EMPLOYEE PERCEPTIONS OF THE ORGANIZATIONAL TRAINING

ENVIRONMENT AND THE WILLINGNESS TO UNDERTAKE TRAINING

MASTER'S PROJECT

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by

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Chapter I

Introduction

Many organizations offer, at little or no cost to their employees, the opportunity to participate in professional education. Some common forms of professional education available to employees are (a) internal training and seminars offered by the organization, (b) external training and seminars offered by vendors or professional associations, and (c) courses offered through universities.

Some employees fail to take advantage of these educational opportunities. A reluctance on the part of employees to undertake an educational endeavor may limit employees because knowledge is not acquired to perform their present duties better or to prepare them for future opportunities. This situation is not in the best interest of the organization or the employee.

The work environment of today is one of continual change requiring individuals to constantly update their skills. Because of changes within an organization, individuals possessing obsolete skills will

be less marketable and will be at risk of being displaced. Continued professional education will allow those individuals to maintain marketable skills which may be used to make the necessary career transitions.

Hypothesis

Employees' perceptions of the organization climate influence their willingness to undertake professional education.

The motivational level of employees to undertake professional education is influenced by the employees' attitudes about the organizational environment and whether this environment is perceived as supportive of continued education. These attitudes are formed from each worker's perception of a) the benefits derived from past educational experiences, b) the feasibility of undertaking educational endeavors in the future, and c) the perceived benefits that could result from completing an educational task. Motivation is defined as the intent to attend and participate in an educational endeavor.

For the purpose of this study, four general categories are considered in the evaluation of employee attitudes and their affect on the motivation to pursue educational tasks. They are a) recognition received from past educational experiences, b) resources which are allocated to

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support educational endeavors, c) career enhancement possibilities, and d) encouragement to undertake continued education.

The employees' perceptions of past recognition received in conjunction with the completion of educational tasks influences their willingness to participate in future education. Some factors that are considered by an employee are a) that continued education has been linked to financial rewards, b) that opportunities are provided to apply new skills and knowledge, c) that continued education results in improved performance that has been noted by supervisors, and d) that there is a forum where significant educational accomplishments are acknowledged publicly to one's peers.

The employee's willingness to undertake professional education is related to whether the employee perceives that the organization has provided appropriate resources to support his or her educational requirements. Internal training programs would be one example where the organization has anticipated that employees require a specific learning program and has allocated resources in the form of instructors, funding, and time to fulfill this requirement. Another example is where the organization provides the necessary funding to take external training programs or college courses. An additional factor would be whether the

worker perceives that time is allocated so the worker may take advantage of educational opportunities.

The employees' perceptions of the effect of the professional educational experiences on their career influences personal motivation to undertake additional education. An employee may have positive or negative attitudes relative to whether professional education a) increases mobility within the organization, b) prepares personnel for promotion, and c) prepares personnel for additional duties and responsibilities.

The employees' perceptions of the level of encouragement encountered within the organization for them to pursue professional education influences whether they are motivated to undertake these tasks. The employees' direct supervisors may be perceived as supportive, not supportive, or neutral concerning professional education. The employees' general attitude toward the corporate training environment may also influence whether they are motivated to undertake professional education. An organization with formal training policies that communicates the importance of professional education will find that employees are much more motivated to undertake the educational tasks.

Significance of the Study

Professional education is essential to maintaining the skill level of organizational personnel as well as to allow these individuals to realize their full potential. The significance of this study is that employees' perceptions of the organizational climate influences their willingness to undertake professional education. If this hypothesis is true, then organizations must be concerned with both communicating the need for professional education to their employees and incorporating professional education into corporate policies. Employees will be motivated to undertake professional education if corporate policies link the completion of professional education to a) financial rewards, b) job enrichment (which will allow employees to use the skills and knowledge acquired), c) promotions, and d) opportunities for increased mobility within the organization. The corporation must additionally provide adequate levels of resources and encouragement to support employees in pursuing professional education.

