CHAPTER-3

RESEARCH METHODOLOGY
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1. Literature Review

Literature review is a text of scholarly papers and in depth evaluation of previous research. It is summary of a particular area of research.

1. According to Casse and Banahan (2007), the different approaches to training and development need to be explored. It has come to their attention by their own preferred model and through experience with large Organisations. The current traditional training continuously facing the challenges in the selection of the employees, in maintaining the uncertainty related to the purpose and in introducing new tactics for the environment of work and by recognizing this, they advising on all the problems, which reiterates the requirement for flexible approach.

2. According to Meister (2001), Some of the Training theories can be effective immediately on the future of the skill and developments. The “content” and the “access” are the actual factors for the process. It is a representation itself by the Access on main aspect what is effective to the adopted practice in training development. As per the recent theories to access the knowledge is changing from substantial in the traditional to deliver the knowledge for the virtual forms to use the new meaning of information with electronic learning use. There is a survey confirmation for using classroom to deliver the training would drop dramatically.

3. Companies have different approach to training and development. Some companies tent to minimise the training of its employees as they see it as an unnecessary budgeted cost. On the other hand, we have companies, which see training of employees more as a strategic investment and a very important attribute, which may increase employees productivity and reduce human error; such companies can be called a learning organizations R. Wayne Mony, Robert M. Noe, Shane R. Premeaux (2002).

4. According to Cole (2004), human resources are the most dynamic of all the organizations resources. They need considerable attention from the organizations management. Each employer who invests in the area of Training and Development will reap the benefits of an enriched working environment.
with higher levels of staff retention as well as increased productivity and performance.

5. In the view of Abiodun (1999), training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job.

6. The responsibility of the training facilitators is to encourage the development in the employees and casting out the doubts and anxiety, and build the sense of the responsibility of the employees Rexam (2007).

7. Most of the employees look forward to the training to build their career path. Training is also available for the corporate leaders to recognize the importance of their control and leadership style in managing their organization Portway and Lane (1994).

8. There are many other results which are all advantageous for the organization. Also the business leaders or the business managers are not exempted in the area of training. People, as the key for the organization, are the main target of the training therefore the training among the business leader help them provide the valid reason in creating the appropriate decision for the entire organization or/and have a great impact on their managerial skills and styles Johnson (2001); Farvaque, et al. (2009).

9. Oladele Akin (1991): Evaluation is increasingly being regarded as a powerful tool to enhance the effectiveness of training. Three major approaches to training evaluation: quality ascription, quality assessment and quality control are highlighted. In order to enhance the effectiveness of training, evaluation should be integrated with organizational life.

10. Phillip C. Wright (1992): Reports on a study of current and past training literature which suggests that, to be effective and to isolate both training needs and those problems having other, non-trainable solutions, training must be preceded by a needs analysis. Proposes a needs assessment model to illustrate an optimum needs assessment process, and compares this model with the Ontario Government’s.

11. Ashton and Felstead (1995: 235) regard the investment by an organization in the skills of employees as a ‘litmus test’ for a change in the way they are managed. HRD carries the prospect of unleashing the potential that lies within
all people, allowing employees to contribute to and indeed transform the business strategy.

12. Human resource development was originally conceived as a composite term specifically incorporating three types of vocational learning activity that would contribute to making individuals more effective at work: (a) training, focusing on immediate changes in job performance; (b) education, geared towards intermediate changes in individual capabilities; and (c) development concerned with long-term improvement in the individual worker **Nadler (1970)**.

13. **Swanson’s (1995: 208)** definition of HRD as a ‘process of developing and unleashing human expertise through organisation development and personnel training and development for the purpose of improving performance’ are perhaps more focused but certainly narrower and more functional in scope.

14. **McLagan’s (1983: 7)** definition of HRD as the ‘integrated use of training and development, career development, and organisation development to improve individual and organisational performance’.

