AN INVESTIGATION ON EFFECTIVENESS OF DIVERSITY TRAINING IN A PRIVATE ORGANIZATION

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Dear Prof./Dr./Sir/Madam,

APPOINTMENT AS DISSERTATION SUPERVISOR FOR MASTER'S STUDENT

We are pleased to inform you that the Postgraduate Committee has agreed to appoint your good self as the supervisor for the Master's student named below, effective First Semester Session September 2012/2013.

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Attached herewith is a reply form for your further action. Kindly return the complete form to the Dean, Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia before or on **08 December 2012.**

Thanking you in advance for your co-operation.

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Yours sincerely,

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ABSTRACT

The objective of this research is to measure the effectiveness of diversity training. Also to identify factors that can impact the level of diversity training effectiveness. The variables examined in this research were demographic characteristics (age, gender, marital status, level of education, and tenure (length of work), training environment, and work environment.

Questionnaire survey were conducted in S.S.Manufacturing Co.,Ltd, Bangkok, Thailand.. A total of 90 questionnaires were distributed to respondents. The questionnaire used to identified factors that have an impact on diversity training effectiveness. The result of this research found that both training environment and work environment are significantly related to diversity training effectiveness. This study provide more understanding in training effectiveness and its influencing factors . The method used in evaluating training effectiveness also an interesting topic, that require further research.

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TABLE OF CONTENTS

CHAPTER 3 : RESEARCH METHODOLOGY

CHAPTER 4 : RESEARCH FINDINGS

Page

CHAPTER 5 : DISCUSSION AND CONCLUSION

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1 Background

In today globalize world. The workforce become more diverse not only in gender and ethnicity or race, but also work group affiliation, family background, life-style, age, level of education, career history, sexuality, religious perspective, cognitive style, etc., as a result workplace diversity increased and will be more complex and harder understand and assess. Diversity is a reality in organizations today and it will affect Human Resource Practices, and Human Resource (HR) professionals in an unavoidable manner. Most countries put strong emphasis of human capacity by recognizing that the peoples are the most valuable assets, which must treated fairly, in order to create an social and economic environment that assures equality, and greater access to employment opportunities (Choy, 2007). More and more women are entering into workforce in every corners of the world, many organizations are expanding their operations both domestically globally, requiring a better understanding of diversity, knowledge, and skills to maximize the benefits of diversity as organizations have to manage more and more diverse workforce. According to Cocchiara**,** Connerley & Bell (2010), their studied revealed the main reasons that most of organizations try to effectively manage diversity are business success, to remain competitive in a global marketplace, motivate employees, increase creativity and innovation. Therefore, organization must be aware of these changes in composition of workforce, also must understand and learn how to leverage and promote diversity to achieve organizational goals, to gain maximum benefit from diverse workforce, and to achieve superior performance.

One of the most common practice to manage and leverage diversity in organization is the implementation of diversity training. According to Page, (2006), suggested that implementing diversity training program will increasing organizational productivity and competitiveness. Some organization misunderstanding the concept and perceived diversity as expenses rather than investment. Numbers of researches conducted on diversity training to gain more understanding. However the benefit of diversity training is not significance and still be debatable. In some organizations, HR department found that it is very hard to convince the management to conduct diversity training as management are unable to see return on investment of diversity training. HR professional must be able to create better understanding of diversity training in organization in order to reveal the long-term benefit of diversity training.

1.2 Problem Statement

Managing diversity is an a long-term focuses on maximizing the ability of all employees to contribute to organizational goals. However, most of the organizations today still ignoring diversity issues as they perceived it as time consuming, wastage money, and efficiency. The consequences of neglect diversity management can lead to poor communication, unhealthy tensions, and conflicts between people of differing gender, race, ethnicity, age, abilities, etc.; decreased level of productivity as conflict increased; failure in attracting and retaining talented workforces; complaints and legal suits; and lack of ability to retain women and people of color, which resulting in lost in investments in recruitment and training.

Organizations today implement diversity training with various goals, to increase trainee awareness or knowledge about diversity, to change trainee attitudes toward diversity, or to improve trainee diversity skills and behavior. However, the ultimate objective is to fully

integrated members of minority social group into the social, structural, and power relationship of an organization (Pendry, Driscoll & Field, 2007).

According to Society for Human Resource Management (SHRM) study, 43% of senior HR and training executives surveyed included diversity awareness training as a component of their diversity and inclusion programs. In addition, nearly 32% of British organization (U.K) offered cross-cultural training, and almost 20% offered supplier diversity training. The above mentioned data represent how much the organization realized the importance of diversity training (Cocchiara**,** Connerley & Bell 2010). From the significant investment of time, money, and resources of organizations in diversity training, it is crucial that HR professional and organization have to understand factors influencing the effectiveness of diversity training. HR professional and organization need to investigate this matter from corporate diversity management process, training need assessment, the sourcing diversity training consultants, Training design process of diversity training and most importantly to evaluate training results.

Poor design and implementation of diversity training can creates found an adverse effect of diversity training on attitude and behavior (differential treatment). Adverse effect of diversity training may arise from various reasons, such as, use of awareness-level learning only, unclear criteria in selection of trainees' and lack of pre and post training practices such asneeds assessment and evaluation of training impact on job performance (Sanchez and Medkik, 2004)

From the above mentioned matter, this research will aim to examine the factors that influence the effectiveness of diversity training, which are Training Environment and Work Environment and individual factor (trainee's personal characteristics, age, gender, marital

status, education level, and Tenure) in S.S.Manufacturing Co.,Ltd.. This research also investigated and identified the main factor that influence diversity training effectiveness.

Background of S.S.Manufacturing Co.,Ltd.(Dr. Somchai)

Dr. Somchai was established in1971. Dr.Somchai brand offer both quality skin and beauty products for and services. Since 1971, Dr.Somchai established skin & beauty clinics throughout Thailand. The company strive to fulfill our customers' skin care needs with the highest quality products and services at affordable prices. The company derive its satisfaction from helping their customers with their skin concerns and helping them feel happier and more confident in their own skin. S.S. Manufacturing (Dr.Somchai) will be an organization that this research conducted on. Basically, S.S. Manufacturing (Dr.Somchai) two main businesses, beauty clinics (service and product outlet) and S.S. Manufacturing facility, located just outside Bangkok, has been awarded with the international accreditations of Good Manufacturing Practice (GMP) and ISO 9001/2000, and was recently recognized as one of the best factories to work by a local organization.

Dr.Somchai also concern in developing human resources of an organization. The company a provide a respectful work environment for employees to learn, grow, and reach their potentials.

HR function of training and development practices in S.S. Manufacturing (Dr.Somchai).

HR department of SS. manufacturing of consisted of 5 full time employees and one HR consultant from outside. HR department responsible for all of the HR functions of organization namely, recruitment, compensation management, administration, training and development, etc.

For training and development function, HR department responsible from training need assessment to training evaluation. Training needs assessment were conducted yearly at the end of the year by interviewing both employees and supervisors to identify training needs. After training needs are identified, HR will send training plan to management for approval. The approved training program will be plan for the next coming year. For evaluation of training, HR will assess the training effectiveness of each training session by questionnaire, interview, etc.

Currently SS. manufacturing offered two main types of training which are technical and non-technical training. First, is technical training for manufacturing staffs. This training conducted on a monthly basis. The objective of this type of training is to maintain and improve production safety and standard in order to maintain ,GMP, and ISO 14000 standard. Others type of technical training are given to others department according to each department's needs,, for example, cost accounting for account department, sales technique for sales department, etc.

Another type of training in S.S. Manufacturing (Dr.Somchai) is non-technical training such as leadership, motivation, diversity, etc. This type of training is available to every staff who interested. Some of non-technical training are mandatory for supervisors and management level.

1.3 Research Questions:

The research questions are as followed:

1. What is the influence of Training Environment on the Effectiveness of Diversity Training in S.S.Manufacturing Co.,Ltd.?

2. What is the influence of Work Environment on the Effectiveness of Diversity Training in S.S.Manufacturing Co.,Ltd.?

3. Do trainee's personal characteristics(age, gender, marital status, education level, and Tenure) affect the effectiveness of Diversity Training in S.S.Manufacturing Co.,Ltd.?

1.4 Research Objectives

This research will investigate the factors of diversity training effectiveness. The objective is to find out the factors toward the effectiveness of diversity training. The research objective are as followed:

1. To determine the influence of Training Environment on the Effectiveness of Diversity Training in S.S.Manufacturing Co.,Ltd.

2. To determine the influence of Work Environment on the Effectiveness of Diversity Training in S.S.Manufacturing Co.,Ltd..

3. To determine the affect of trainee's personal characteristics(age, gender, marital status, education level, and Tenure) on the effectiveness of Diversity Training in S.S.Manufacturing Co.,Ltd.

4. To make a useful recommendation regarding diversity training in S.S.Manufacturing Co.,Ltd.

1.5 The Significance of Study

The finding from this research will increase S.S Manufacturing Co.,Ltd, understanding of the concept of workforce diversity, benefits from effective management of diverse workforce, increases awareness of the changes in composition of workforce in labor market, effectively manage diverse workforce through effective implementation of Diversity Training, and others Human Resources Practices. This research will also identify the factors influencing Diversity training effectiveness in S.S.Manufacturing Co.,Ltd., allow them to improve their Training and Development activities in a sustainable manner in order for S.S Manufacturing Co.,Ltd to effectively promote diversity, leverage their diverse workforce, maximize the benefit of workforce diversity toward achieving organizational goals. In addition, effective management of diverse workforce will increase productivity, which strengthen S.S Manufacturing Co.,Ltd. competitive advantages. With higher level of competitiveness S.S Manufacturing Co.,Ltd and readiness to effectively manage diverse workforce, they will be able to successfully expand their sales, services and manufacturing operation to foreign market, as they are well prepared to manage diverse workforce to deal with cultural barrier and conflicts which will arise from managing foreign employees, more diverse workforce as they enter into foreign market . Especially, in year 2015 ASEAN Economic Community (AEC) will be fully integrated which will encourage the free flow of investment within ASEAN.

The finding from this study will benefit human resource (HR) professionals, professional trainer, and organization that engage in diversity training by clarify the influence of each independent variable, organizational factor (training environment, pre and post training assessment, and Management support) and individual factor (trainee's personal characteristics, expertise and self efficacy) on effectiveness of diversity training. The

conclusion of this research will enable human resource (HR) professionals, professional trainer, and organization to design more effective diversity training program by being aware the influence of individual and organizational factors that will affect effectiveness of diversity training.