Assumptions

1.   An assumption was made that all survey respondents would respond to the survey questions in a truthful manner which would provide valid data.

2.   Since this survey was administered on only one date, it was assumed that there were no temporary conditions operative in the organizational training environment on that date which would bias the results of the survey.

Limitations

1.   This was a pilot study where the instrument utilized was not validated through a field test.

2.   This study was conducted at a quasi-federal government organization.   The organization was chartered by Congress giving it regulatory functions associated with the federal government but was not subject to the budgeting process of the federal government. The respondents were all from professional job classifications which made the results of this study difficult to generalize to a broader population.

3.　　　The manager in each unit distributed the questionnaire. This distribution process may have influenced the responsiveness of some employees.

4.　　　The results of this study imply a correlational relationship but not necessary a cause/effect relationship. A study with a true experimental design would have to be undertaken to determine if the cause/effect relationship actually exists.

5.　　　The respondents to the survey were homogeneous in respect to income and previous educational background.   The majority of the respondents had at least an undergraduate degree with many having post-graduate degrees. The homogeneity of this sample made the relationship between previous educational attainment, income, and the motivation to take professional education difficult to ascertain.

Chapter II

Literature Review

Workers pursue additional education to qualify for jobs and to improve job skills. Amirault(1992) details some statistics concerning these workers from the January 1991 Current Population Survey (CPS). The proportion of workers who took training to improve their job skills in 1991 was 41%. The proportion of workers who indicated that some type of training was needed to qualify for their jobs was 57%. The more educated the respondents were, the more they reported that some specific training was needed to qualify for their jobs. Workers who were 35 to 65 years of age tended to take more training than those in other age categories. The rationale for this is that these employees tend to stay longer with the organization and give a better return on the organizational training investment. College educated workers took the highest percentage of training that was used to improve skills. This group accounted for 37% of the training, but only 25% of the employment. Many of the highly educated individuals required training to stay informed of new developments in their field. Others in this group

required training to maintain licenses, certificates or association memberships. The percentage of government workers who took training to improve job skills was 61%. Government workers, who account for 16% of the employment nationally, took 25% of all training required to improve job skills. The primary sources of training were a) company training programs, b) informal on the job, c) school-related , and d) other training methods (e.g., private lessons, professional journals, and seminars). Women were more likely to obtain training outside the work place than were males. Higher educated employees were more likely to use schools to meet their training needs. Occupational specific technical training was the most popular for all types of employees with the exception of the administrative support and household groups.

The pace of technological change has necessitated the development of on-going training programs aimed at current employees to avoid the problems of skill obsolescence. Gordus, Gohrbank, and Meiland (1987) found a distinction between "reactive" and "active" training programs. Reactive programs introduce the training program after the business environment has changed. The disadvantages of a reactive training program are that these programs are more costly and provide no time for long term planning. Active training programs focus

on anticipating the changes in the business environment. These programs have the following advantages: a) the employers prepare their present employees for the changing technological environment, b) the operations of the organization are not disrupted, c) the organization does not bear the cost of hiring and training new employees, and d) the employee is benefited by an increase in skill level, employability, and job performance. The active training program provides the employee with more flexible skills. Employees with flexible skills have greater economic security (Perelman 1984).

Two factors that influence an employee's motivation to attend or participate in training are the support for the training endeavor provided by one's supervisor and the perception of the organizational environment. Cohen (1990) conducted a study of the role of supervisory support and the pre-training environment on the employee's motivation to attend and participate in training. The study analyzed six factors concerning employee motivation and attendance of training, which are summarized as follows:

1. Employees are more motivated to attend and participate in training when they have a supervisor who is viewed as supportive.

2. Supervisory support raises the employee's expectation of what will be learned in training and the usefulness of the training.

3. Supervisory support improves employee goal perceptions.

4. Employees will be more motivated if the attendance in the training session is voluntary.

5. Employee perceptions of training success and usefulness will increase their motivation to attend and participate in training.