15. **Stewart (1996:1)** made the following observation: ‘Human resource development encompasses activities and processes which are intended to have impact on organisational and individual learning. The term assumes that organisations can be constructively conceived of as learning entities, and that the learning processes of both organisations and individuals are capable of influence and direction through deliberate and planned interventions. Thus, HRD is constituted by planned interventions in organisational and individual learning processes’.

16. **Warr (1969)** defined evaluation as “the systematic collection and assessment of information for deciding how best to utilise available training resources in order to achieve organisational goals”.

17. **Wexley and Baldwin (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”.

18. 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.

19. Sackett and Mullen, (1993) suggested a broader perspective on a variety of aspects of training process. The purpose of evaluation is to help organisations make decision about future training activities, and provide tools needed to assess the type of evaluation possible in a given situation, to conduct the most informative evaluation possible given the constraints of the situation, and to communicate to organisational decision makers both the strengths and the limitations of whatever evaluation data is obtained.

20. Srivastava, et al. (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.

21. Sisson (1989) The HRD literature to date has not proved to be very helpful in unravelling the nature of corporate training and development evaluation policies and practices in the Indian context. Partly, this reflects the predominant bias in most of the human resource management literature towards idealised, prescriptive models with little hard information about actual practices in real contexts (Sisson, 1989).

22. 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.

23. **Campbell (1998)** suggested evaluation can provide a sense of satisfaction and accomplishment to the personnel associated with a course or programme. Everyone needs feedback on how they are doing, and evidence that training is worthwhile is a source of pride. Apart from this, periodic evaluations are necessary to assure optimum training relevance, effectiveness, and cost efficiency.

24. **Saxena (1997, b.)** 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 centers of private sectors, (3) HRD centers 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:

- The institutions and HRD centers defined the scope of training evaluation from trainee’s development level to the organisational effectiveness level;
- The training institutions were very clear about the purpose of evaluating the training programmes;
- ‘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;
- ‘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;
• Training institutions concentrated their evaluation efforts mostly on reaction and learning levels; and
• Training institutions and HRD centers were found to have plans to improve the courses by effective evaluation procedures.

25. **Mann and Robertson (1996)** conducted a study in Europe to answer the question ‘What should training evaluations evaluate?’ They selected 29 subjects (10 female and 19 male) from a three-day training seminar for European nationals run in Geneva. The results showed that the trainees did learn from the training sessions and, although they did not retain all they learned, they did know more one month after training than they did before training. They recommended that an effective way for practitioners to evaluate training is to measure self-efficacy regarding the trained tasks, immediately after training.

26. **Grider et al (1990)** 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.

27. **Fuchsberg (1993)** 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.

28. Phillips (1997, 1999); Taylor & associates (1993); Lawson (1993, 1994); Cronshaw & Alexander (1991); Crawford & Webley (1992) 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. Many are currently struggling to evolve a valid, reliable and operationally viable model to measure and evaluate the effectiveness of training and development programmes.

29. Bramely (1992) believes that behavioural change is introduced through training evaluation presents a three part approach:
   - Evaluation of training as a process
   - Evaluation of changes in knowledge, skills, attitudes and levels of effectiveness
   - Various approaches to evaluation such as interviews, surveys, various methods of observing behaviour and testing.

30. Lewis and Thornhill (1994) Examined the relationship between training evaluation, organisational objectives, and organisational culture. Explicit recognition of organisational objectives linked to an integrated approach to training evaluation will certainly improve the effectiveness of evaluation. The absence of or ineffective practice of training evaluation within so many organisational is directly related to the nature of organisational culture.

31. Blanchard et al. (2000) studied training evaluation practices at both management and non-management level in Canada through a survey of 202 organisations, employing a total of over 4,70,000 employees, thus representing a significant portion of the Canadian workforce. The survey data indicated that only one-fifth of the Canadian organisations evaluated their training as suggested by academic standards. The researchers presented practitioner perspective as a supporting rationale for the survey results.

32. 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.