In Academic field, the finding from this study will benefit researcher by clarify the impact of each independent variable, organizational factor (training environment, pre and post training assessment, and Management support) and individual factor (trainee's personal characteristics, expertise and self efficacy) on effectiveness of diversity training. Researchers might be able to use the finding from this research as knowledge base and reference for their research also the finding from this research might give direction to future research in this topic in different environmental setting.

1.6 Scope of study

This research focused on training function of HR. The effectiveness of diversity training and factor that might influence training effectiveness. The result from this study will help future researcher to gain more understanding of influencing factors of training effectiveness and the method used in evaluating training effectiveness. Future researcher could study the same factor to increase consistency of research finding and others influencing factors in order to expand the knowledge in this topic. In addition, the methods used in evaluating training effectiveness should be explore further as it is not easy to measure the effectiveness of training.

1.7 Organization of Study

This research consists of five chapters. Chapter one discusses the background of the research, problem statement, research objective, research question, scope, and significance of the study. Chapter two is revision of literature related to this research, discuss hypotheses formulated and frame work developed for this research. Chapter three focuses on research methodology. This included research design, instrument of measurement, population, sample, data collection and questionnaire. Chapter four is the finding of this research. Demographic profile of the respondents, descriptive analysis, and hypotheses testing result are presented. Chapter five summarize the finding. Discussion part presented. Discussion on Implications and limitations of the research followed by implication for future research and recommendation part.

1.8 Conclusion

This chapter provide an overview of this research, mentioned the background of the research, problem statement, research objective, research question, scope, and significance of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter of research will discussed theories, variables used in this research and relevant literatures. Literature reviewed by researcher to gain more understanding of the factors affecting diversity training effectiveness, the relationship , etc. in order to systematically developed framework of this research.

2.2 Understanding Diversity Training Effectiveness

Effectiveness of diversity training can be defined as the changes in declarative knowledge about diversity issue (cognitive learning), changes in valuing diversity (attitude), and changes in skills and goal setting (behavioral) of trainees. (Roberson, Kulik, and Pepper, 2001).

However, there are several dimension of diversity training effectiveness. According to Kraiger, Ford & Salas (1993), argued that learning is a multi-dimensional construct, including changes in affective, cognitive and behavioral (skill-based) capacities. The learning constructs most relevant for the *Cognitive learning outcomes*, included verbal knowledge, organizational knowledge, and cognitive working strategies. *Behavioral* (Skill-based) *learning outcomes* included skill compilation and automaticity. Lastly, *Attitudinal outcomes* (strength of attitude toward object, people, and cultural differences) *and motivational outcomes* such as disposition, self-efficacy, and goal setting are proposed as key affective learning outcomes. Goldstein (1993), training evaluations focused solely on reactions can give misleading results regarding training effects and although reaction measures are important, they cannot substitute for measures of learning. According to Mathis and Jackson (2009), training program should be evaluated to determine the outcomes through reaction of trainee's, learning, behavior and output or productivity in organization.

From the above evidences from others studies. This research will aim to investigate factors that impact the effectiveness of diversity training. The impacts to the effectiveness of diversity training was measured based on learning outcomes classification developed from previous research (Kraiger, Ford, and Salas' 1993) with three measurements of three learning outcomes as followed, a measure of cognitive learning, to assess changes in declarative knowledge about diversity issues; a measure of attitudes to assess changes in valuing

diversity; and behavioral measures to assess changes in skill as well as goal setting. Next will be the discussion of three learning outcomes.

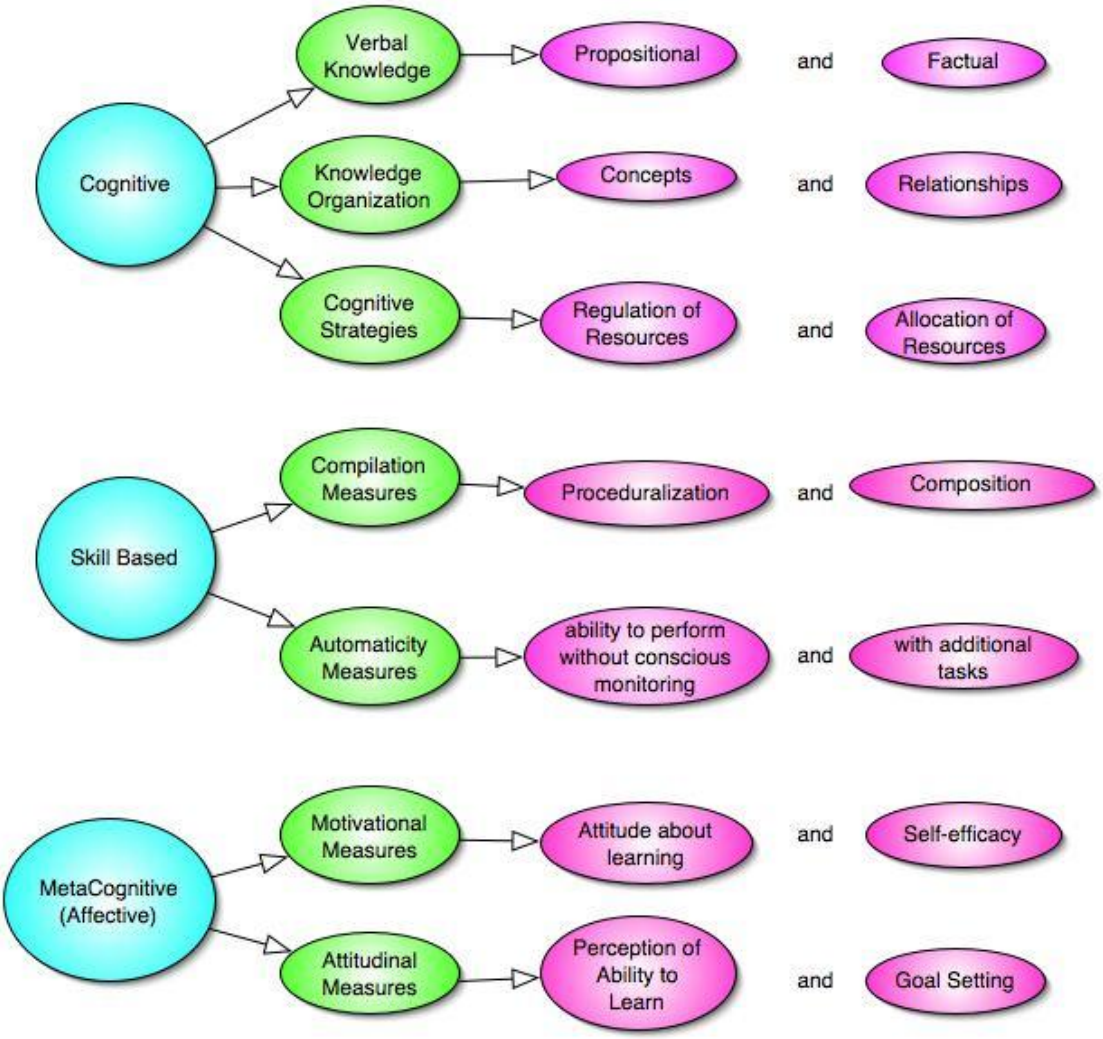
Cognitive learning outcome. This research have adapted Gagne's (1984) three categories of cognitive learning objectives to developed three categories of cognitively based evaluation measures: verbal knowledge, knowledge organization, and cognitive strategies. Next will be discussion on each cognitively based measure. *Verbal Knowledge* is an encoded knowledge exists in different forms, including declarative knowledge (information about what), procedural knowledge (information about how;), and tacit knowledge (information about which, when, and why); (Anderson, 1982 & Wagner, 1987). *Knowledge organization* . Knowledge organization will be described by mental model. mental model has been used to describe how people organize their knowledge. Mental models serve as mechanism strainees use to describe functions and forms of tasks, explain and observe integration of tasks, and anticipate future task requirements (Rouse & Morris, 1986). Synonyms for mental models include knowledge structures, cognitive maps, or task schemata. A final category of cognitive measures, *cognitive strategies,* developed based on Gagne's (1984) learning objectives, it is the development and application of cognitive strategies. According to Anderson, (1982) application of cognitive strategies is the extent to which knowledge can be accessed or applied more rapidly or more fluidly.

Behavioral based outcome or skill based learning outcome is the development of technical or motor skills. There are two category of behavioral based evaluation, compilation and automaticity. *Compilation* is the capacity to modify learned behaviors to new task settings. This characteristic can be assessed by examining trainees' ability to generalize skills beyond the situations trained and to discriminate when skills need to be adapted to fit a changing situation. A*utomaticity*, individuals have greater cognitive resources available to cope with extraneous demands. During the automaticity stage, skill capabilities may be expected to

undergo additional "tuning". Tuning involves changes such as improved accuracy, generalized applicability, specialized applicability, and determination of a prototype or typical case (Gagne, 1984).

Attitudinal learning outcomes. Gagne (1984) considered attitudes as a learning outcome, because attitudes can determine behavior or performance, attitudes can be changed by various factors. Gagne defined an *attitude* as an internal state that influences the choice of personal action. Attitudinal learning outcomes are generally of two types: those that target attitudes or preferences as the focus of change and those in which motivational tendencies are an indirect target of change. Based on Gagne learning outcomes, attitudinal learning outcomes in this research will included motivational and affective outcomes. Attitudinal outcome is the direction of feelings toward the attitude object and the strength of the reaction to the object. Motivational outcome from training concern motivational tendencies (Kraiger, Ford, and Salas' ,1993). Figure 2.1 in the next page further described the three group of learning outcomes, indicators, and its results.

Figure 2.1 : three measurements of three learning outcomes



The learning outcomes model of Kraiger, Ford, and Salas' (1993), not only provided theory and classification schemes of learning outcomes, their study also provided insight in potential changes of training as a function, and recommended several methods for evaluating learning in training, depicted in Figure 2.2 below. Therefore, in this research researcher predicted that Diversity training effectiveness (three types of learning outcomes from diversity training) are expected to be influenced by independents variables.