6. Employees who set training goals will be more motivated to attend and participate in training.

The study by Cohen (1990) was conducted over a period of two months using a sample of 194 subjects from 14 different training programs. Subjects were asked to complete questionnaires prior to the actual training to assess the pre-training environment. The questions focused on how employees viewed the current training program in

addition to questions inquiring about supervisor supportiveness and the attendance policies. The findings of the study were that a direct relationship between supervisor support and motivation could not be statistically supported. Supervisory support was found to raise expectations toward the training sessions and helped the employee improve in goal perceptions. Employees were more motivated if attendance was viewed as voluntary. No correlation was found, however, between the perception of training success, its usefulness, and the level of employee motivation. A positive correlation between goal perceptions and motivation was identified by the researcher. Cohen (1990) found that employees participated in training when supervisors encouraged employees to attend training, ask questions, learn the material, and transfer the knowledge to the work place. The study additionally found that the degree of supervisory support was related to the motivation to set training goals. Cohen (1990) made the following recommendations:

1.   Tie rewards to employee performance.

2.   Offer employees recognition.

3.   Set goals for employee training.

4.   Encourage employees to consider how training relates to their jobs.

5.   Monitor employee perceptions of supervisory supportiveness, attendance beliefs, and attitudes toward training.

6.   Ensure that employee training is voluntary.

The employees' perception of the organization can have an affect on their motivation to attend and participate in training. Duffy(1990) found that training works better when the organization places a high value on education regardless of whether it is linked to a reward structure. When this orientation is internalized by employees, there is greater motivation to learn and appreciate the idea of knowledge for personal growth.

Duffy(1990) conducted a study over a two-year period of the employees of two organizations who attended a workshop conducted by the same instructor using the same curriculum. Each student (employee) was asked at the end of the workshop to complete a course evaluation using an eight question Likert scale. Duffy(1990) found that the course was rated significantly higher by employees of one organization versus

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those in the other organization even though the course utilized the same instructional techniques and course content. Duffy(1990) felt that there must be some variable responsible for the differences between the employees' scores for the two organizations. The organizational value systems or "corporate culture" was identified by Duffy(1990) as the variable responsible for the changes in the scores on content items between the two organizations. The organization with the lower scores, Organization A, had different characteristics than Organization B, which rated the course content more favorably. The employees of Organization A viewed training as a means to meet the needs of the organization; there was no linkage to typical forms of motivation such as salary increases and promotions. Organization B employees viewed education as a means for self improvement that would ultimately generate rewards for the organization. Employees of Organization B internalized the orientation which was responsible for the high evaluation of the course content.

Nordhaug (1989) found that in company training programs students perceived motivation, self-actualization, self confidence, and occupational mobility as the major benefits.

Morris (1990) found that the effectiveness of training was related to the corporate attitude toward education and training. Employees responded positively when the management expressed high expectations and goals for the training.

Employee perceptions of how training is conducted influences their motivation to participate in the training. For example, Keller and Suzuki (1988) identified four phases of motivation in a positive learning environment: attention, relevance, confidence, and satisfaction. Attention refers to getting students interested in the learning situation. Relevance means matching instruction to each student's learning goals. Confidence deals with the student's evaluation of the chances for success or failure in the leaning situation. And satisfaction is whether the learning experience is consistent with each student's expectations.

Viechnick, Bohlin, and Milheim (1990) researched students' perceptions and expectations concerning their motivational needs in a workshop environment. Subjects were asked to rate their perceptions of instructional strategies prior to the beginning of a workshop. The researcher found that relevance and satisfaction were the factors perceived to be most motivating in a workshop environment. Viechnick et al. (1990) recommended that in order to make instruction more

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relevant to the students it should a) be of immediate use to the student, b) demonstrate the benefits of learning, and c) address the goals of the learner. Viechnick et al. (1990) concluded that satisfying instruction should a) have students practicing with realistic situations, b) allow students to share and discuss projects and new skills in class, and c) avoid threats, surveillance, or any other negative influence.

