FACTORS THAT AFFECT THAI EMPLOYEE' INTEREST IN TRAINING PROGRAM

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ABSTRACT

This sole purpose of this paper is to find out the factors that affect Thai employee' interest in training program. A Likert-style questionnaire containing 32 statements identified in the areas of potential factors as benefit of training; management support; organizational support; training development opportunities, and training session climate, was distributed to 100 employees below the management level.

The analyses of the data using descriptive analysis, ANOVA analysis and reliability analysis revealed employee interest in the training program provided due to the potential factors at the moderate level. The employee with the different gender, age and personal monthly income can't make the different interest level among employees.

KEY WORDS: Training program / Employee' interest/ Factor

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CHAPTER I
INTRODUCTION

Nowadays increasing in young people creates challenge for many companies in shaping the future direction of their employee' career paths to fit their behaviors. The different characters among employees need the different kind of skill development. Well-developed planning that has been provided inadequately may cause dissatisfaction among employees. When employee is unhappy, they tend to deny learning, development or anything related to the company. Lack of interest in development may lead to lower rates of quality employee and higher employee turnover. Many researches indicate that employees have feel valued when they have opportunities for growth and development. Training program is considered as the one of pathway to grow in their job.

Training and development in Thailand has emerged from the teaching of occupational skills. Novices learned occupational skills from their family. A formal training and development system was first introduced 50-60 years ago when the Thai government realized the need to develop its labor forces. Before June 15, 1955, both pre-service and in-service has been provided nine departments in the government (Pecharaburanin, 1966).

Booming in training program begin with the 10th National Economic and Social Development Plan A.D 2007 – 2011, the vision of Thailand is to develop the country follow His Majesty the King's Philosophy on Sufficiency Economy. The content emphasizes Human Resources Development are: develop the quality of people and the Thai society to be the knowledge-based society, develop the potential, competency and skills of people to cope with the competitiveness of the country by increasing knowledge and skills for working such as analytical skill, innovation, problem solving, decision-making, team working, ethics and working discipline and set up the learning and training systems that will enable people to work with new technology as well as to increase productivity, network from the basic education to the professional level. As of these actions, the skill training should be extended to support the demand in market.

The global competition and the rapid change of the technology are the catalysts to support the importance of training development. Globalization has facilitated boundless competition. Change in consumer preferences has forced an organization to respond to consumers' demands. These trends, in return, have forced business and industry to increase or maintain competitiveness by improving learning and performance to cope with change and competition. Thus Human Resources Development needs to focus more on current jobs and developing skills for their future roles. However globalization and digitization have created inequalities in sharing the fruits of work. The shares of high-skilled workers have been increased, while those of other labor have been decreased. The reward is hard to identify by considering their work performance. Such inequalities affected on human development opportunities and outcomes.

Although Thailand has largely adopted human resource concepts and techniques from Western countries, Thais' behavior in working environment is different due to their own sociocultural values. Thais are much more relationship-oriented than tasked-oriented and place high value on consensus in decision making (Pacific Rim Trade, 1989). In doing business, Thais emphasize building trust, personal relationships and the awareness of the importance of hierarchy and seniority (Negotiating in Asia. 1991).

To survive in the challenge of this changing world, companies must ensure that globalizing world would make equitable opportunities and enhance human development for all gender and generations with the training program as a vital tool.

1.1 Problem Statement

According to Royal Decree (No 611) was gazette on 24 May 2016, putting effect on the Government's resolution to extend the 200% corporate tax deduction for staff training seminar costs for another one year period from 1 January 2016 to 31 December 2016 to support the national economic growth. Many companies focus more on the training development due to the company benefit. However the past research found that many employees still terminate because they feel that training programs needed for career development with a company is inadequate.

Between 2014 and 2015, most organizations in Thailand are interested in training activities while human resource planning has received less attention. Regarding of human resource planning, most organizations emphasize the recruitment of new personnel to replace those who leave, rather than a workforce planning to cope with the future demand of organizations. To cope with the growing demand in the world market, the action is preparing for human resource development. (Akaraboworn, 2015)

After the researcher attended the training programs, it was found that there is the limitation in implementation of new knowledge. Many employees that attended the same training program feel it worthless because it is not related to KPIs (Key Performance Index). They have attended the training program just for reaching the training hours that the company defined. Some of employees also think that it is not new knowledge for them.