Figure 2.2 : Classification scheme for Learning outcomes for training evaluation

A Classification Scheme for Learning Outcomes for Training Evaluation

Category	Learning construct(s)	Focus of measurement	Potential training evaluation methods
		Cognitive outcomes	
Verbal knowledge	Declarative knowledge	Amount of knowledge Accuracy of recall Speed, accessibility of knowledge	Recognition and recall tests Power tests Speed tests
Knowledge organization	Mental models	Similarity to ideal Interrelationships of elements Hierarchical ordering	Free sorts Structural assessment (e.g., Pathfinder)
Cognitive strategies	Self-insight Metacognitive skills	Self-awareness Self-regulation	Probed protocol analysis Self-report Readiness for testing
		Skill-based outcomes	
Compilation	Composition Proceduralization	Speed of performance Fluidity of performance Error rates Chunking Generalization Discrimination Strengthening	Targeted behavioral observation Hands-on testing Structured situational interviews
Automaticity	Automatic processing Tuning	Attentional requirements Available cognitive resources	Secondary task performance Interference problems Embedded measurement
		Affective outcomes	
Attitudinal	Targeted object (e.g., safety awareness) Attitude strength	Attitude direction Attitude strength Accessibility Centrality Conviction	Self-report measures
Motivation	Motivational disposition	Mastery versus performance orientations Appropriateness of orientation	Self-report measures
	Self-efficacy	Perceived performance capability	Self-report measures
	Goal setting	Level of goals Complexity of goal structures Goal commitment	Self-report measures Free recall measures Free sorts

2.3 Trainee's Personal Characteristics

There are numbers of researches that investigated the influence of trainee's personal characteristics on the effectiveness of diversity training. However, trainee's characteristics can be identified into various dimensions, such as, , age, gender, marital status, education level, Trainee's self efficacy, tenure, etc. Numbers of studies revealed the relationship between diversity training programs and trainees' demographic attributes, such as race, gender, and age characteristics (e.g., Ely, 2004; Kulik, Pepper, Roberson, & Parker, 2007).

According to Gunderson, (1975), Trainee's personal characteristics of age and sex can impact level of learning form training session. Apart from the learning which is an outcome from training, level of participation and support in diversity training also influenced by trainee's personal characteristics. trainee's personal characteristics Several studies suggested that the minority employees (trainee) are tend to be more supportive of diversity initiatives than employee (trainee) of the dominant demographic group (Alderfer et al., 1992; Kossek &Zonia, 1993; Mor-Barak et al., 1998). According to Noe (1999), level of enthusiastic about diversity training of women, minority, and older workers is higher than traditional worker (dominant male), as they believed that the training will offering more personal benefit to them.

Another dimension of trainee's characteristics is trainee's experience, an evidence from a research suggested the relationship between trainee's experience and diversity training programs (Roberson et al., 2001).

Trainee's self-efficacy is also an important dimension of trainee's characteristics. According to Bandura (1986), self efficacy defined as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Individual characteristic of self-efficacy proven to be related to both transfer of learning and

diversity training effectiveness, in supporting evidences from previous researches. Trainee's personal characteristics of performance self-efficacy has been found to strongly relate to both learning and transfer of training (Ford *et al*., 1998) also the research have indicated that trainees with higher self-efficacy are more likely to transfer the training to the job. 5According to Combs & Luthans (2007), their research suggested the importance of diversity self-efficacy in the effectiveness of diversity training and meeting diversity training goals. Theirs finding shown that trainees' level of self-efficacy is significantly related to the level of difficulty and number of intentions to engage in positive diversity actions and initiatives. Another study suggested that diversity trainee needs to have the confidence (self-efficacy) to mobilize the motivation and cognitive resources to learn in diversity training and transfer skills related to diversity initiatives and goals back on the job (Mager, 1992). Trainee's confidence (self-efficacy) allows the trainee to value and promote diversity goals and initiatives (Holladay et al.,2003). According to Plantenga (2004), Self-efficacy is the element that is under trainee control, it is the way trainee perceive diversity training , how they behave toward it back on the job.

2.4 Training Environment *(Physical environment, Trainer, Training type/method, training design)*

Training effectiveness can be influenced by the environment in which training is conducted. Training environment included both physical environment, room setting, trainer, composition of training group, etc., and Non-physical environment. There are numbers of researches in this area that mentioned the impact of training environment on the effectiveness of diversity training.

Trainer can play an important role in training, which can greatly impact training effectiveness as the perception of trainee toward trainer can determine level of training effectiveness (Ibrahim, 2003). Another study related to perception of trainee toward trainer. The studied claimed that trainer's gender have an influence on the perception of trainee toward trainer, and shown that women tend to be more sensitive with peoples from different culture, ethnic, age, gender, etc. This sensitivity will support female trainer's competency when set focused on diversity (Harris, 1995).

Composition of diversity training group is another variable that have an considerable level of influence on diversity training effectiveness. Composition of diversity training group defined as type of participants in diversity training group with respect to age, gender, educational background, ethnicity and nationality (Roberson, Kulik, and Pepper, 2001). According to Wentling and Rivas (1999) suggested that diversity training programs are more effective when they are inclusive and do not exclude any individual or group. This approach eliminates feeling of us-versus-them, or favoring one group over another. There are also other evidences that support this assumption, for example, Kirkland and Regan (1997) suggested the use of mixed age, gender, educational background, and race groups for diversity training will influence the effectiveness of diversity training by the higher quality of discussion that focus on different characteristics of trainees.

In order to ensure the effectiveness of diversity training, training objective must be identified and clearly communicate to every single trainees, trainers, and valuators. Without clear objective, it is impossible to evaluate the outcome of training. Training objective also determine the method of training. Training objective will determine the training type of diversity training. Organization or trainer must carefully prepare training goals, training format, and training techniques in order to maximize the effectiveness of training **(**Petri et. al, 2008).

Diversity training can focus on different objectives and required different types of diversity training. Two types that have been primarily used in organization are awareness training and behavior-based training (e.g., Cox & Blake, 1991; Flynn, 1998; Kulik & Roberson, 2008b;Roberson et al., 2003). Awareness training focuses on promoting participants' self-awareness on diversity-related issues such as cognitive biases and prejudice that may affect their perception toward others, and the interpretation of others' behavior. One method of awareness training is having people share experiences with one another (Probst, 2003; Roberson et al., 2001). Also awareness training focuses in increase trainee's awareness of other gender, cultures and ethnic backgrounds (Baba and Hebert, 2004). Awareness training aim at cognitive or attitudinal types of learning of participants.

Another type of diversity training is behavior-based training aim to train participants to monitoring their own actions and giving appropriate responses to specific differences in the workplace. Generally, the goals of behavior-based training is changes of trainee's behaviors in terms of interactions with and other employees, customers, and managing conflict to effectively manage a diverse workforce and customer base (Cox, 1991; Hanover & Cellar, 1998). According to Griffiths (2005), suggested that a diversity training based on awareness alone or behavior-based training is rarely used alone is not as effective as combination of program that targets both awareness and behaviors.

According to numbers of training literatures, training methods or instructional technique (eg. Videos, group discussions, PowerPoint presentations, cases, role plays and workbooks) also play an important role as a training environment factor influencing the effectiveness of training. Therefore, organizations should design their training programs to include such factors that increase the likelihood of transfer and the effectiveness of diversity training (Alvarez *et al*., 2004). The diversity training that utilize only one method of instruction might not as effective as multi-instructional training that combine several methods of training. According to Waddill & Marquardt (2003), suggested that the use of multi-instructional methods training yield better result than a single method.

2.5 Work Environment

Diversity Training effectiveness can also be influenced by the work environment after training session. There are numbers of researches in this area that mentioned the impact of trainee's work environmental factor on the effectiveness of diversity training.

Management or supervisor support is one of the that influences the effectiveness of diversity training. Supervisor support can be defined as the extent to which supervisors support and reinforce the use of newly learned knowledge and skills on the job (Holton *et al*., 2000). According to A 2005 general accounting office (GAO),management support is the factor that can impact diversity training effectiveness the most. Without support from management, diversity training and other activities that aim to manage diversity would not be successful. The diversity management effort in an organization need their leader management to be more visible and reachable, concern about their employee's need, interests, and aspiration, being more supportive, closer to the action. When trainees perceived that supervisors encourage

and support the application of newly learnt knowledge and skills, they are more likely to transfer these competencies from training back to the job (Velada *et al*., 2007; Tracey & Tews, 2005).

A numbers of studies have shown and suggested that the work environmental factors (Physical and Non- Physical) are significantly important in understanding the training process and transfer of learning. According to Tracey *et al.,* (2000), work environment variables such as transfer of learning climate (e.g. peer support, management support), and continuous learning culture can have a significant effect on the trainee's behavior after training session. Another evidence from research also indicated that when trainee perceived organization climate as supportive, there are higher possibility that they will apply their new knowledge and skills in their work behavior (Baldwin & Ford, 1988). Physical work environment in term of work space design and workplace configuration also proven to have a significant effect on individual performance, group collaboration, and effectiveness. Workspace configuration that can support worker needs, will also allowed worker to apply their knowledge and skills learnt (Robertson and Huang, 2005)

In the next section, field theory will be introduced, a theory which serves as a theoretical anchor for independent variable and hypotheses of this research..

Forces Field analysis and Theory

According to Lewin (1997), behaviors are influenced by individual, contextual, and social forces. He also developed *field theory*, a theory that helps to "identify the forces within and between groups and show how individuals behave in response to these. The influence of work environment on the diversity training effectiveness (changes in trainee's work behavior) can also be supported by Lewin's Field Theory.

Lewin’s key assumption is thus that group's and individual's behaviors and perceptions can be influenced by psychological *(eg, personality traits, individual differences such as gender, age)* and non-psychological forces (*eg. peer support, managerial support and the work environment*). A fundamental assumption in Lewin’s approach is given by the equation below; ,with B = behavior, P = person, and E = environment

$$B = F\,[P, E]$$

Internal forces (subjectivity or forces stemming from the person) include, for example, preferences, norms, and expectations, which modify attention and judgment. *External forces* (or forces stemming from the context) can be found in the context in which an individual acts and makes decisions. These forces, which surround the diversity training, can alter diversity training effectiveness.