Darkenwald and Hayes (1986) conducted a study in order to a) develop a scale that could measure adult attitudes toward continuing education; b) determine the relationship between attitudes and participation in adult education; and c) identify differences in attitudes toward adult education based on demographic characteristics. Darkenwald and Hayes (1986) administered the scale to a total of 275 adults through selective sampling to ensure that the sample was representative of the whole population. Demographic information was collected with the scale in addition to a behavioral index which assessed the respondents' participation in adult education. The results of this study indicated that attitudes toward adult education were related to education and family income. Women were generally found to have more favorable attitudes toward adult education than males. There were no correlations found between one's age or race and personal attitudes

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toward adult education. The score from the behavior index, sex, and previous educational attainment were found to be significant predictors of an individual's attitude toward adult education.

Darkenwald and Valentine (1985) identified six factors which could deter an individual from participating in adult education. The deterrents included a) lack of confidence, b) lack of course relevance, c) lack of time , d) low personal priority, e) high cost, and f) personal problems.

Valentine and Darkenwald (1990) conducted a study which was designed to identify the characteristics of different groups of adults based on their perceived deterrents to participation in adult education. The summary of the results are as follows:

1.   People Deterred by Personal Problems

This group consisted of 29.5 % of the sample with the majority of individuals being female (81%). These people were less likely to be employed full time, with family related demands precluding participation in adult education.

2.   People Deterred by Lack of Confidence

This group had the highest mean age and accounted for 27.1% of sample. People in this group had the lowest level of educational

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attainment but many individuals in this group had a high income. These people were in a position to take advantage of adult educational opportunities but their lack of confidence inhibited them from taking advantage of these opportunities.

3.   People Deterred by the Educational Cost

This group accounted for 12.9% of the sample. The individuals in this group had the highest percentage of females and the lowest level of income and previous educational attainment. People in this groups tended to be employed part time.

4.   People not Interested in Organized Education

The individuals in this group accounted for 14.3% of the sample. This group was characterized as highly educated males with full time employment and high incomes who had no interest in adult education.

5.   People not Interested in Available Courses

The people in this group consisted of 16.2% of the sample. This group was described as highly educated males with full time jobs and middle level income.

The literature review conducted for this study demonstrates the importance of adult education in the current organizational environment. The rate of technological change dictates that organizations have training programs in place to keep the skills of their employees from becoming obsolete. Support by the organization appears to help employees formulate goals for the training process and motivates employees to attend and participate in training. "Knowledge for its own sake" is one of the attitude dispositions that should be supported by the organization. This disposition is essential because employees search for ways to self actualize themselves, which ultimately is in the best interests of the corporation. Attitudes toward adult education have been shown to be related to actual participation in adult education. This study will build upon the foundations of previous research by examining some basic employee perceptions of the organizational environment and how this relates to the motivation of the employee to attend and participate in adult education.

Chapter III

Methodology (Design)

Many employees fail to take advantage of educational opportunities that are offered by their employer. These employees do not acquire knowledge to perform their present duties better or to prepare themselves for future opportunities.

The work environment of today is one of continual change requiring individuals to constantly update their skills. Individuals possessing obsolete skills will be less marketable and will be at risk of being displaced.

A study was conducted to determine if employees' perceptions of the organizational climate influences their willingness to undertake training.

Data Collection and Sample

A survey was distributed to 72 adults at a quasi-government agency with 46 (64%) of the survey forms being completed and returned to the researcher. The target population of the sample was the middle level professional staff and secretaries at that agency. Executives and the maintenance staff were excluded from the survey. Because of the

political nature of the organization, it was not feasible to collect a random sample of the population.

Seven work units consisting of 5-15 individuals were targeted for sampling from four large branches organized by work function. The functions of these branches were a) data processing, b) research and statistical analysis, c) regulatory oversight, and d) operational review.

The unit manager of each work unit distributed a survey form to each employee. The response to the survey was on a completely voluntary basis. To protect the confidentiality of the respondent, the response was anonymous and survey forms were returned in a envelope with no return address. No follow-up of nonrespondents occurred.

