

Greiner, conducted a study to determine which training evaluation method were perceived to be the most effective by training professionals, and which methods were most frequently used. For this purpose they selected members of American Society for Training & Development (ASTD). The findings of the study suggested:

- Integrate T&D into the strategic plan of the firm.
- Provide necessary resources to evaluate the training activity effectiveness.
- Establish an information network to facilitate access to necessary data for before And after measurement
- The most important benefit to be gained from successful evaluation will be improvement in organisational performance and increased employee satisfaction (Greiner, 1987)

Fuchsberg, observed that many organisations base their training and development budgets on annual projections for new initiatives that link, optimistically, with business requirements. Now, the need to rigorously evaluate training and development initiatives in economic terms is becoming more apparent. As the training and development efforts in many organisations continue to expand and grow, many new competing programmes will be proposed and senior management and board members will continue to ask hard questions about the projected value or likely financial impact of training and
development investments. Evaluation of the economic and non-economic benefits, and the investments associated with the training and development programmes is absolutely critical to determining how training and development initiatives contribute to corporate performance (Fuchsberg, 1993).

Kraiger, proposed cognitive, skill-based and affective learning outcomes (relevant to training) and recommended potential evaluation measures. They integrated theory and research from a number of diverse disciplines and have provided a multidimensional perspective to learning outcomes and advanced the theory of training evaluation by providing a conceptually based scheme of learning constructs, measurement foci, and measurement techniques (Kurt Kraiger, 1993).

(Yadapadithaya, 2001) Studied the current practices of evaluating training and development programmes in the Indian corporate sector on the basis of data collected from written questionnaires mailed to 252 respondent companies – 127 private, 99 public, and 26 multinational corporations (MNCs). The major findings of his study include the following:

- High pressure for increased quality, innovation, and productivity acts as a major driving force for the Indian corporate training and development programmes.
- Most of the key result areas of training and development function are related to the measurement and evaluation of training effectiveness.
- Nearly 86 per cent of the private sector, 81 per cent of the public sector, and all the MNCs evaluate the effectiveness of training in one way or the other.
- The major purpose of evaluation is to determine the effectiveness of the various components of a training and development programme.
- Organisations rely mostly on the participants’ reactions to monitor the effectiveness of training.
- An overwhelming majority of the organisations use “questionnaires” as an instrument to gather relevant data for evaluation.
- In most of the cases, evaluation was done immediately after the training.
- Majority of the private and public sector organisations use one-shot programme design and more than half of the MNCs also use single group, pre-test and post-
test design for evaluating the effectiveness of training and development programmes.

- Absence of transfer of learning from the place of training to the workplace has been a major perceived deficiency of the corporate training and development system.
- Indian corporate sector is currently facing the challenge of designing and developing more valid, reliable and operational measures to evaluate the effectiveness of training and development.

(Saxena, 1997) Undertook a study on the role of evaluation of training in designing training programmes in institutions of government, private, public and banking sectors. A total of 100 training and development programme participants were selected randomly by the investigator. They represented the four clusters: (1) Government training institutions, (2) HRD centres of private sectors, (3) HRD centres of public sectors, and (4) Training institutions of banks. Data were collected by administering the questionnaires. In addition, structured and unstructured interviews were conducted by the investigator with both the top managers of training institutions and the trainees. It was found that:

1. the institutions and HRD centres defined the scope of training evaluation from trainee’s development level to the organisational effectiveness level;
2. the training institutions were very clear about the purpose of evaluating the training programmes;
3. ‘lack of adequate evaluation methodology’, ‘lack of expertise’ and ‘fear of exposure to weaknesses’ were cited as the constraints for obtaining and collecting evaluation data;
4. ‘overall impact on the performance of organisations’, ‘change in skills and attitudes of trainees’, and ‘quality of subject matter in courses’ were cited as the most important indicators of course effectiveness;
5. training institutions concentrated their evaluation efforts mostly on reaction and learning levels; and
6. Training institutions and HRD centres were found to have plans to improve the courses by effective evaluation procedures.