A further distinction among field forces is that This theory also places emphasis on the driving and resisting forces associated with any change (learning), and to achieve success the importance lies with ensuring that driving forces outweigh resisting forces. Driving forces initiate change or keep it going. On the other hand, restraining forces act to restrain or decrease the driving forces as an examples represented in figure 2.3.

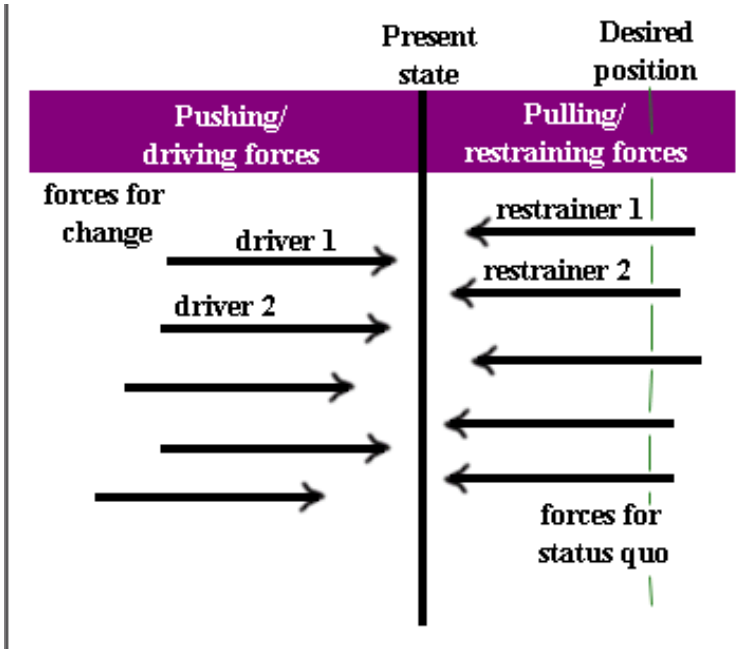


Figure 2.3: Forces Field analysis (Lewin,1997)

These concepts from Lewin's Field Theory, as applied to this research, can be described as followed, the desired position is to achieve higher level of production quality for ISO standard. Non-supportive work environment (peer support, management support) can be considered as restraining force towards changes (quality improvement).

2.7 Research Framework

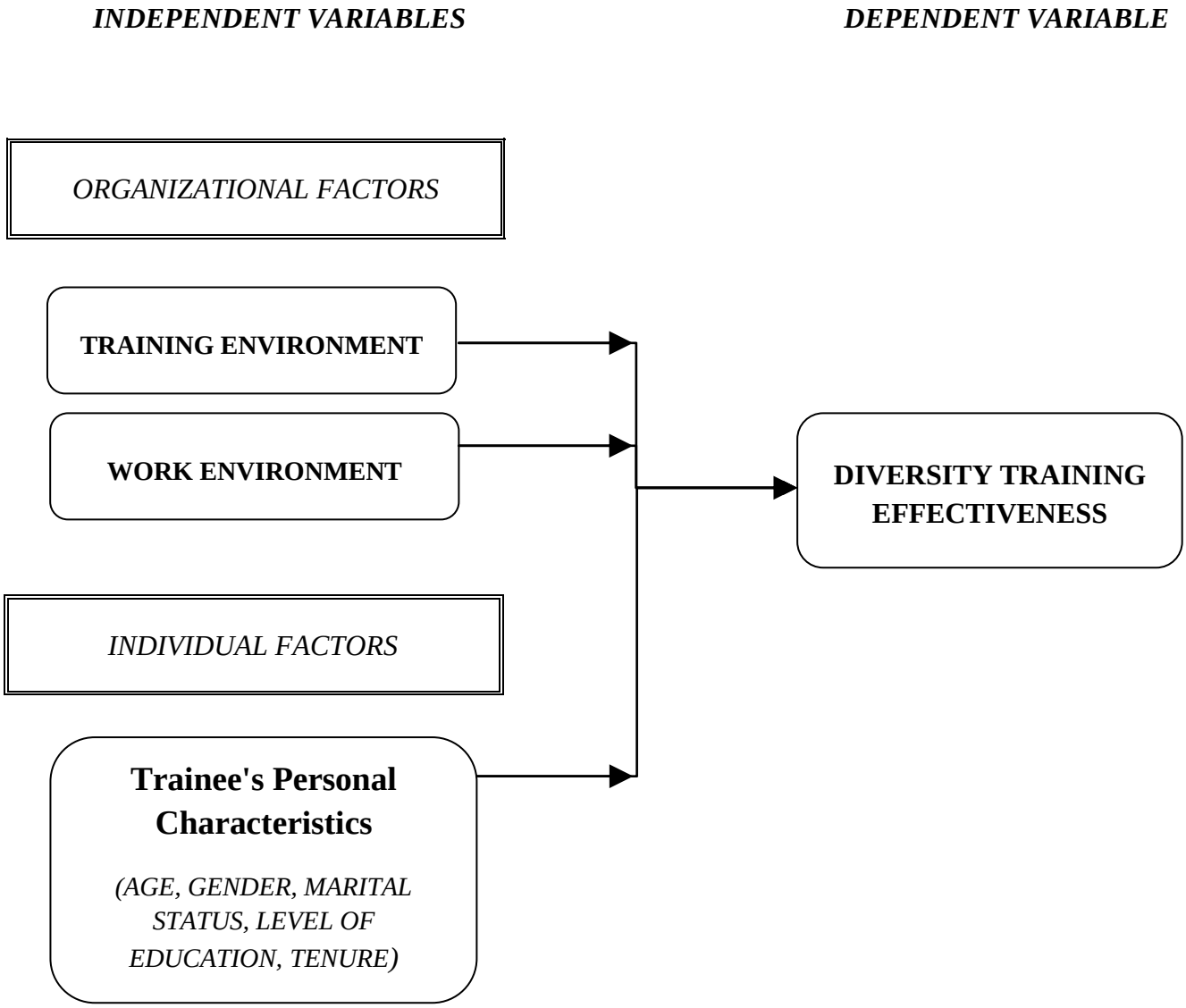


Figure 2.4 : Research Framework

The Research framework (figure 2.4) is the conception of this research which explained the relationship between target variables of investigation of this research. The dependent variable, *diversity training effectiveness* is the main purpose of this research, as it have an impact on organizational performance, employee's performance, and development of human resources in the organization. The independent variables are *Training Environment, Work environment, and trainee's personal characteristics* (age, gender, marital status, education level, and tenure)

2.8 Research Hypotheses

This research aim to investigate the relationship between Independent variables, namely *Organizational factors* (training environment, work environment), *Individual factors* (age, gender, marital status, education level, and tenure) and Dependent variable, *Diversity training effectiveness*. Based on Research framework, researcher formulated the following hypotheses.

H1 : Training environment will affect diversity training effectiveness.

H2 : Work Environment will affect diversity training effectiveness.

H3 : Trainee's personal characteristics (age, gender, marital status, education level, and

Tenure) will affect diversity training effectiveness.

2.9 Conclusion

This chapter, composed of literature review of previous research related to this topic. Definition of concepts and variables used in this research. The review of literature, focuses on previous research that investigate Organizational factors (training environment, training method, management support) and Individual factors (Trainee's self efficacy, age, gender, marital status, education level, and Tenure) which is an evidences that support hypotheses of this research.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Every research needed to follow a certain methodology, which is a certain ways to systematically observe, investigate, collect data, and analyze data collected. Methodology will effectively guild the research and researcher to completion of the research objectives with answer to research problems

This research will follow the numbers of steps of methodology as followed,

1. Clearly define research objective
2. Developing questionnaire that related to research objective
3. Data collected from target sample (trainee)
4. Data Analysis
5. Conclusion, finding and suggestion

The research design and method, which consisted of research overview, population, data gathering instrument, and research procedure will be discuss in this chapter

3.2 Type of research

Descriptive research is the research that provides an accurate portrayal of characteristics of a particular individual, situation, or group. Descriptive research used for discovering new meaning, describing what exists, determining the frequency with which something occurs, and categorizing information. This research is an descriptive research, as the research aim to

investigate the relationship between Independent variables, Organizational factors (training environment, work environment) and Individual factors (Trainee's characteristic of age, gender, marital status, education level, and Tenure) and dependent variable (Diversity training effectiveness). The result were analyzed ,and suggestion regarding to training model were made.

3.3 Research Design

Research design is a guidance for systematic collection, measurement, and analysis of data in order to create answer for research objective and hypothesis.

As a basic research, this research firstly qualitatively explore and study literature regarding factors influencing diversity training effectiveness then collect data quantitatively by using questionnaire. At the beginning, researcher developed the following elements in order to create reliable research design; Firstly, research problem were formed then researcher identified the research process. Then, instrument were discussed, analyzed, and developed in the most appropriate way in order to create accurate and reliable answer to research objectives.

In the preparatory stage, literatures related to this topic were explored and studied qualitatively. As a quantitative research data were collected by questionnaire distributed to respondents (trainees). Then the statistical data collected were used a means to obtain required information. Finally the finding and conclusion were develop from the analysis of data collected.

Methodology of this research will focused mainly on research design, instrument, questionnaire development, management and distribution of questionnaire, and statistical methods used in this research.

This research aim to determine the relations between Organizational factors (training environment, work environment) and Individual factors (Trainee's characteristics of age, gender, marital status, education level, and Tenure) and dependent variable (Diversity training effectiveness).

3.4 Operational Definition and Measurement

The researcher decided to used questionnaire method to collect data information. The collected data information from questionnaire method will benefit academic field of this topic also provide quantifiable answer to research questions and objectives. The questionnaire were developed and used to collect data about diversity training and its effectiveness.

3.5 Unit of Analysis

The unit of analysis of this research is the employees in S.S.Manufacturing Co.,Ltd.

3.6 Time Horizon

Before the research was conducted, formal letter were sent to S.S.Manufacturing Co.,Ltd asking permission to collect data. HR manager of S.S.Manufacturing Co.,Ltd agreed to

participate in this research and allowed employees of S.S.Manufacturing Co.,Ltd to participate in this research.

3.7 Sample and Population

A convenience sample is a sample where the participants are selected, in part or in whole, based on the convenience of the researcher (i.e., availability or accessibility). With a convenience sampling, minimal efforts have been taken to ensure the sample is representative of the population. Convenience samples are appropriate for limited populations and exploratory research (Stevens 1996).