Instrumentation

A scale was developed to assess employee perceptions of the organizational training environment. (See Appendix) A five-point Likert scaling method was selected for this study because of the ease of scale construction. The researcher constructed scale items which he believed would evaluate four general categories of employee attitudes. They were a) recognition received from past educational experiences, b) resources which were allocated to support educational endeavors, c)

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career enhancement possibilities, and d) encouragement to undertake continued education. Four statements were used to assess the perceptions of recognition. They were as follows:

1.   My training will result in financial rewards in the future.

5.   I am given opportunities to apply what I have learned from training.

7.   My performance improvements due to training are recognized by my supervisor.

9.   My training accomplishments are acknowledged publicly by the organization.

Three statements pertained to the perceptions of the resources that were available for training. They were:

6.   My organization provides enough funding so I may take training.

12.   My training requirements are fulfilled by the training alternatives offered by the organization.

8.   I am provided enough time to take training.

Three statements relating to career potential were developed. They included:

4.   My training prepares me for desirable job positions.

2.   My training increases my chances of being promoted.

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11.   My training allows me to undertake additional duties and responsibilities.

Three statements were on the scale concerning the encouragement to take continued education. They were:

13.   My supervisor encourages me to take training.

10.   My training helps me and the organization.

3.   Training is an important function in this organization.

The directions to the scale defined training as internal training and seminars, external training and seminars, and courses completed at universities. Respondents were asked to circle the response that best described their opinion toward training. The alternatives for each response were a) SD=Strongly Disagree, b) D=Disagree, c) UN=Undecided, d) A=Agree, and e)SA=Strongly Agree.

The second page of the survey form collected information concerning participation in training and the characteristics of the respondent. To determine the level of participation in training, questions were asked in a "Yes" or "No" format about a) current participation in training, b) intentions to participate in training within the next 6 months, c) participation in training in the last year, d) participation in training in the last 3 years, and e) current enrollment in a college degree program

or professional certification program. To determine the characteristics of the respondent, questions were asked concerning the respondent's sex, age, previous level of educational attainment, race, and position title.

Five colleagues, within the same organization as the researcher, reviewed the survey form for clarity. These individuals were not experts in survey question construction but were familiar with the organizational environment and did provide comments concerning the phraseology of the survey directions and questions. Based upon the comments of the reviewers, items were modified for clarity on the survey form. The items on the survey form were not validated through a field test prior to administering the survey.

Data Analysis

The Friedman test was used to check the reliability of each subscale. The Friedman test is a nonparametric statistical procedure which compares the responses to questions on a subject by subject basis. A comparison was done using the Friedman test to determine if responses to individual items within the subscale were similar. If responses to items were found to be dissimilar, a two items comparison

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was used to determine which items (if any) had similar responses within the subscale.

The Chi-square test of statistical independence was used to evaluate whether there was statistical dependence between a) the responses on the scale and participation, b) the responses on the subscale and participation, c) the characteristics of the respondent and responses on the scale, and d) the characteristics of the respondent and the responses on the subscale.

Summary statistics were produced detailing a) the mean and standard deviation of the perception scale, b) the frequency distribution for the complete scale, c) the frequency distribution for participation, and d) the frequency distribution for the characteristics of the respondent.

Chapter IV

Results

The study was conducted to ascertain if employees' perceptions of the organizational climate influences their willingness to undertake professional education. The working hypothesis was: Employees' perceptions of the organizational climate will influence their willingness to undertake training. The results of the survey were not conclusive.