Srivastava (2001) evaluated the effectiveness of various training programmes offered by the in-house training centre of Tata Steel, Shavak Nanavati Training Institute (SNTI), India. Effectiveness of training was measured in terms of various outcomes such as satisfaction level; reaction and feedback of participants; and change in performance and behaviour as perceived by participants, their immediate supervisors, and departmental heads. The sample consisted of sixty departmental heads, fourteen hundred participants and thirteen hundred immediate supervisors from various departments. The data were collected through structured interview schedule. It was found that the satisfaction levels of participants, their superiors, and divisional heads were above average for all types of programmes. The participants were benefited from the programmes, but transfer of learning was not as expected from their supervisors. There were changes in the post-training performance ranging from 10 to 37 per cent. Training programmes could meet the objectives only to a limited extent (Srivastava, 2001).

(Ogunu, 2002) in his study titled “Evaluation of Management Training and Development Programme of Guinness Nigeria PLC” examined the management training and development programme of Guinness Nigeria PLC, Benin City with a view to ascertaining its relevance, adequacy, and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff of the company’s Benin Brewery as subjects for the study. Data were collected by administering a questionnaire titled ‘Management training and development questionnaire’ (MTDQ) developed by the researcher. Hypotheses testing in the study revealed that facilities for staff training were adequate for effective training of management staff, training programmes for management staff were relevant to the jobs they performed, and the training programmes undergone by staff did indeed improve their performance and effectiveness at works.
2.6 Problems for Organization to develop training process

Several reasons account for the problems faced by employers' organizations in training their own staff, and in providing training to members. They include the following:

- Unlike enterprises which can have their staff trained in management and other training institutions, there are no courses and training institutions which are geared to the needs of employers' organizations.
- Most organizations do not have skilled trainers i.e. persons who have been trained as trainers.
- Inadequate training material
- Inadequate information/knowledge relating to labour-related subjects needed to attract enterprises to the organization's training programmes.
- The economic viability of having full time training staff. Due to financial constraints, an employers' organization would generally have to keep full time training staff to a minimum. Therefore staff with special skills providing advisory and representation services should be trained as trainers to enable them to undertake some training in their areas of expertise (Silva, 1997).

There are a number of myths that organizations have about training. The most common myth is if you send an unskilled employee to training, when they come back there is immediately a changed, improved, skilled worker. That is an erroneous assumption. There are several problems in developing training programmes, such as- organizations don't take the time to analyze what their training needs are. The next problem is many organizations don't evaluate how well employees have learned. Or if they do, they usually stop at the first level of evaluation—the reaction data. Companies think that if there is a positive reaction to the training that people will learn. But what we know is that the correlation is very weak between reaction to training and actual learning. Third, companies believe that technology will solve all training problems. They think that a mobile app or computer games are the solution to learning. A simulation by itself isn't enough. You also need very clear and precise learning objectives, clear feedback, a form of measurement or assessment and regular opportunities to practice and get feedback (Salas, 2012).
2.7 Training and Development in Electronics Industry

India is the fifth largest economy in the world and has the second largest GDP among emerging economies. Owing to its large population, the potential consumer demand is almost unlimited and consequently under appropriate conditions, strong growth performance can be expected. In fact, the liberalization of the economy in 1991 has led to rapid growth. The electronics industry, in particular, is emerging as one of the most important industry in the Indian market.

The electronics industry in India dates back to the early 1960s. Electronics was initially restricted to the development and maintenance of fundamental communication systems including radio-broadcasting, telephonic and telegraphic communication, and augmentation of defence capabilities. Until 1984, the electronics sector was primarily government owned. The late 1980s witnessed a rapid growth of the electronics industry due to sweeping economic changes, resulting in the liberalization and globalization of the economy. The economic transformation was motivated by two compelling factors - the determination to boost economic growth, and to accelerate the development of export-oriented industries, like the electronics industry. The electronics industry has recorded very high growth in subsequent years. By 1991, private investments - both foreign and domestic - were encouraged. The easing of foreign investment norms, allowance of 100 percent foreign equity, reduction in custom tariffs, and delicensing of several consumer electronic products attracted remarkable amount of foreign collaboration and investment. The domestic industry also responded favourably to the politic policies of the government. The opening of the electronics field to private sector enabled entrepreneurs to establish industries to meet hitherto suppressed demand. Improvements in the electronics industry have not been limited to a particular segment, but encompass all its sectors. Strides have been made in the areas of commercial electronics, software, telecommunications, instrumentation, positioning and networking systems, and defence. The result has been a significant trade growth that began in the late 1990s (Bansal, 2011).