As the researcher mentioned before, it is implied that increasing in training program cannot meet the employee's need. The assumption of this problem is the mismatch between the employee's need and the training program that makes them ignore to attend the training program. As the result of a lack of the human resource planning, the human resource development may not sustain in long-term in spite of the significant investment in training development cost. An increasing in government support and organizational support in training development will be ineffective if the employee can't apply the knowledge from training program to their works and improve their work performance. Finally the company can't compete in the global market and the economic may not grow as the government expect.

1.2 Objective of the study

The researcher would like to conduct this research to give the information to the employer in designing the training program to match their employees' type by studying in training wants and needs of employees. Training must be directed toward the specific types of employee needs. Identifying the potential factors and satisfying their needs through training programs that would make more efficient and effective in operational performance.

1.3 Research Questions

"Which factors affect Thai employee' interest in attending training program?" In order to complete the research, there are sub questions required as shown the following part.

1. Which characteristics of the employee (Age, Gender, Personal monthly income) that affect the different employee' interest in attending training program?

2. What are the factors that affect employee' interest in attending training program (Benefit of training, Management support, Organizational support, Training development opportunities, Training session climate)?

CHAPTER II
LITERATURE REVIEW

This review of literature focused on several fields of study describing employee perception in training program.

Human Resource Development is the investment in people which varies from time to time depending on the nature of change the organization faces or the capabilities that the organization need to add. Human resource development focuses attention on improving the existing capabilities of human resources in an organization and helping them to acquire new capabilities required for the achievement of organizational as well as individual goals. Training development is the most vital tool of human resources development. Training provides knowledge and skills required to perform the job. It is a successful method of reducing accidents, reducing waste and improved quality. Training is considered as an art of doing the job in a correct, effective and efficient manner. (Palinfar, 2007)

2.1 Definition of training

Training is an activity that transforms information and knowledge into practice. The definition of training has the same way in term of the skill increasing. According to Goldstein (1993), training acquires skills, rules, concepts or attitudes that improve performance and also the act of increasing the skills to do a particular job (Flippo, 1984). Chiaburu and Tekleab (2005) have emphasized that training as the planned intervention designed to enhance the indicators of individual job performance. Training is also the matching of organizational and individual development and then mixes together (Sundarajan, 2007). Company planning can facilitate employees' learning related to competencies include knowledge, skills, or behaviors that are matter for improved performance (Noe, 2009). Training and development can help an organization to optimize the utilization of human resources by achieving their individual goals align with the organization goal.

The goal of training is to master their employee in the knowledge, skills and behaviors and to apply what they got to their day-to-day activities. Improving the employees' performance with training program can provide a competitive advantage to the organization (Schraeder, 2009) as well as Guzzo et al. (1985) eMean value pressed that training program is the most powerful activity among many organizational activities.

2.2 Benefit of training

According to Facteau et al. (1995), there is a difference of each personal motivation degree, which depends on internal and eMean value ternal motives and the rewards provided. Internal motives led to greater motivation of the person to learn compared with eMean value ternal motives. On the contrary, when training was obligatory there was a negative impact on the motivation of the person to learn as well as to the motivation and actual transfer to the workplace.

Nikandrou et al. (2009) conducted their research by in-depth personal interviews two groups of 21 participants and 23 participants in the same training program from different organizations. They found that trainees participate in training program because they think that it may affect their current job position as well as to their personal needs. Most of trainees emphasized personal needs for their participation that resulted in the specific training program. Proposed and designed training themselves that comply with their needs was a strong motivation in the training. They also stated that they participated in the program because they think that "knowledge is a power which is never wasted" that reflects trainees' perception about learning. They also mentioned reasons related to their personal growth. One participant wanted to apply management skills to his work. Half of the trainees think that the internal rewards to motivate participant in a training program is such an important that they have the necessary knowledge. Communicating and developing social relationships were also mentioned, as were related trainees' needs. A number of participants mentioned that they wanted to increase their skills and knowledge in order to find a new job due to their low level of job satisfaction. Thus, training was considered as an alternative for personal growth, satisfaction and an opportunity for career prospects.