The Friedman test was used to determine if statistically significant differences existed among the responses to questions within each subscale of the survey on a subject by subject basis.[1] The Friedman test indicated that there was a significant difference (p=.00009) among the responses to questions 1, 5, 7 and 9 in the recognition subscale. A further analysis revealed a significant difference(p=.0041) for questions 1, 5, and 7. There was no significant difference between questions 1 and 5, but a significant difference was found between questions 7 and 9 (p=.00009). Question 1 related to financial rewards that would be

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[1]For example, the recognition subscale consisted of questions 1,5, 7 and 9. The responses for each of these questions were ranked on a subject by subject basis. The Friedman test was then used to determine if a statistically significant difference existed among the rankings for these questions.

realized in the future from taking training, whereas Question 5 dealt with opportunities to apply the knowledge gained in training. Both questions 1 and 5 required an evaluation by the respondent of the future benefits of training: A person's perception of future opportunities is consistent with his or her perception of future financial rewards. Questions 7 considers the recognition by an individual's supervisor of performance improvements attributed to training. Question 9 deals with the acknowledgement of training results in a public forum. Both questions 7 and 9 seem to be ambiguous -- this is evidenced by the high percentage of undecided responses (Table I) for both question 7 (34.8%) and question 9 (28.3%). The use of the word "publicly" in question 9 may be restrictive because the organization might not acknowledge training accomplishments in a public forum. This recognition may be in the form of certificates of accomplishment or letters of recognition distributed directly to the individual.

The results of the Friedman test revealed a significant difference ($p=.00009$) among the responses to questions 6, 8 , and 12 on the resource subscale. There was also a significant difference between questions 6 and 8 ($p=.0124$) as well as between questions 8 and 12 ($p=.0353$). No significant difference was found between questions 6 and

(N=46, Mean=47.20, Std Dev=6.16, Minimum=35, Maximum=60)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std Dev
	----------------Frequency of Response (Percent)-----------------						
1. My training will result in financial rewards in the future.	1 (2.2 %)	7 (15.2%)	6 (13.0%)	23 (50.0%)	9 (19.6%)	3.69	1.03
2. My training increases my chances of being promoted.	1 (2.2%)	8 (17.4%)	13 (28.3%)	17 (37.0%)	7 (15.2%)	3.45	1.03
3. Training is a important function in this organization.	1 (2.2%)	1 (2.2%)	5 (10.9%)	27 (58.7%)	12 (26.1%)	4.04	0.81
4. My training prepares me for desirable job positions.	0 (0.0%)	4 (8.7%)	7 (15.2%)	27 (58.7%)	8 (17.4%)	3.85	0.81
5. I am given opportunities to apply what I have learned from training.	1 (2.2%)	2 (4.3%)	5 (10.9%)	33 (71.7%)	5 (10.9%)	3.85	0.76
6. My organization provides enough funding so I may take training.	0 (0.0%)	5 (10.9%)	2 (4.3%)	31 (67.4%)	8 (17.4%)	3.91	0.81
7. My performance improvements due to training are recognized by my supervisor.	1 (2.2%)	7 (15.2%)	16 (34.8%)	18 (39.1%)	4 (8.7%)	3.37	0.93
8. I am provided enough time to take training.	0 (0.0%)	7 (15.2%)	5 (10.9%)	30 (65.2%)	4 (8.7%)	3.67	0.84
9. My training accomplishments are acknowledged publicly by the organization.	8 (17.4%)	23 (50.%)	13 (28.3%)	2 (4.3%)	0 (0.0%)	2.19	0.78
10. My training helps me and the organization.	0 (0.0%)	1 (2.2%)	2 (4.3%)	32 (69.6%)	11 (23.9%)	4.15	0.60
11. My training allows me to undertake additional duties and responsibilities.	0 (0.0%)	2 (4.3%)	9 (19.6%)	31 (67.4%)	4 (8.7%)	3.8	0.65
12. My training requirements are fulfilled by the training alternatives offered by the organization.	1 (2.2%)	8 (17.4%)	14 (30.4%)	20 (43.5%)	3 (6.5%)	3.35	0.92
13. My supervisor encourages me to take training.	2 (4.3%)	4 (8.7%)	4 (8.7%)	25 (54.3%)	11 (32.9%)	3.85	1.03

Participation in Training
Freqency (Percent)

ire you currently participating in any form of education or training?

1 = Yes	2 = No	(Circle Yes or No)
25 (54.3%)	**21 (45.7%)**	

ire you planning to participate in any form of education or training in the next 6 months?