Despite commendable achievements in the sphere of electronics, considerable infrastructural improvements remain a priority. Water, power, telecommunications, and transportation sectors must still be augmented so that high economic growth can be
sustained. The Indian Electronics Industry is a text for investors who are considering India as a potential investment opportunity. The book is designed to cover various segments of India's electronics industry, which include telecommunications, consumer electronics, computer hardware and software, and medical electronic systems. The authors have examined the roles of government, major companies in electronics including the multinationals, research organizations, and educational institutions in establishing the infrastructure (Bansal, 2011).

Figure 2.1 Growth of Electronic components

It is projected that Indian consumer electronics spending will grow by about 17% in US dollar terms in 2013 to US$37.5bn, fuelled by rising incomes, growing affordability, and the fact that 45% of India's population is under 25. PC market growth is currently being driven by laptops and by tablets, albeit sales of the latter are growing from a very small base. Meanwhile, sales of smart phones - including Apple's IPhone - are finally beginning
to take off. Spending on consumer electronics devices is projected to grow at an overall CAGR of 14% through to the end of our five-year forecast to 2017, with the key segments including low-cost mobile handsets, colour TV sets, set-top boxes and notebook computers. Much of the growth during our forecast period will be driven by growing demand from India's under penetrated rural areas. However, there are concerns a new import tax on handsets priced at above 2,000 rupees could constrain demand in this key product category (India Consumer Electronics Report Q4 2013, 2013)

The book on Strategic Human Resource Management presented by (Agarwal, 2007) says that Liberalization and Privatization have brought about change in the business environment resulting in heightened competition and growth of the services sector, strategic human Resource management explores the strategic role of human resource in organization performance, human resources environment in organization, human resource evaluation, measuring employee performance, mentoring, training and development and career management. She further added that the linkage between business strategy and training and development. This book emphasized that for T&D to be strategic. It is important to develop T&D activities to support the business strategy of firm. She also added that the focus, direction, content and mechanism for HRP have to be different for different employee than managerial staff in electronic industries.

The book by (Krishnaveni, 2008) in a study on Training & development in India he says the Indian corporate sector did not evince much interest in training and developing in human resource until 1991. The new Industrial policy resolution brought out in 1991 liberalizing, privatizing and globalizing and development (ISTD) started in the year 1970 is a national professional non-profit society with membership of institution involved in training and development of Human Resource from the government, public private sector and other bodies.

Part-II

2.7 Identification of the Problem:

- Communications: The increasing diversity of today's workforce brings a wide variety of languages and customs.
- Computer skills: Computer skills are becoming a necessity for conducting
administrative and office tasks.

- Customer service: Increased competition in today's global marketplace makes it critical that employees understand and meet the needs of customers.

- Diversity: Diversity training usually includes explanation about how people have different perspectives and views, and includes techniques to value diversity.

- Ethics: Today's society has increasing expectations about corporate social responsibility. Also, today's diverse workforce brings a wide variety of values and morals to the workplace.

- Human relations: The increased stresses of today's workplace can include misunderstandings and conflict. Training can people to get along in the workplace.

- Quality initiatives: Initiatives such as Total Quality Management, Quality Circles, benchmarking, etc., require basic training about quality concepts, guidelines and standards for quality, etc.

- Safety: Safety training is critical where working with heavy equipment, hazardous chemicals, repetitive activities, etc., but can also be useful with practical advice for avoiding assaults, etc.

2.7 Statement of the Problem:
Problem definitions involve stating the general problem and identifying the specific components of the research problem. Only when the research problem has been clearly defined can research be designed and conducted properly.

The statement of the problem is as under:

“TRAINING AND DEVELOPMENT IN ELECTRONICS INDUSTRIES IN INDIA: (A Comparative Study of LG Electronics India and VIDEOCON Industries Ltd.)

2.9 Justification of the Problem

Researcher tries to find out the need of the present research as well as what are the objectives of the research and how it is effective in present scenario.
2.9.1. Scope of the Study

The strength of any organization is its people. If people are attended to properly by Recognizing their talents, developing their capabilities and utilizing them appropriately, organizations are likely to be dynamic and grow fast. Ultimately the variety of task in any organization has to be accomplished by the people. Some of them have capabilities to do certain tasks better than other tasks, and some of them may not have capabilities to do the task assigned to them. In any case one of the important process goals of any dynamic organization is to assure that its people are capable of doing the variety of tasks associated their role position.

Development of their capabilities keeps them psychologically vital. This development needs to be monitored in terms of matching it with the organizational requirements. Therefore, any organization interested in developing the capabilities its employee should understand the nature of capabilities required to perform different functions as well as dynamics underlying the development of these capabilities in an organizational context. Thus proper and timely training programs should be conducted in an organization.