Sampling Technique used in this research is convenient sampling. As researcher selected sample based on availability or accessibility of sample. The target population of this research is limited (400 person), therefore, convenient sampling method were considered as appropriate.

Population:

The population of this research is finite which included all employees of S.S.Manufacturing Co.,Ltd., total 400 people. The sampling unit is basic unit containing the element of population, which is adequate to represent total population of S.S.Manufacturing Co.,Ltd.

3.8 Data Collection Method

3.8.1 Primary Data

Primary data are information collected from respondents by using structured questionnaire to collect data towards each variable, in order to investigate the relationship and interaction among variables. Primary data regarding HR function of training and development practices in the organization were collected from interview and observation.

3.8.2 Secondary Data

Secondary data used in this research are from website, magazine, and news paper regarding to S.S.Manufacturing Co.,Ltd, and Dr.SOMCHAI Skin Clinic.

3.9 Instrumentation

For the primary quantitative data regarding the variables of this research, researcher depends on questionnaire in primary data collection, which considered several measuring instruments of previous study to formulated the measuring instrument that will measure *Diversity training effectiveness*, based on learning outcomes classification developed from previous research (Kraiger, Ford, and Salas' 1993) in three dimensions as followed, a measure of cognitive learning, to assess changes in declarative knowledge about diversity issues; a measure of attitudes to assess changes in valuing diversity; and behavioral measures to assess changes in skill as well as goal setting.

The questionnaire is the main tools for collecting data from the respondents. The questionnaire developed from the previous studies that have been carried out (De Meuse & Hostager, 2001 ; Biga, 2007 ; Ang, et al 2007). The developed questionnaire evaluate diversity

training effectiveness by using instrument developed from previous studies to measure three dimension of learning outcomes. Level of diversity training effectiveness from data collection will be used in data analysis as an dependent variable compared with independent variables (Training environment, Work Environment, and Trainee's personal) in order to investigate for the relationship.

The questionnaire will be distributed in English and consisted of four main sections. The first section will collect the demographic information of the respondent (gender, age, marital status, education, and tenure). Section two consisted of 13 items measuring diversity training effectiveness. The third section consisted of 8 items regarding training environment. The last section consisted of 6 items towards work environment.

3.10 Questionnaire preparation measurement scale

Liker scaling technique were used in the questionnaire. The questionnaire developed based on the previous researches. Several instrument will be used to measure training impact.

Section A will request respondents to fill out the demographic information.

Section B,C and D request respondents to rate each item based on 5 point rating scale. Section B, C ,and D will collect data related to diversity training effectiveness and the influencing factor of training.

Likert scale which is a psychometric will be used in the questionnaire. The rating scale from 1 to 5 was used as followed:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

3.11 Description of Questionnaire

Section 1	This section contained demographic profile of the respondent (gender, age, marital status, education, and tenure)
Section 2	This section contained 13 questions measuring diversity training effectiveness
Section 3	This section contained 8 questions measuring training environment
Section 4	This section contained 6 questions measuring work environment

3.11.1 Diversity Training Effectiveness

Variable	Definition of Variable	Items
Effectiveness of diversity training	Changes in declarative knowledge regarding diversity issue (cognitive learning), Changes in attitude and perception toward diversity (attitudinal learning) Changes in skills ,goal setting, and job performance (behavioral learning) of trainees, as resulted from diversity training.	Training in organization leads to Harmony
		Training in organization leads to Reward
		Training in organization is useful to me.
		Training in organization leads to Stress.
		Training in organization leads to personal sacrifice
		I am considerate of coworker of difference ethnic, religious, age, or gender group
		It is easy to take order from managers of certain ethnic, religious, age, or gender group
		I work well with diverse co worker
		I am able to establish working relationship with diverse coworker
		Training help me in handling work with others
		I can communicate effectively with individual of difference ethnic
		I can communicate effectively with individual of difference ethnic
		I understand value of certain ethnic, religious, age, or gender group.

3.11.2 TRAINING ENVIRONMENT

Variable	Definition of Variable	Items
TRAINING ENVIRONMENT	physical environment, room setting, trainer, training type, training design and composition of training group	Are you comfortable with the trainer?
		Is your trainer very helpful in delivering the training
		Is your trainer aware of the diversity of worker in workgroup?
		Can the trainer deliver training according to the diversity in workforce?
		Is the trainer clear about the training objective?
		Is the trainer aware of training objective?
		Is the trainer aware of training methods used appropriately?
		Do you think training workshop stimulate learning for the employees?

3.11.3 WORK ENVIRONMENT

Variable	Definition of Variable	Items
WORK ENVIRONMENT	Physical and non physical environment, (peer support, management support)	Are you comfortable with the trainer?
		Is your trainer very helpful in delivering the training
		Is your trainer aware of the diversity of worker in workgroup?
		Can the trainer deliver training according to the diversity in workforce?
		Is the trainer clear about the training objective?
		Is the trainer aware of training objective?
		Is the trainer aware of training methods used appropriately?
		Do you think training workshop stimulate learning for the employees?

3.12 Data Analysis

In this research the researcher used the Statistical Package for the Social Science (SPSS) Version 19 to analyze the data collected from the respondents. All of the items and variables in the questionnaire was coded before distributed to the respondents. Several statistical methods will be used in data analysis. The collected data will be tested by using the Statistical techniques such as, frequency distribution , descriptive statistics, correlation analysis using reliability test, etc..Each of the statistical techniques used in this research were discussed below;

Frequency distributions

Data were collected from all of the personal data (Classification variable). The collected frequencies were computed for the analysis of respondent's demographic factors of gender, age, marital status, education, and tenure).

Percentage was used in making comparison between two or more series of data. Percentages are based on descriptive relationship. It compares the relative items. Since the percentage reduces everything to a common base and thereby allow meaning comparison

Pearson correlation analysis

Pearson correlation analysis used in examining the relationship between independent (Training environment, Work Environment, and Trainee's personal) and dependent variables (Diversity Training Effectiveness). Correlation Analysis which performed on log normalized spot expression levels. Then spots will be clustered according to how closely correlate they are. Spots with a high correlation value (i.e. close to 1) show similar expression profiles. On the other hand, spots with a high negative correlation value (i.e. close to -1) show opposing expression profiles.

3.12.1 Factor Analysis

Factor analysis were conducted on the following variables Training Environment, Work Environment , and Effectiveness of Diversity. Factor analysis is a form of exploratory multivariate analysis used in this research to detect relationships among variables. Factor analysis also capable of explaining the observed variance in the larger number of variables. All variables involved in the factor are normally distributed. The goal of the analysis is to try to identify factors which underlie the variables. The stages of factor analysis are as followed.

The Correlation matrix

A correlation matrix is simply a rectangular array of numbers which gives the correlation coefficients between a single variable and every other variables in the investigation. The Correlation Matrix table also provides correlation coefficients and p-values for each pair of variables included in the analysis. A close inspection of these correlations can offer insights into the factor structure.

Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

Meyer-Olking (KMO) is used as to test assumptions; essentially, the Kaiser-Meyer-Olking (KMO) statistic should be greater than 0.600 and the Bartlett's test should be significant (e.g. $p < .05$). KMO is used for assessing sampling adequacy and evaluates the correlations and partial correlations to determine if the data are likely to coalesce on factors (i.e. some items highly correlated, some not)

The Bartlett's test evaluates whether or not our correlation matrix is an identity matrix (1 on the diagonal & 0 on the off-diagonal). Here, it indicates that our correlation matrix (of items) is not an identity matrix--we can verify this by looking at the correlation matrix. The off-

diagonal values of our correlation matrix are NOT zeros, therefore the matrix is NOT an identity matrix.

Communalities

The next item is a table of communalities which shows how much of the variance in the variables has been accounted for by the extracted factors. A communality (h^2) is the sum of the squared factor loadings and represents the amount of variance in that variable accounted for by all the factors. The Hypothesis testing were analyzed by Regression analysis and Pearson correlation analysis with the acceptable Cronbach Alpha values of 0.60 and above. The item with low Cronbach Alpha values (less than 0.59) will be exclude from the further analysis process. Each of the statistical tools were used as follows.

Regression analysis were used as technique for modeling and analyzing several variables, the focus is on the relationship between a dependent variable and one or more independent variables. Basically, Regression analysis help researcher understand how the typical value of the dependent variable changes when any one of independent variable is varied, while the other independent held fixed.

ANOVA is an Statistical model, and their associated procedures used in analysis of the variation in which the observed variance in a particular variable is partitioned into components attributable to different sources of variation.

T-Test A statistical examination of two population means. A two-sample t-test examines whether two samples are different and is commonly used when the variances of two normal distributions are unknown and when an experiment uses a small sample size.

3.13 Conclusion

This chapter mainly discussed the methodology of this research. Methodology consisted of study design, measurement, questionnaire design, data collection, and data analysis. Next chapter will be the findings of this research.

CHAPER 4

RESEARCH FINDING

4.1 Introduction

This chapter is the finding from this research. All the findings will be discussed the assessment of the variables through statistical term. Firstly, the assessment of respondent's demographic profiles and purification of the measurement variables. Secondly, the reliability test were conducted to test consistency of the questionnaire. Finally, the hypothesis testing presented through correlation. In addition, this research is conducted in term of descriptive manner by utilizing quantitative methods, by choosing an appropriate study design with adequate sample size.

4.2 Overview of Data Collected

A Total of 90 questionnaires were distributed to employees of S.S.Manufacturing Co.,Ltd located in Bangkok, Thailand. Response rate is 100%, all of the questionnaire were returned.

In this research demographic profiles were analyzed for frequency and percentage of participant's gender, age, marital status, education, and tenure.

Table 4.1 Gender of the Respondents

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	16	17.8	17.8	17.8
	Female	74	82.2	82.2	100.0
	Total	90	100.0	100.0	

The data shown in the above table is the distribution of respondent's gender. Majority are female 74 (82.2%) and 16 (17.8%) are male.

Table 4.2 Age of the Respondents

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lower than 25 years	11	12.2	12.2	12.2
	25 to 35 yrs	52	57.8	57.8	70.0
	36 to 45 years	22	24.4	24.4	94.4
	46 to 55 years	5	5.6	5.6	100.0
	Total	90	100.0	100.0	

The age group of respondent with the highest frequency (numbers) is the 25-35 years age group with 52 (57.8%) respondents. The second group is 36 to 45 years, with 22 (24.4%) respondents. Group of lower than 25 years, 11 (12.2 %) respondents. The smallest is 46 to 55 years with 5 (5.6%) respondents.