33. As Hall (1984, p. 159) pointed out more than a decade ago, “if strategic human resource management is rare in contemporary organisations, then the strategic development of managers is virtually non-existent”.

34. The process of evaluating training and development has been defined by Hamblin (1974) as: “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”.

35. Training and development of the employees depends on how well the organization wants to achieve their full potential. Different organizations encourage the human resource management to involve every employee into assessment. As a result of the assessment, the HR and business leaders can decide on whom among their people needs to undergo in intensive training. In the meantime, the employee belong the training program have the natural feeling of anxiety because it is new to their everyday task Meek (2007).

36. Historically, the training suggests that there are benefits that the training might deliver in the entire organization. One inevitable result is the improvement or the increase in the level of performance of the people. Another is the minimization of the organizational cost and the capacity of the employees to answer the consumer needs Shea (2008).

37. Due to the high competency available in the market, the usual employee performance should place on the level where the people can accommodate the flow of the changes. The harmony of the people working under the umbrella of the organization is an advantage for the company. But this harmonization of the people will not last for long and there will be challenges that might create
affect the members and leads to its own destruction. Through the awareness of the business leaders that the globalization and international threats can affect the performance of their entire organization, the areas of training were emphasized Juere (2009).

38. Michael S. Lane, Gerald L. Blakely (1990): Management development programmes are increasingly being studied and evaluated, regarding their efficiency and effectiveness. Presents the results of a survey of 155 directors and vice-presidents of personnel and human resource management departments regarding the current status of their management development programmes. The results indicate that management development programmes do not seem to differentiate between levels of management.

39. Pearce (1995) Evaluation tends to be a neglected part of training. If it is considered at all, it is usually at a last stage in the training process. The absence of at least some evaluation can lead to an enormous waste of resources.

40. It has been recognized that training and development is related with the successful performance of workers, organizations and nations. The nations which spend significantly on training and development are relatively more developed. For the macro level analysis the economists use the term human capital development. Berker (1980).

41. Researchers have written about training and development in countries like Singapore Ahad et al. (2000) the Republic of Ireland Heraty and Collings; (2006) and Norway Skule et al. (2002). All of the researchers seem to agree that training and development is related with the successful performance of the workers, organizations and nations. Their analysis reveal that governments’ inclination and corporations’ strategies are towards increasing spending on training to enhance profitability and improve economic performance.

42. Scholl (1981) Training can be utilised as a tool that serves to entrench the employee deeper into a particular social identity. Doing so will make it more difficult for the employees to change and more committed overall.

43. Green et al (2000) A study of several British companies found that when training sought to enhance and develop a “culture of identification” between the organisation and employee, the intention to search for another job decreased substantially.
44. **Lisa Lynch (1991)** Found that young workers that participated in formal and specific on-the-job training were much likely to terminate the employment relationship than workers that received off-the-job generalised training.

45. **Jeffrey Groen (2006)** States that companies in small markets have a greater incentive to invest in training. Groen argues that as the market size expands training has a tendency to become more general and the likelihood of turnover begins to increase.

46. In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development **Harrison (2005)**.

47. Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace **Charnov (2000)**.

48. These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem **Kim (1997)**.

49. **Heyes and Stuart (1996)** Management behaviour is one of the most notable determinants of successful training programs. Employee commitment was found to be higher in organisations where management allowed access to and candidly supported employee training.

50. For the most part, the terms "training" and "development" are used together to describe the overall improvement and education of an organization's employees. However, while closely related, there are important differences between the terms that center on the scope of the application. In general, training programmes have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or
performing certain procedures with great precision. Developmental programmes, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting Jacob, Ronal L. (2003.)

51. Robbins and DeCenzo (1998) Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behaviour.

52. Robinson and Robinson (1995) While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned.

53. Garavan, Costine, and Heraty (1995) Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them”.

54. Marmer (1999) In some situations, there may not be anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change.

55. Choo (2007) Training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others’ experiences therefore it is not uncommon to hear excuses regarding why someone has not received training.