2.3 Management Support

Martineau (1995) found that pre- and post-training meetings between supervisors and trainees to discuss training expectations about what was learned and how to apply the new skills was helpful for the trainees to use of the training knowledge.

Xiao (1996) suggested that to improve productivity, follow-up by the supervisor is critical. The supervisor can influence transfer before, during, and after the training through the use of verbal and nonverbal cues. Supervisor support for applying new skills has consistently been found to be a key factor affecting the transfer process (Baldwin & Ford, 1988). Supervisor expectations that a skill be used or indicating negative expectations can promote or hinder the transfer of new skills. (Rouiller & Goldstein, 1993)

Management support is important because employees regard supervisors as agents of the organization and their treatment as representative of organizational support. As an example, poor supervision is the main reason for younger employees to leave an organization (Bova & Kroth, 2001).

Negative or inadequate responses from supervisors can diminish the trainee's attempts at applying new skills to the job such as the supervisor's rejection or opposition of the use of new skills or failure to provide the trainee with opportunities. (Bates et al., 1996) as well as Baldwin and Ford (1988) suggested that the supervisor's behavior toward the training objectives has a significant effect on trainee transfer of new learning to the job.

2.4 Organizational Support

Without the support from organization, training is ineffective. Culture will or will not allow the employee to eMean value periment on his new skills in his working position. Performance orientation values training and learning and taking initiatives are emphasized by organizational culture (Javidan, 2004). Moreover, in humane-oriented organization, practices affect individualized consideration and informal relationships in term of development opportunities to employees (Kabasakal and Bodur, 2004, p. 596). Thus, they concluded that performance-oriented and humane-oriented organizational cultures will make more opportunities for employees to apply and transfer acquired

knowledge and skills. Internal and eMean value ternal rewards are also related to training transfer effectiveness (Rouiller & Goldstein, 1993). Wang (2009) also found that there is a positive and strong relationship between organizational support and organization.

Frances M. Hendrix' research was studied on one hundred forty Oklahoma County banking employees in term of the employees' perceptions of factors relating to training environment and job satisfaction. It was found that the training administered from the employees' preferences was important as a part of job satisfaction. The employees intimated that they would be very positive in taking a part of the responsibility for their training in the form of program planning. The perception of the employees in the strength of training currently provided by the company concentrated in skill-related orientation training and management training. Although training was perceived as being provided, the respondents indicated a strong desire for an increase in training not only in these areas, but also in the career development areas. Especially the respondents in the higher age desired more training programs being made available at those levels as very little training was currently provided to these employees.

2.5 Training development opportunities

Aselage and Eisenberger (2003) found that employees who receive resources that are highly valued, such as developmental training opportunities would feel obligated to help the organization reach its objectives (p. 492). Training and development opportunities play an essential role in improving job performance and assisting organizations (Noe, 2005; Swanson & Holton, 2009).

Based on Herzberg's motivation-hygiene theory, a theory about job attitudes which attempts to identify those factors of work that lead to satisfaction (i.e., motivation) and dissatisfaction (i.e., hygiene) with a particular job (Cremer, 1979) , motivation factors are factors that lead to positive job attitudes because they satisfy the individual employee's need for self-actualization in his or her work. There are 6 factors; achievements, recognition, advancement, work itself, possibility of growth, and responsibility. Training program, considered as a tool to advance their skill in their profession, becomes important to support.

Opportunity to perform refers to the extent to which trainees "are provided with or obtain work experiences relevant to the tasks for which they were trained" (Ford et al., 1992, p. 512)

2.6 Training session climate

Several characteristics determine what the good training program should be. One of these characteristics, the nature of the training program, is hypothesized to depend on the utilization of company's data, format, materials, and/or equipment for instructional materials that makes them can learn more and easily apply this learning to their workplace (Brown, 1999). Most training programs are job-specific. Almost half of the training programs expected outcomes are related to employee development which increase knowledge and skills, and another half of expected outcomes are related to organizational performance (Jeeyon, 2005).

To support the training content and learning objectives related to employee' perception effectiveness, Lim and Johnson (2002) concluded that the content of training, training objectives, instructional methods, and equipment of training are all factors affecting the training process and the trainees involved.