The present research study Training and Development in ‘Electronic industry’. The study limits to understanding the existing system and through a survey of employees to know their feedback of the system and procedure. The study for time and other resources is limited in its scope but is a sound preliminary work for a researcher in this field.

2.9.2. Objectives of the Study

The objectives are just like a foundation stone and mirror of every research work and that why objectives must be crystal clear. Objectives are the most basic planning tools underlying all planning and strategic activities. A specific result that a person or a system aims to achieve within a time frame and with available resources. In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. Some examples of business objectives include minimizing expenses, expanding internationally, or making a profit.
2.9.3 The objectives of this study are:

- To understand the training and development activates of the companies.
- To find out the impact on the performance of the individual after training.
- Report feedback of the employees of the trading activities carried on
- To know the training methods used in the organizations.
- To know the reasons for employees training and development.
- It will help to enlarge the capabilities by developing training and development level of employees.
- To plan the range of management practices in electronics industries.
- To study the timing, salary, growth and work experience on job satisfaction and development of employees working in electronic industries.
- To encourage ecological balance and equality of social life in the locality of the company’s operations.
- To understand the attitude and expectations of employees concerning the existing practises in the organization.
- It will assist to improve the quality of work of life.

Hypothesis Formulation

A hypothesis refers to provisional ideas whose merit requires evaluation. It is a tentative generalization, the validity of which remains to be tested (Kothari, 2006). It is a proposition, condition or principle which is assumed, perhaps without beliefs, in order to draw out its logical consequences and by this method is to test its accord with facts which are known or may be determined (Lin, 1976). For proper evaluation, the framer of the hypothesis needs to define specifics in operational terms (Lofland, 1971). A hypothesis requires more work by the researcher in order to either confirm or disprove it. In due course, a confirmed hypothesis may become part of the theory or occasionally grow to become a theory itself (Malhotra, 2007).

The hypothesis of the research is: “Training and Development programmes in LG electronics are more effective then VIDEOCON industries ltd.”
2.10 Research Methodology

A training programme has a better chance of success when its training methods are carefully selected. Selecting an appropriate training method is perhaps the most important step in training activity once the training contents are identified. There are many training methods, but not of these equally suitable for all topics and all situations. To achieve the training objectivities, a trainer should select the most appropriate training method for the content to involve the trainees in the learning process.

A detailed study is required in each practical situation for better results and any effort which is directed for such study for better result is known as a Research (Panneerselvam, 2005). He continues that a system of models, procedures and techniques used to find the results of a research problem is called a Research Methodology (Cooper, 2006).

Research is a word associated with search, to find out the result of the subject undertaken to study a topic. Simply, research is a systematic investigation to establish fact or principles or to collect information on a subject problem etc, thoroughly so as to present in a detailed accurate manner. The studies of research methods provide us the knowledge and skill that we need to solve the problem and meet the challenges of a fast paced decisions making environment. As per (Kothari, 2006) basic objective of any research is as

- To gain familiarity with phenomenon or to achieve new insight into it.
- To portray accurately the characteristics of a particular individual situation or a group.
- To determine the frequency with something occurs or with which it is associated with smoothly else.
- To test a hypothesis of a causal relationship between variables.

Research Methodology is back bone of every study. Research Methodology is the study of the formation, coherent organization, methods, and means of activity. This chapter deals with the research methodology followed the conduct the study. It includes sources of data collection both primary and secondary, identification of relevant variable analysis and tabulation of data, their interpretation, critical opinion of poor people and report writing. A variety of training methods is available to a trainer. The most commonly used methods include:
• Instructor presentation.
• Group discussion
• Demonstration
• Assigned reading
• Exercise
• Case study
• Role-play
• Field visit and study tour

The methodology adopted for the study is discussed as follows:

2.10.1. Area of Study

The area of the study will be limited only to observe the human resource management of industry. The study will cover the following organization.

1. LG ELECTRONICS INDIA

2. VIDEOCON INDUSTRIES LTD.

Information is collected from the employees of various departments of these two organizations through filling questionnaire.

2.10.2. Research Design

A research design encompasses the method and procedures employed to conduct scientific research. The design of a study defines the study type (descriptive, correlation, semi-experimental, experimental, review, meta-analytic) and sub-type (e.g., descriptive-longitudinal case study, research question, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan (Research Design).