Table 4.3 Marital Status of the Respondents

Marriage status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	50	55.6	55.6	55.6
	Married	40	44.4	44.4	100.0
	Total	90	100.0	100.0	

From 90 respondents, the marital status are distributed as followed, single 50 (55.6%) respondents and married 40 (44.4%) respondents, as shown in the table above.

Table 4.4 Level of Education

Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under grade 12	15	16.7	16.7	16.7
	High school / Diploma	37	41.1	41.1	57.8
	Bachelor degree	34	37.8	37.8	95.6
	Master Degree	4	4.4	4.4	100.0
	Total	90	100.0	100.0	

Based on the collected data shown in the above table, educational level can be classified as followed; 37 respondent (41.1) with high school/ diploma certificate, Bachelor degree 34 respondent (37.8%), Under high school 15 respondent (16.7%), and Master degree 4 respondent (4.4%)

Table 4.5 : Tenure

Length of Working

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 1 yr	6	6.7	6.7	6.7
	below 5 yrs	64	71.1	71.1	77.8
	6-10 yes	14	15.6	15.6	93.3
	11-15 yrs	4	4.4	4.4	97.8
	above 16 yes	2	2.2	2.2	100.0
	Total	90	100.0	100.0	

The above table shown the classification of participant according to their length of work are ranked as followed: 1-5 years 64 respondents (71.1%), 6-10 years 14 respondents (15.6%), less than 1 year 6 respondent (6.7%), Above 16 years 2 respondent (2.2%).

4.4 Data Analysis

The following section is the result of the statistical analysis namely, reliability test, descriptive statistics, and ANOVA analysis.

4.4.1 Reliability test

Reliability test were conducted on independent and dependent variables which are : Diversity Training Effectiveness, Training environment, and work environment. The test result of each vari-able were shown below.

Table 4.6 : Reliability test : Diversity Training Effectiveness

Case Processing Summary

		N	%
Cases	Valid	90	100.0
	Excluded[a]	0	.0
	Total	90	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.628	.838	13

*

Reliability Statistics

Cronbach's Alpha	N of Items
.846	13

Table 4.7 Reliability Test : Training Environment

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.897	.899	8

Table 4.8 Reliability test : Working Environment

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.862	.863	6

From of the tables above, the reliability coefficient of the study is higher than the minimum acceptable level of 0.60. Cronbach's Alpha of Diversity Training Effectiveness variable is 0.628 ; Training Environment is 0.897*;* and for Work environment is 0.862.

4.4.2 Result of Factor Analysis

Factor Analysis are methods that can be used to identify groups of observed variables that tend to fall together empirically. Factor analysis assumes that the covariation in the observed variables is due to the presence of one or more latent variables (factors) that exert causal influence on these observed variables. Factor analysis can also used to confirm the latent factor structure for a group of measured variables. Latent factors are unobserved variables which typically cannot be directly measured; but, they are assumed to cause the scores we observe on the measured or indicator variables. (O'Rourke, Hatcher, and Stepanski 2005).

In this research Factor analysis will be used be used to identify three variables (Work Environment , Training environment, and diversity training effectiveness) that tend to fall together empirically,

Table 4.9 : Factor analysis of Diversity training Effectiveness.

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
B1	3.8222	.80137	90
B2	3.4222	.98275	90
B3	4.0778	.73786	90
Reverse	2.9667	.91737	90
B5	3.6111	.80301	90
B6	3.5222	1.06241	90
B7	3.5889	1.07989	90
B8	4.1222	.74695	90
B9	4.1222	.73175	90
B10	4.0000	.74953	90
B11	4.1111	.69419	90
B12	3.8000	.86375	90
B13	3.7000	.81351	90

Correlation Matrix

		B1	B2	B3	Reverse	B5	B6	B7	B8	B9	B10	B11	B12	B13
Correlation	B1	1.000	.453	.461	.298	.415	.057	.070	.243	.363	.318	.258	.273	.193
	B2	.453	1.000	.481	.253	.353	.206	.398	.388	.459	.503	.425	.379	.301
	B3	.461	.481	1.000	-.029	.431	.062	.111	.248	.315	.427	.356	.342	.226
	Reverse	.298	.253	-.029	1.000	.013	.179	.338	.186	.207	.212	.147	.261	.227
	B5	.415	.353	.431	.013	1.000	.162	.254	.361	.330	.299	.219	.259	.215
	B6	.057	.206	.062	.179	.162	1.000	.493	.315	.278	.155	.118	.042	.053
	B7	.070	.398	.111	.338	.254	.493	1.000	.453	.391	.347	.152	.067	.165
	B8	.243	.388	.248	.186	.361	.315	.453	1.000	.754	.522	.364	.421	.394
	B9	.363	.459	.315	.207	.330	.278	.391	.754	1.000	.574	.437	.448	.345
	B10	.318	.503	.427	.212	.299	.155	.347	.522	.574	1.000	.475	.538	.479
	B11	.258	.425	.356	.147	.219	.118	.152	.364	.437	.475	1.000	.618	.557
	B12	.273	.379	.342	.261	.259	.042	.067	.421	.448	.538	.618	1.000	.729
	B13	.193	.301	.226	.227	.215	.053	.165	.394	.345	.479	.557	.729	1.000
Sig. (1-tailed)	B1		.000	.000	.002	.000	.295	.255	.010	.000	.001	.007	.005	.034
	B2	.000		.000	.008	.000	.026	.000	.000	.000	.000	.000	.000	.002
	B3	.000	.000		.392	.000	.280	.149	.009	.001	.000	.000	.000	.016
	Reverse	.002	.008	.392		.453	.045	.001	.039	.025	.022	.083	.006	.016
	B5	.000	.000	.000	.453		.064	.008	.000	.001	.002	.019	.007	.021
	B6	.295	.026	.280	.045	.064		.000	.001	.004	.072	.133	.348	.309
	B7	.255	.000	.149	.001	.008	.000		.000	.000	.000	.077	.264	.060
	B8	.010	.000	.009	.039	.000	.001	.000		.000	.000	.000	.000	.000
	B9	.000	.000	.001	.025	.001	.004	.000	.000		.000	.000	.000	.000
	B10	.001	.000	.000	.022	.002	.072	.000	.000	.000		.000	.000	.000
	B11	.007	.000	.000	.083	.019	.133	.077	.000	.000	.000		.000	.000
	B12	.005	.000	.000	.006	.007	.348	.264	.000	.000	.000	.000		.000
	B13	.034	.002	.016	.016	.021	.309	.060	.000	.000	.000	.000	.000	

The Factor Correlation Matrix above shows that factor B1 to B13 are statistically correlated. The Correlation Matrix table provides correlation coefficients and p-values for each pair of variables included in the analysis. A close inspection of these correlations can offer insights into the factor structure.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.836
Bartlett's Test of Sphericity	Approx. Chi-Square	445.695
	df	66
	Sig.	.000

From the table above, the Kaiser-Meyer-Olking (KMO) statistic is 0.836, which is very large, which indicated the data are likely to band together on factors. The KMO also supports factor analysis. KMO is used for assessing sampling adequacy and evaluates the correlations and partial correlations to determine if the data are likely to coalesce on factors. essentially, the Kaiser-Meyer-Olking (KMO) statistic should be greater than 0.600 and the Bartlett's test should be significant (e.g. $p < .05$)

Barlett's test of spericity from this test is significant ($p < .05$) thus the hypothesis that the intercorrelation matrix involving these thirteen variables is an identity matrix is rejected. Thus from the perspective of Bartlett's test, factor analysis is feasible.

In addition, by analyzing the correlation matrix by using the Bartlett's test evaluates whether or not the correlation matrix is an identity matrix (1 on the diagonal & 0 on the off-diagonal). The correlation matrix table above indicated that correlation matrix (of items) is not an identity matrix. As the off-diagonal values in correlation matrix table are NOT zeros, therefore the matrix is NOT an identity matrix.

Communalities

	Initial	Extraction
B1	.363	.421
B2	.479	.508
B3	.402	.555
B5	.316	.324
B6	.267	.202
B7	.460	.362
B8	.633	.764
B9	.653	.707
B10	.519	.536
B11	.472	.495
B12	.654	.838
B13	.581	.640

Extraction Method: Maximum Likelihood.

From the above table, the initial values on the diagonal of the correlation matrix are determined by the squared multiple correlation of the variable with the other variables. The extraction value indicated the proportion of each variable's variance that can be explained by the retained factors. The extraction value above don't have any particularly low values which indicated that they are the reproduced variances from the factors that you have extracted.

The result from Factor analysis of Diversity training Effectiveness (Dependent Variable) indicated that groups of observed variables that tend to hang together empirically, which represent validity of the measurement scale. The further factor analysis of principal components analysis is not necessary, as all of the components will be use in questionnaire.

Table .4.10 : Factor analysis of Training Environment

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
C1	3.58889	.859768	90
C2	3.3444	.72144	90
C3	3.5000	.75327	90
C4	3.3222	.70037	90
C5	3.6333	.71028	90
C6	3.6333	.78540	90
C7	3.4889	.72274	90
C8	3.6556	.73685	90

Correlation Matrix

		C1	C2	C3	C4	C5	C6	C7	C8
Correlation	C1	1.000	.575	.512	.390	.450	.423	.472	.501
	C2	.575	1.000	.631	.467	.425	.463	.665	.479
	C3	.512	.631	1.000	.607	.473	.465	.537	.476
	C4	.390	.467	.607	1.000	.489	.462	.573	.435
	C5	.450	.425	.473	.489	1.000	.743	.638	.507
	C6	.423	.463	.465	.462	.743	1.000	.735	.537
	C7	.472	.665	.537	.573	.638	.735	1.000	.594
	C8	.501	.479	.476	.435	.507	.537	.594	1.000
Sig. (1-tailed)	C1		.000	.000	.000	.000	.000	.000	.000
	C2	.000		.000	.000	.000	.000	.000	.000
	C3	.000	.000		.000	.000	.000	.000	.000
	C4	.000	.000	.000		.000	.000	.000	.000
	C5	.000	.000	.000	.000		.000	.000	.000
	C6	.000	.000	.000	.000	.000		.000	.000
	C7	.000	.000	.000	.000	.000	.000		.000
	C8	.000	.000	.000	.000	.000	.000	.000	

The Factor Correlation Matrix above shows that factor C1 to C8 are statistically correlated. The Correlation Matrix table provides correlation coefficients and p-values for each pair of variables included in the analysis. A close inspection of these correlations can offer insights into the factor structure.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.865
Bartlett's Test of Sphericity	Approx. Chi-Square	387.488
	df	28
	Sig.	.000

From the table above, the Kaiser-Meyer-Olking (KMO) statistic is 0.865, which is very large which indicated the data are likely to band together on factors. The KMO also supports factor analysis. Essentially, the Kaiser-Meyer-Olking (KMO) statistic should be greater than 0.600 and the Bartlett's test should be significant (e.g. $p < .05$)

Barlett's test of spericity from this test is significant ($p < .05$) thus the hypothesis that the intercorrelation matrix involving these thirteen variables is an identity matrix is rejected. Thus from the perspective of Bartlett's test, factor analysis is feasible.