56. Bowley (2007) Training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training
department using either a senior staff or any talented staff in the particular department as a resource person. On the other hand, External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges.

57. Adeniyi (1995) is of the opinion that for every employee to perform well, there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. The reasons behind employee training and development cannot be overemphasized. One can easily deduce some reasons behind firms engaging in training and developing their staff. Some of the reasons thus are;

- When needs arise as a result of findings from the outcome of performance appraisal
- As part of professional development plan.
- As part of succession planning to help an employee be eligible for a planned change in role in the organization.
- To imbibe and inculcate a new technology in the system.
- Because of the dynamic nature of the business world and changing technologies

58. Joy Emery (2000) indicates that Positive Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

59. Daft (1983) mentioned that all employees want to be valuable and remain competitive in the labour market at all times. This can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills, which will always lead to employee
motivation and retention. There is no doubt that a well trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties.

60. Nishtha and Amit (2010) The success of organizations is however dependent on its knowledgeable, skilled as well as experienced workforce. Therefore in order to maintain sustainability, organizations must see continuous employee training and development as invaluable. Training and development is very essential at all employee levels, due to the reason that skills erode and become obsolete over a period of time and has to be replenished.

61. Manju & Suresh (2011), training serves as an acts of intervention to improve organization’s goods and services quality in stiff the competition by improvements in technical skills of employees.

62. Sheeba (2011) Development programs worth investing so much into, as most successful organizations consider the progress of workforce and therefore invest in their training. This results to increase in skill and competence that improve morale and productivity.

63. Kate Hutchings, Cherrie J. Zhu, Brian K. Cooper, Yiming Zhang and Sijun Shao (2009) Training and development must be designed and delivered to meet the needs of all employees in such a way that the employees will not be only productive but also be satisfied. Training and development has a positive impact on the employees to carry out their work more effectively, increasing their interpersonal and technical abilities, teamwork, job confidence and work motivation.

64. Lowry, Simon & Kimberley (2002), training is a way of enhancing employee commitment and maximizing employee potential.

65. Colarelli & Monte (1996); Becker (1993) Training is of growing importance to companies seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the affect that training has on both employee and organizational goals. One school of thought argues that training leads to an increase in turnover while the other states that training is a tool to that can lead to higher levels of employee retention.

66. Iftikhar Ahmad and Siraj-ud-din (2009) Training & development increase the employee performance like the researcher said in his research that training
& development is an important activity to increase the performance of health sector organization.

67. Partlow (1996); Tihanyi et al. (2000); Boudreau et al. (2001) Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results.

68. Tsaur and Lin (2004) It seems that Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money.

69. Ruth Taylor et al. (2004) It is better for the organizations to give their employees on the job training because it is cost effective and time saving.

70. Flynn et al. (1995); Kaynak (2003); Heras (2006) People learn from their practical experience much better as compare to bookish knowledge. On the job training reduces cost and saves time.
2. Introduction of Research

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The advanced learner’s dictionary of current English lays down the meaning of research as a careful investigation or inquiry specially through search for new facts in any branch of knowledge. Research comprises "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications." It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field.

3. Objectives of Study

The main objective of this project was to study and experience the complete procedure of defining training and development programs which are to be provided to employees and implementing them successfully.

The objectives are as follows-

a) To learn the training methods of the corporate hospitals.
b) To learn how training is allotted to employees.
c) To know what type of training facilities are available in hospitals.
d) To know outcomes of training and development.
e) To know which department is being given priority in allotting training programs.

4. Hypothesis of Study

Hypothesis 1.

H₀: Every department gets equal opportunity and importance for training and development.

H₁: Every department does not get equal opportunity and importance for training and development.
Hypothesis 2.

$H_0$: The outcomes of training are always positive for every employee.

$H_1$: The outcomes of training and development are not always positive for every employee.