The term research design and research methodology are often used interchangeably even by researchers to mean the same thing. According to (Cooper, 2006), a research design is “a plan for data collection, the instrument for gathering information, how information gathered would be processed and analysed to give meaning to research finding.
According to (Young, 1973), “The design result from controlling general scientific model into varied research problem is called research design.” The essence of research design is to guide the researcher on the type of data to collect, how to collect, process and analysis them in order to answer the research problem. A research design can be descriptive, exploratory or causal. Research Methodology on the other hand described how something will be done. It is therefore wide in scope and encompasses the research design. It provides direction for the research and a logical conclusion or solution to a research problem.

Role of Research Design in research:

- It assists to define the problem and selection of proper measurements.
- It helps to include relevant and exclude irrelevant facts.

The present research would be exploratory as well as descriptive in nature. Exploratory study is an effective mean to find out what is happening and to seek new insights. The present study is formulated to understand the various training and development practices followed by the electronics industry and to find out the various methods of training and development in an organization. More practical significance of the problem has no meaning unless it is based on theory (Neogi, 2011). The present study also based on various established techniques, methods and theories of training and development. It provides theoretical base to the hypothesis.

Descriptive studies are concerned with describing the characteristics of particular individual or group (Malhotra, 2007). Most of the social research comes under this category (Neogi, 2011). The present study is concerned with the existing form of the problem and suggests the way for improvement. The hypothesis is formulated on the basis of the description of existing data or material. The main objective is to acquire the knowledge.

2.10.3. Data Collection

Data collection is the process of gathering the relevant information about the subject from research participants. According to (Martins, 1999), the data gathering may vary from
relatively simple observation at a specific location to an extensive survey. The data collected would be both secondary as well as primary in nature.

- **Primary Data:** Keeping in mind the objective of the study, the population addressed by the survey consisted of employees of both organizations (LG and Videocon). A self-structured questionnaire was prepared for the collection of primary data because of its numerous advantages such as cost efficiency, easy administration, analysis, and ability to yield the most satisfactory range of variables. The data will be collected with the permission of the respective authority of the Jaipur office.

- **Secondary Data:** The secondary data will be collected from various libraries, various human resource journals, research papers, periodicals, magazines, past studies, and different studies, World Wide Web, and other sources. Company details are collected from the various leaflets and other published material. The data will be analyzed, and appropriate statistical tools will be used to get results.

### 2.11 Target Population

The population of the research is “all conceivable elements, subjects or observations in relation to particular phenomena of interest to the researcher” (Robin, 2005). It is the aggregate of elements defined prior to the selection of the sample (Freedman, 1968).

#### 2.11.1. Sample Extent

Sample is a “subset of a population which must have properties which make it representative of the whole” (Glock, 1987). Similarly, (Bryman, 2003) refer to the sample as the population that is selected for the investigation. Sample involves collecting information from a portion of the larger group, and on the basis, infers something about the larger group (population). Sample Extent is the process of fixing the geographical limits to the study.

Here the sample for the present study has been taken from the following set of employees working in LG and Videocon, to the extent of Rajasthan.
2.11.2. Sample Frame

Sample Frame, according to (Ullman, 1978), is the actual list from which the final respondents are selected. This is the specific list of all the members of the population from which the sample will be ultimately selected. The sample frame consisted of the employees who are presently working in these organizations.

2.11.3. Sampling Procedure

Sampling procedure according to (Blanche, 2006) refers to the process of selecting elements to be observed. It is broadly divide sampling procedure onto probability and non probability sampling. In the present study, the researcher used the Probability sampling procedure using simple random sampling method because of its merits. Probability sampling is a method that has been selected using random selection so that each unit in the population has an equal chance of being selected for the sample. That is, element in the sampling frame has an equal and independent chance of being selected for the sample.

2.11.4. Sample Size

The main concern in the sampling is representativeness. Another concern mentioned by (Blanche, 2006) is sample size. The sample should be large enough to allow inferences to be made about the population. A very small random sample, (Blanche, 2006) note may be quite unrepresentative, and the same is true for a large non random sample. Sample size is determined in part by practical constraints such as the number of the population, finance and time available. The sample size by the researcher can serve as a guide that will be adequate for the purpose of a research.

The study was conducted on a sample 500 employees working in different section of L.G. electronics India and Videocon industries ltd. in India (250 L.G. + 250 Videocon). There were two groups in the study in both organisations those employees who trained and developed professionally those who had a bachelors or a master’s degree in management science and those who were professionally untrained.
2.12 Research Questionnaire

A good questionnaire must engage the respondent and stimulate their interest in providing complete and accurate answers. It must do this while creating a common understanding of both the questions and answers among the respondents.