In addition, by analyzing the correlation matrix by using the Bartlett's test evaluates whether or not the correlation matrix is an identity matrix (1 on the diagonal & 0 on the off-diagonal). The correlation matrix table above indicated that correlation matrix (of items) is not an identity matrix. As the off-diagonal values in correlation matrix table are NOT zeros, therefore the matrix is NOT an identity matrix.

Communalities

	Initial	Extraction
C1	.430	.381
C2	.599	.516
C3	.551	.476
C4	.466	.437
C5	.601	.565
C6	.673	.630
C7	.715	.750
C8	.442	.472

Extraction Method: Maximum Likelihood.

From the above table, the initial values on the diagonal of the correlation matrix are determined by the squared multiple correlation of the variable with the other variables. The extraction value indicated the proportion of each variable's variance that can be explained by the retained factors. The extraction value above don't have any particularly low values which indicated that they are the reproduced variances from the factors that you have extracted.

The result from Factor analysis of Training Environment (Independent Variable) indicated that groups of observed variables that tend to hang together empirically, which represent validity of the measurement scale. The further factor analysis of principal components analysis is not necessary, as all of the components will be use in questionnaire.

Table 4.11 : Factor analysis of Work Environment

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
D1	4.1222	.71623	90
D2	3.9667	.72592	90
D3	3.3778	.75814	90
D4	3.7333	.73132	90
D5	3.7667	.80797	90
D6	4.0000	.83464	90

Correlation Matrix

		D1	D2	D3	D4	D5	D6
Correlation	D1	1.000	.699	.493	.492	.438	.414
	D2	.699	1.000	.472	.512	.427	.482
	D3	.493	.472	1.000	.467	.347	.337
	D4	.492	.512	.467	1.000	.730	.699
	D5	.438	.427	.347	.730	1.000	.666
	D6	.414	.482	.337	.699	.666	1.000
Sig. (1-tailed)	D1		.000	.000	.000	.000	.000
	D2	.000		.000	.000	.000	.000
	D3	.000	.000		.000	.000	.001
	D4	.000	.000	.000		.000	.000
	D5	.000	.000	.000	.000		.000
	D6	.000	.000	.001	.000	.000	

Correlation Matrix

		D1	D2	D3	D4	D5	D6
Correlation	D1	1.000	.699	.493	.492	.438	.414
	D2	.699	1.000	.472	.512	.427	.482
	D3	.493	.472	1.000	.467	.347	.337
	D4	.492	.512	.467	1.000	.730	.699
	D5	.438	.427	.347	.730	1.000	.666
	D6	.414	.482	.337	.699	.666	1.000
Sig. (1-tailed)	D1		.000	.000	.000	.000	.000
	D2	.000		.000	.000	.000	.000
	D3	.000	.000		.000	.000	.001
	D4	.000	.000	.000		.000	.000
	D5	.000	.000	.000	.000		.000
	D6	.000	.000	.001	.000	.000	

The Factor Correlation Matrix above shows that factor D1 to D6 are statistically correlated. The Correlation Matrix table provides correlation coefficients and p-values for each pair of variables included in the analysis. A close inspection of these correlations can offer insights into the factor structure

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.823
Bartlett's Test of Sphericity	Approx. Chi-Square	259.574
	df	15
	Sig.	.000

From the table above, the Kaiser-Meyer-Olking (KMO) statistic is 0.823, which is very large which indicated the data are likely to band together on factors. The KMO also supports factor analysis. Essentially, the Kaiser-Meyer-Olking (KMO) statistic should be greater than 0.600 and the Bartlett's test should be significant (e.g. $p < .05$)

Barlett's test of spericity from this test is significant ($p < .05$) thus the hypothesis that the intercorrelation matrix involving these thirteen variables is an identity matrix is rejected. Thus from the perspective of Bartlett's test, factor analysis is feasible.

In addition, by analyzing the correlation matrix by using the Bartlett's test evaluates whether or not the correlation matrix is an identity matrix (1 on the diagonal & 0 on the off-diagonal). The correlation matrix table above indicated that correlation matrix (of items) is not an identity matrix. As the off-diagonal values in correlation matrix table are NOT zeros, therefore the matrix is NOT an identity matrix.

Communalities

	Initial	Extraction
D1	.540	.383
D2	.550	.410
D3	.325	.281
D4	.658	.766
D5	.586	.637
D6	.558	.612

Extraction Method: Maximum Likelihood.

From the above table, the initial values on the diagonal of the correlation matrix are determined by the squared multiple correlation of the variable with the other variables. The extraction value indicated the proportion of each variable's variance that can be explained by the retained factors. The extraction value above don't have any particularly low values which indicated that they are the reproduced variances from the factors that you have extracted.

The result from Factor analysis of Work Environment (Independent Variable) indicated that groups of observed variables that tend to hang together empirically, which represent validity of the measurement scale. The further factor analysis of principal components analysis is not necessary, as all of the components will be use in questionnaire.

4.4.4 Correlation Analysis Result

Correlation test is a bivariate measure of association (strength)of the relationship between two variables. It varies from 0 (random relationship) to 1 (perfect linear relationship) or - 1 (perfect negative linear relationship). It usually reported in terms of square (r^2), which represented as a percentage of variance explained.

In this research, the Pearson Correlation will be used to measure the significance of linear bivariate between independents and dependent variables in order to fulfill the objective of tthis research.

Descriptive Statistics

	Mean	Std. Deviation	N
Training environment	3.5208	.57213	90
Working Environment	3.8278	.58724	90
Diversity training effectiveness	3.7590	.50635	90

Correlations

		Training environment	Working Environment	Diversity training effectiveness
Training environment	Pearson Correlation	1	.669**	.510**
	Sig. (2-tailed)		.000	.000
	N	90	90	90
Working Environment	Pearson Correlation	.669**	1	.610**
	Sig. (2-tailed)	.000		.000
	N	90	90	90
Diversity training effectiveness	Pearson Correlation	***.510***	***.610***	1
	Sig. (2-tailed)	.000	.000	
	N	90	90	90

Table 4.12 : Correlation test

**. Correlation is significant at the 0.01 level (2-tailed).

From the above table, it shown that Training environment was significantly correlated with the diversity training effectiveness (0.510), and work environment was significantly correlated with the diversity training effectiveness (0.610).

4.4 .4 Regression Analysis Results

To determine the extent that the training environment influence the diversity training effectiveness, regression test was conducted. Training environment, as shown in the table below, the result of regression test the training environment variable against training effectiveness as dependent variable. The regression result indicated a significant p value $p < 0.05$ (0.001).

From the result, null hypothesis was rejected. It can be concluded that training environment influences diversity training effectiveness and significantly contribute to the R square value. Training environment explained about 26% ($r^2 = 0.260$) of the variance in diversity training effectiveness.

Table 4.13: Regression : Between Training Environment and Diversity training effectiveness

Model		R	R Square	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
				B	Std. Error	Beta		
1	(Constant)	. 510	.260	2.170	.289		7.498	.000
	Training environment			.451	.081	.510	5.559	.000

a. Predictors: (Constant), Training environment

b. Dependent Variable: Diversity training effectiveness

To determine the extent that work Environment influence the Diversity training Effectiveness, regression test was conducted. Work Environment as shown in the table below, the result of regression test the work environment as independent variable against training effectiveness as dependent variable. The regression result indicated a significant p value $p < 0.05$ (0.001).

From the result, null hypothesis was rejected. It can be concluded that work environment influences diversity training effectiveness and significantly contribute to the R square value. Work environment explained about 37.2% (r^2= 0.372) of the variance in diversity training effectiveness.

Table 4.14 : Regression : Between Work Environment and Diversity training effectiveness

Model		R	R Square	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
				B	Std. Error	Beta		
1	(Constant)	0.610	0.372	1.745	.282		6.189	.000
	Working Environment			.526	.073	.610	7.225	.000

a. Predictors: (Constant), Work environment

b. Dependent Variable: Diversity training effectiveness

4.5 Analysis of Differences

For the analysis of differences in this research. Independent sample t-test, and ANOVA were conducted to compare means and standard deviations of two group of the variables, to examine the significance different.

4.5.1 Gender and Diversity Training Effectiveness

An independent-samples t-test was conducted to compare Training effectiveness in male and female. The result shown that there were no significant difference in the scores for Training effectiveness in male(M=3.7,SD=0.5) and female(M=3.7,SD = 0.5) ; t(88)=-.328, P=.744.

Table 4.15 : T-Test : between male and female

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
male	16	3.7212	.52087	.13022
Female	74	3.7672	.50642	.05887

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.017	.897	-.328	88	.744
Equal variances not assumed			-.322	21.573	.751

4.5.2 Marital Status and Diversity Training Effectiveness

An independent-samples t-test was conducted to compare Training effectiveness in single and Married. The result shown that there were no significant difference in the scores for Training effectiveness in Single(M=3.8,SD=0.4) and female(M=3.6,SD = 0.5) ; t(88)=1.648 , P =.103.

Table 4.16 : T-Test : between single and married

Group Statistics

Marriage status	N	Mean	Std. Deviation	Std. Error Mean
Single	50	3.8369	.47128	.06665
Married	40	3.6615	.53714	.08493

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Diversity training effectiveness	.074	.787	1.648	88	.103
			1.625	78.217	.108

4.5.3 Age and Diversity Training Effectiveness

A one-way between subjects ANOVA was conducted to compare the effect of Age groups on Diversity training effectiveness in every age groups. The result indicated that there was not a significant effect of Age group on Diversity training effectiveness at the p<.05 level for all of the conditions [F(3, 86) = 2.152, p = .100].