5. Data Collection

The entire set of data is proposed to be collected from primary data and secondary data. Primary data includes Questionnaire, Visiting different hospitals for interview, while Secondary data includes journals, books and other materials which are readily available. The present study is made on the basis of data collected from all categories of staff in corporate hospitals for which 400 sample sizes is decided. The data collected were duly edited, classified, and analyzed using all type of relevant statistical techniques and employing the most appropriate parametric and non-parametric tests. The data were presented through simple classification and with the help of percentage and average. The data were analyzed and the hypotheses were tested at 5 percent level of significance by employing appropriate test.

6. Universe of Study

The universe of the study consists of employees who are working in corporate hospitals in Gujarat.

7. Title of the Subject

For the present research work, the title of the study is “A Comparative study on Training & Development Practices of Corporate Hospitals in Gujarat.” From this research work the researcher aims at studying training and development methods and programs used in corporate hospitals for its staff.

8. Tools and Techniques

Data needed for this research is primary data for which questionnaire is prepared and the concerned person are contacted personally. Concerned persons were contacted in their working time at hospitals. To meet the objective of the research questionnaire was prepared and mainly contained close end questions. Few open ended questions are also asked, so the data collected was both quantitative and qualitative.
9. Rationale of Study

Corporate hospitals play an important role in the hospital industry in a developing country like India as specifically in the context of facilities provided by corporate hospitals compared to government or small private hospitals. Today is the era of super specialty hospitals as a patient can get all types of treatment or different types of medical tests required for its treatment under one roof so the patient and their relatives do not need to rush here and there for conducting medical tests or to consult different doctors, as most of the required doctors are available at corporate hospitals just like a big mall where you can get all types of products or services. Corporate hospitals have enough financial resources for investment in technologies compared to private hospitals and provide better facilities compared to government or civil hospitals. It is not only for job opportunities for doctors and nurses but also for management staff like human resource department, marketing, finance, administration etc. in a large extent.

Nowadays training and development programs are very essential for every industry, so they can provide better services to their customers and their main objective of profit and growth can be achieved and corporate hospitals are not exception from it. Training is provided to all types of employees not only to provide better services to customers but also for providing motivation, feeling of job satisfaction and overall development of employees in terms of career growth. In hospitals also, training programs are conducted for all employees, but no research has been done yet in this vital area as such to whom importance is given at the time of conducting training programs, or which type of methods are used for training or time period allotted for training or outcomes of training etc. so the researcher felt that there is a need for research in this area. It is not comfortable for researcher to do research and collect information from each and every part of India so researcher has selected Gujarat region for study.

In hospitals Chief Executive Officer or Managing Director are always doctors who have never studied anything about management or training and development, so it was felt that findings regarding training and development would help corporate hospitals to certain extent.
10. Chapter Plan

Chapter 1: Introduction of corporate hospitals
It includes Introduction of Hospitals in India, Factors affecting Corporate Hospitals, Introduction of Corporate hospitals in Gujarat, Government Backing, Challenged faced by Corporate Hospitals, Investment, Opportunity Galore, List of Corporate Hospitals in Gujarat

Chapter 2: Training & Development

Chapter 3: Research Methodology
It includes Literature Review, Introduction of Research, Objectives of Study, Hypothesis, Data Collection, Universe of Study, Title of Subject, Tools & Techniques, Limitation of Study, Rationale of Study

Chapter 4: Analysis and Interpretation of Data
Here the researcher will analyse and interpret the primary information gathered from questionnaire.

Chapter 5: Summary, Findings and Suggestions

11. Limitations of Study

1. The study is limited to Gujarat state only.
2. Study does not cover all the corporate hospitals of Gujarat.
3. Study does not cover Doctors and Class-4 employees.
4. The study has been restricted to only 400 employees of hospitals
5. The personal views, opinions and biasness of respondent affect the quality of data.
12. Reference

1. Research Methodology Methods and Techniques (second revised edition),
   C.R. Kothari, P1, New Age International (P) Limited, 2011