1 = Yes	2 = No	(Circle Yes or No)
41 (89.1%)	**5 (10.9%)**	

luring the last year did you participate in any form of education or training?

1 = Yes	2 = No	(Circle Yes or No)
44 (95.7%)	**2 (4.3%)**	

luring the last three years did you participate in any form of education or training?

1 = Yes	2 = No	(Circle Yes or No)
46 (100%)	**0 (0.0%)**	

ire you currently working on a college degree or in a professional certification
ogram?

1 = Yes	2 = No	(Circle Yes or No)
11 (23.9%)	**35 (76.1%)**	

Characteristics of the Respondent
Frequency (Percent)

1 What is Your sex?
   Male   Female   (Circle Male or Female)
33 (71.7%)   13 (71.7%)

2 What is your age? ___
*Did not Categorize by Age

3 Please indicate your highest level of schooling? (Circle one)

1	High School	**4 (8.7%)**
2	Associate Degree	**3 (6.5%)**
3	Bachelors Degree	**24 (52.2%)**
4	Masters Degree	**12 (26.1%)**
5	Ph D	**3 (6.5%)**

4 How would you describe yourself? (Circle One)

1	Caucasian	**33 (71.7%)**	
2	African-American	**11 (23.9%)**	
3	Asian-American	**0 (0.0%)**	
4	Hispanic	**2 (4.3%)**	
5	Other _____ (Describe Here)		**0 (0.0%)**

5 What is your position title? _____ _ ___ (Describe Here)
*Did not Categorize by Title

12. The questions on this subscale may be expected to have different responses for the same respondent. The employee may feel that the organization is adequate in terms of one resource but may be inadequate in providing other resources. There may be a problem with the wording of question 12 because 30.4 % (Table I) were undecided on this question.

The Friedman test showed a significant difference (p=.0027) among questions 2, 4 and 11 on the career potential subscale. There was no significant difference between questions 4 and 11 on this subscale. Questions 4 and 11 are similar because both questions relate to undertaking additional duties whereas question 2 accesses whether training increases the chances of receiving a promotion.

There was no significant difference among questions 3, 10 , and 13 on the encouragement subscale.

The results of the Chi-squared test of statistical independence revealed that the data were too homogeneous to ascertain a meaningful result.   The level of participation in training was extremely high in this organization with 89.1 % (Table 2) of the respondents planning to take some form of training in the next 6 months. Table 2 shows that 95.7% of the respondents participated in some form of training in that last year

and 100% of these individuals took some form of training in the last 3 years. The scores on the attitude scale were high with a mean of 47.2 (Table I). The expected cell counts for each Chi-squared test showed that cells were either less than 1, or more than 20% of the expected cell counts were less than 5. Cockran (1954) indicated that this was a minimal requirement for a valid Chi-squared test. Due to the low number of non-participants and the generally favorable attitudes toward the training environment, it was not feasible to draw any conclusions about the dependence between employee perceptions of the organizational training environment and the willingness to take training.

Chapter V

Summary, Conclusions, Recommendations

This study attempted to determine if there was a possible relationship between employee perceptions of the organizational climate and their willingness to undertake professional education. Due to the high level of participation in training and the relatively positive attitudes toward the organizational training environment that were encountered in the sample, it was not feasible to draw any conclusions concerning that relationship. The results of the study revealed some meaningful results which may be incorporated into future studies, but there were no conclusive findings.

Questions 1 and 5 required the employee to appraise the future benefits of training. Because there was no significant difference in the responses between these two questions, but there was a significant difference when these two questions were compared to the other questions in the recognition subscale, it would be useful to withdraw these questions from the subscale. Questions 1 and 5 should comprise a separate subscale which would be used to determine whether the perception of future benefits influences an employee's willingness to

undertake professional training. The high percentage of undecided responses for questions 7 and 9 suggested that the questions should be reworded. Question 7 might be reworded to say:

My supervisor feels that training improves my performance.