Table 4.17 : One way ANOVA : of Age group and Diversity training effectiveness

Age group	N	Mean	F	Sig.
lower than 25 years	11	3.7273	2.152	.100
25 to 35 yrs	52	3.8462		
36 to 45 years	22	3.6713		
46 to 55 years	5	3.3077		
Total	90	3.7590		

4.5.4 Education and Diversity Training Effectiveness

A one-way between subjects ANOVA was conducted to compare the effect of Education level on Diversity training effectiveness in every level of education. The result indicated that there was a significant effect of level of education on Diversity training effectiveness at the $p<.05$ level for all of the conditions [$F(3, 86) = 4.918$, $p = .003$]. Result shown that, with higher education, the effectiveness of diversity training tended to be higher.

Table 4.18 : One way ANOVA : Education level and Diversity training effectiveness

Education level	N	Mean	F	Sig
Under grade 12	15	3.4821	4.918	.003
High school / Diploma	37	3.9522		
Bachelor degree	34	3.6380		
Master Degree	4	4.0385		
Total	90	3.7590		

4.6 Length of Work and Diversity Training Effectiveness

A one-way between subjects ANOVA was conducted to compare the effect of Length of Work on Diversity Training Effectiveness in all of the condition (groups). The result indicated that there was a significant effect of Age group on Diversity training effectiveness at the $p<.05$ level for all of the conditions [$F(4, 85) = 3.190$, $p = .017$]. Result shown that less experience trainee will have higher level of diversity training effectiveness.

Table 4.19 : One way ANOVA : Tenure and Diversity training effectiveness

Length of work	N	Mean	F	Sig
less than 1 yr	6	3.9359	3.190	.017
below 5 yrs	64	3.8438		
6-10 yes	14	3.4725		
11-15 yrs	4	3.2308		
above 16 yes	2	3.5769		
Total	90	3.7590		

4.7 Conclusion

Based on the data collected from 90 respondents, the multi-items measures were subjected to a series of validity and reliability checks. For the multi-item scale, the set of items that correspond to each theoretical construct was initially subjected to an examination of Cornbach's alpha, item-to-total correlations and regression test. This chapter also provides a detailed discussion of the results of hypothesis testing. The result of the final relationship variables and the testing of the influence of the variables are detailed to figure the relationship and degree of influence among predictors for the diversity training effectiveness as dependent variable.

HYPOTHESIS	RESULTS
Training environment will affect diversity training effectiveness.	Accepted
Work Environment will affect diversity training effectiveness.	Accepted
Trainee's personal characteristics (age, gender, marital status, education level, and Tenure) will affect diversity training effectiveness.	Partially Accepted

Table 4.20 : Summary of Hypotheses tested

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter, the result of empirical test are summarized and discussed as followed, descriptive analysis of the significant differences between trainee's personal characteristics (respondent's gender, age, level of education, marital status, work experience) and level of diversity training effectiveness. Then research hypothesis were discussed. Followed by the implication and limitation of this research, then recommendation for future research.

5.2 Discussion

The objectives of this research were to examine whether organizational and individual factors such as training Environment, work Environment, and trainee's personal characteristics have an influence on the effectiveness of diversity training. The results from this research strongly supported that both training environment, work environment were significantly correlated with diversity training effectiveness.

To examine the significant differences between trainee's personal characteristics (respondent's gender, age, level of education, marital status, work experience) and level of diversity training effectiveness. The demographic factors or personal information of trainees were descriptively analyzed as it could describe the significant different between trainee's characteristics and diversity training effectiveness. Different personal characteristics mean different personality and different level of job performance after training session. The demographic analysis part will aim to analyze total percentage of respondents based on demographic factors as followed, gender, respondent age, level of education, marital status, and work experience.

Gender of respondents show that male respondents are 16 in number making 17.8% while female respondents makes 74 which is 82.2% both make a total of 100% of respondent's gender. The age of the respondents shows that age range of under 25 years had 11 respondents (12.2%); 25 to 35 years had 52 respondents (57.8%); 36-45 years had 22 respondents (24.4%); 46-55 years had 5 respondent (54.6%), which make a total of 90 which is 100% of respondent's age. For marital status, single had 50 respondents (55.6%) and married had 40 respondents (44.%) which make a total of 100%. For level of education, under high school had 15 respondents (15.7%); high school and diploma 37 respondents (41.1%); bachelor degree 34 respondents (37.8%) ;and master degree with 4 respondents (4.4%) which make a total of 100%. For tenure or length of work, majority of respondent are in 1-5 years experienced group with 64 respondents (71.1%); less than 1 year had 6 respondents (6.7%); 6-10 years 14 respondents (15.6%); 11-15 years with 4 respondents; and above 15 years had 2 respondents, which make a total of 100%.

The outcomes from analysis of demographic variable did not differentiate gender as well as age, marital status, on the level of diversity training effectiveness. Only two of individual variable were found to affect diversity training effectiveness which is level of education and length of work. Result shown that trainee with less experience or high level of education tend to have higher level of diversity training effectiveness.

The next part of this chapter will be the discussion of research hypothesis addressed in this research.

The research hypothesis addressed in this research were;

H1 : Training environment will affect diversity training effectiveness.

H2 : Work Environment will affect diversity training effectiveness.

H3 : Trainee's personal characteristics (age, gender, marital status, education level, and Tenure) will affect diversity training effectiveness.

H1 : Training environment will affect diversity training effectiveness.

Regression analysis was conducted to assesses if the training environment affects diversity training effectiveness among trainees(employees). The training environment were founded to be significantly influencing diversity training effectiveness. The result of this research hypothesis was statistically significant (0.000; p=0.05). The result is similar to various researches that training environment have a significant influence on diversity training effectiveness (Ibrahim, 2003; Probst, 2003 ; Roberson et al., 2001; Griffiths (2005). Training environment were suggested to be significantly influencing training effectiveness by numbers of literatures. Different training environment influence training effectiveness in a different manner. Peer support and management support are training environment that influence trainee motivation and trainee perception. The more supportive environment a trainee experienced, the more likely it is that trainee will learn from the training session. (Mathieu et al. 1992). Physical environment such as training equipment, and facility brightness, temperature increase the possibility that trainee will apply what they learnt to their job. (Goldstein, 1993)

H2 : Work Environment will affect diversity training effectiveness.

Regression analysis was conducted to assesses if the work environment affects diversity training effectiveness among trainees(employees). The training environment such as physical environment, management support, peer support were founded to be significantly influencing diversity training effectiveness. The result of this research hypothesis was statistically significant (0.000; p=0.05). similarly to previous researches that work environment such as management support and peer support can influence diversity training effectiveness. (Mathieu et al. 1992).

H3 : Trainee's personal characteristics (age, gender, marital status, education level, and Tenure) will affect diversity training effectiveness.

Independent sample t-test and ANOVA were conducted to difference between age, gender, marital status, education level, and Tenure on diversity training effectiveness. The finding from this study identified some differences in some of employee characteristics. Firstly, level of education were found to be a factor influencing diversity training effectiveness. (0.003; 0.05) , Secondly, tenure or length of work also been founded to be factor influencing diversity training effectiveness. (0.017; 0.05). The remaining individual factors did not influence diversity training effectiveness.

5.3 Implication of the study

Apart from the benefits from diverse workforce in organization. This study also determined several factors that influence the effectiveness of diversity training. The work environmental factors is the most influencing variable, work environment can explained about 37.2% (r^2= 0.372) of the variance in diversity training effectiveness. Training environment factor also influence the effectiveness of diversity training at lower degree(r^2= 0.260).

The length of work (tenure) of employee also influence diversity training effectiveness. Trainee with less year of work experience tend to learn more from diversity training. An employee with no experience, usually be more enthusiastic in learning, and self development, which in turn can influence outcome of training and others self development activities.

HR professional should also consider level of education when conduct or evaluate training course. Individual with higher level of education, might learn more from training session. Because, the trainee (individual) with higher level of education may processed better and more systematic learning skills.

Every organization must be aware of the importance of training effectiveness. The benefit and cost of training session can be used to convince and increase organizational awareness. However, it is not easy to measure the benefit or level of effectiveness of training session. Future researcher may study this area of evaluation of training further.

The result of this research provide, better understanding of the organizational and individual factors that influence diversity training effectiveness. Also better understanding in the method used to evaluate training effectiveness.

Organization could apply knowledge from this research in their training practices, such as training need assessment, training session, training evaluation, etc. With the better understanding of the influencing factors of diversity training, organization will be able to

design training with higher level of effectiveness. Organization might improve the work environment to maximize the chance that trainee will apply new knowledge on their job.

5.4 Limitation of the study

There are some limitation of this research, and its ability to generalize the result. Firstly, the sample and population used in this research is drawn from only one organization in Bangkok, Thailand. Therefore, the research result might not be able to generalize to society with different cultural background. Secondly, the organization used in this study is a private organization, therefore the result might not be able to applied on public organization.

5.5 Recommendation of future research

It would be beneficial for future researcher to expand this type of study to different social context and to both public and private organization in order to expand the study and to enhance the consistency of the result. In addition, future research should examine others variable that might influence diversity training effectiveness, also others variable or technique used in measuring the level of training effectiveness.

5.6 Conclusion

The objectives of this research were achieve, and the result shown that Training environment ,Work Environment , and Trainee's personal characteristics influence diversity training effectiveness in S.S.Manufacturing Co.,Ltd. Both training environment and work environment were founded to be a factor that influencing diversity training effectiveness in S.S.Manufacturing Co.,Ltd. . Therefore, S.S.Manufacturing Co.,Ltd. could used result of this research as a guidance in developing more appropriate training course with higher level of effectiveness from step of training need assessment to training evaluation. For work environment factors, S.S.Manufacturing Co.,Ltd. can adjust and adapt working environment

to be more appropriate and supportive for their worker in order to maximize transfer of learning from training to job performance. As the result suggested that less experience trainee will have higher level of diversity training effectiveness, S.S.Manufacturing Co.,Ltd might consider this suggestion as it might indicated lower level of motivation of trainee with longer tenure.

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