Questionnaire is “a group of written questions use to gather information from respondent.” It is regarded as one of the most common tool for gathering data. A questionnaire is usually consists of number of measurement scales and elicits demographic information from the respondents (Blanche, 2006). Questionnaires are easier to administer thereby making it possible to reach a large population. Questionnaires are easy to analyze. The researcher has designed questionnaire in a way that it will simplify analysis (Panneerselvam, 2005). Questionnaire design exercises are iterative with constant movement between the different stages of the process.

2.12.1. Description of Research Questionnaire

A questionnaire is used to collect data from the respondents in the present study. The detailed description of the questionnaire is as follows:

Questionnaire design for the respondents: The research questionnaire was designed for employees. The questionnaire is divided into two sections.

Section-I, The initial portions of the questionnaire consisted of questions related to demographic variables. It includes name of organization, age, sex, education, department, job title, number of years working etc.

Section-II, Questions is developed to measure the level of training and development in an organization. A total of 20 questions were asked to measure the training and development level of employees.

It includes questions about timing of the training, interval between two training sessions, various training practices, duration of the training, techniques of training, level of training, study material of the training, trainer (internal or external), location of training sessions,
innovations taken place in training session, pre testing or post testing conducted to measure the effectiveness of training or not.

Question 15, is specify the reasons for employees’ training & development on 5-point scale ranging from 5=Most Important to 1=not at all important. This question is further divided in ten statements.
Further, the question 16 and 17 focus on reason of training and methods of training and development.
Question 18, measure the level of improvement of following attributes given in the table. It includes fourteen different attributes.
Question 19, includes fifteen statements, that mark on five point scale ranging from 5 (strongly agree) to 1 (strongly disagree).

The questionnaire include total of 20 questions, some of them are further divided into different parts.

Instrument for measuring the training and development level of employee’s researcher used the five point Likert Scale with the anchors, “Highly Satisfied (5), satisfied (4), Neutral (3), Dissatisfied (2), Highly Dissatisfied (1). The degree of each statement was determined using a five point rating scale.

2.12.2. Administration of the Questionnaire

Different methods of administering questionnaires are open to a researcher. Questionnaires can be administered through postal mail, telephone interviews, online questionnaire filling or self administered. Whatever method the researcher uses places a responsibility on the researcher who bears the cost of getting the questionnaires across the respondent. The questionnaire must be completely self explanatory because the respondent may not be able to seek clarifications from the researcher.

2.13 Statistical Analysis

According to (Blanche, 2006), the main objective of data analysis is to transform information (data) into meaningful form in order to answer the original research question.
The main tools used for analysis and interpretations of data are as follows:

One-Way ANOVAs

ANOVA provides a statistical test of whether or not the means of several groups are all equal, and therefore generalizes t-test to more than two groups. ANOVA are helpful because they possess an advantage over a two sample t-test. Doing multiple two sample t-tests would result in an increased chance of committing a type I error. For this reason, ANOVAs are useful in comparing three or more means.

Two-way ANOVA

In statistics, the two-way analysis of variance (ANOVA) test is an extension of the one-way ANOVA test that examines the influence of different categorical independent variables on one dependent variable. While the one-way ANOVA measures the significant effect of one independent variable, the two-way ANOVA is used when there are more than one independent variable and multiple observations for each independent variable. The two-way ANOVA can not only determine the main effect of contributions of each independent variable but also identifies if there is a significant interaction effect between the independent variables.

T-Test:

It is a type of test which is used when standard deviation is unknown and the sample size is small. It is used to test the significance of the mean of a random sample, testing difference between mean of two samples, testing the significance of an observed correlation coefficient. In this study both on tailed and two tailed test is used.

Chi-Square Test

Chi-Square test is used to make comparisons between two characteristics of something to see if they are linked or related to each other. One way to do this is to work out what we would expect to find if there was no relationship between them (the usual null hypothesis) and what we actually observe. It is classical non-parametric test involving data measurement in nominal scale. It assumes that are observation are randomly sampled from
the population. A level of significance ‘α’ is determined. It can be .05, .01, .001. The entire test carried out at alpha level of 5% significance level. The Statistical Package for Social Sciences (SPSS) software was used in analyzing the data.