Question 9 should be worded:

My training accomplishments are acknowledged by the organization.

The responses to questions 6, 8 , and 12 showed that employees were not consistent in their evaluation of resources that were allocated to training. For that reason, the resource subscale should be eliminated but the questions 6, 8, and 12 should be retained on the survey. Each question should be tested independently to determine if there is reason to believe that the resource is related to a willingness to take training. Because question 12 had a high number of undecided responses, it is recommended that the question be reworded to say:

The training alternatives offered by the organization provide for my training needs.

Questions 4 and 11 on the career potential subscale had similar responses, but the response to question 2 was significantly different. Questions 4 and 11 should be retained in the career potential subscale.

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Question 2 should be kept on the survey and tested independently to determine if a person's perceptions of promotion possibilities associated with the completion of training significantly affects their willingness to take training.

This study sampled the employees of only one organization. The employees had favorable attitudes toward the training environment and actively participated in training. The sample was not adequate to either prove or disprove the hypothesis. The study could be improved by utilizing a cluster sampling technique where the sample is collected from a number of organizations. The sample would be more heterogenous with respect to participation and attitudes so a statistical analysis could be undertaken to ascertain if the hypothesis is true or false. Unfortunately, both budget and time constraints prohibited this researcher from collecting such a sample.

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APPENDIX A

Survey Form

Employee Perceptions of the Organizational Training Environment

Directions
This questionnaire is intended to assess an individual's feelings toward the organizational training environment. The term "training" refers to internal training and seminars, external training and seminars, and courses taken at universities.

Would you please take a few minutes to complete this questionnaire and seal it in the envelope provided? Please read each statement which represents an opinion about training and your organizational environment. For each statement, please circle one response that best describes your opinion toward that statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. My training will result in financial rewards in the future	SD	D	UN	A	SA
2. My training increases my chances of being promoted.	SD	D	UN	A	SA
3. Training is a important function in this organization	SD	D	UN	A	SA
4. My training prepares me for desirable job positions	SD	D	UN	A	SA
5. I am given opportunities to apply what I have learned from training	SD	D	UN	A	SA
6. My organization provides enough funding so I may take training	SD	D	UN	A	SA
7. My performance improvements due to training are recognized by my supervisor	SD	D	UN	A	SA
8. I am provided enough time to take training	SD	D	UN	A	SA
9. My training accomplishments are acknowledged publicly by the organization.	SD	D	UN	A	SA
10. My training helps me and the organization	SD	D	UN	A	SA
11. My training allows me to undertake additional duties and responsibilities	SD	D	UN	A	SA
12. My training requirements are fulfilled by the training alternatives offered by the organization.	SD	D	UN	A	SA
13. My supervisor encourages me to take training	SD	D	UN	A	SA

Participation in Training

Directions
The questions below refer to participation in any form of education or training. Please include all internal training or seminars, external training or seminars, and coursework completed through universities.

1. Are you currently participating in any form of education or training?

   1 = Yes   2 = No   (Circle Yes or No)

2. Are you planning to participate in any form of education or training in the next 6 months?

   1 = Yes   2 = No   (Circle Yes or No)

3. During the last year did you participate in any form of education or training?

   1 = Yes   2 = No   (Circle Yes or No)

4. During the last three years did you participate in any form of education or training?

   1 = Yes   2 = No   (Circle Yes or No)

5. Are you currently working on a college degree or in a professional certification program?

   1 = Yes   2 = No   (Circle Yes or No)

Characteristics of the Respondent

Directions
The following set of questions are questions about yourself

1. What is Your sex?
   Male   Female   (Circle Male or Female)

2. What is your age? ___

3. Please indicate your highest level of schooling? (Circle one)

   1. High School
   2. Associate Degree
   3. Bachelors Degree
   4. Masters Degree
   5. Ph.D

4. How would you describe yourself? (Circle One)
   1. Caucasian
   2. African-American
   3. Asian-American
   4. Hispanic
   5. Other _____ (Describe Here)

5. What is your position title? _____ (Describe Here)