Moreover the study about evaluating the effectiveness of a training program with trainee reaction in India by indicating factor analysis yielded six value factors; clarity of trainer, other facilities, venue of program, food served, practical application and communication of trainer, they found that most of managers recognized the training manual and handouts to be valuable as learning tools which they concluded that managers could connect well or relate with the training content better than non-managers. Hence they have expressed greater satisfaction in the trainer's clarity in responding to questions. This can be because of their background that understands concepts easily when it has been demonstrated before. Most of management level feels that the length of the program was just right, while most of non-management level find the length of the program too short. It inferred that non-managers need more time to absorb what is taught in the given time-period in comparison to managers and that may be the reason why non-management level feels that the exercises/activities have given them is sufficient. However both management and non-management also feel the same that training is worth in terms of

cost and time. There was no significant difference between managers and non-managers' satisfaction with the venue of the training program, practical application and other facilities. (Ghosh et al, 2011)

2.7 Demographic factor

Hutchens' research supports the hypothesis that job opportunities decline with age (1988). Younger employees have job advantage because their jobs require general training which has a low starting wage to compensate the company for training the worker. If a company engages in firm-specific training, the costs are borne primarily by the company, resulting in a tendency to seek out long-term hires. While Teachout (2002) and Klein (2007) found that demographic data (gender and age) have no significant role in the outcome of in-service training. Green also had expressed in 1984 that there is no significant difference between age levels and/or gender existed.

However there is the difference between countries, Hofstede (1980) and Triandis (1989) have shown, national culture influences individual actions, either by the values to which the actions are oriented, or through feedback that supports or rejects certain patterns of action. Confirmed by Leelawong (2011) who studied challenges and key factors for success in managing employee ideas and creativity in Thailand, Thai cultural values, norms, and unique personal characteristics affect the employee behavior. Six values and characteristics were found to influence how managers and employees react to idea management: seniority, concern about face, low self-discipline, easy-going style, low self-learning, and confrontation-avoidance. Low self-learning, one of characteristics is mostly from the employee who with little education or from a conservative background, tended to be reactive to changes and to resist learning new things or making changes or improvements when these involve much effort. Several scholars have found these same characteristics in other Eastern Asian people. The research by Bova and Kroth (2001) also indicated the difference among ages that younger employees value continuous learning and professional growth.

Based on the previous study, the researcher can identify the factors that affect the employee' interest in attending training program in 5 factors; benefit of training including compensation such as personal monthly income, organizational

support such as career development, management support including supervisor' attitude to the training program and training session climate that mean the training event has been provided in the proper way that the trainee' need.

2.8 Hypotheses

There're the research hypotheses as following;

1. There will be a significant difference between ages in the employee' interest in attending training program.

2. There will be a significant difference between genders in employee' interest in attending training program.

3. There will be a significant difference between income levels in employee' interest in attending training program.

4. There will be a significant difference of interest levels in attending training program between factors which are benefit of training, organizational support, management support and training session climate.

CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the methodology that was used to answer the proposed research questions. The purpose of this study was to explore the potential factor that make employee interested in training program in Thailand. The following components are discussed in this chapter, 1) research design, 2) population and sample, 3) instrumentation, 4) data collection, and 5) data analyses.

3.1 Research Design

It was decided to measure the interesting level of employee in training program by questionnaire to gather quantitative data. Surveys were distributed to participants through Facebook 'post. This post contained a link to access the survey, which was delivered via the web-based survey platform. The survey data were analyzed using descriptive method. A survey research method is the most frequently used data collection method in organizational research (Bartlett, 2005). In the following sections, the primary information related to population and sample, instrumentation, data collection, and data analysis method is provided.

3.2 Population and Sampling

The population for this study based on organization in Thailand which was selected based on personal contacts. The random sampling of 100 employees is conducted to represent population in Thailand from the different companies and different age, gender and Personal monthly income who attend the training program. Sampling included only employees who have no managerial responsibilities.

3.3 Instrumentation

The questionnaire contained about 28 statements based on the past research studies and literature to measure the training employee perception. The survey questionnaire consists of 2 sections. The first section relates to employee background information as the demographic data in term of age, gender (male and female) and personal monthly income. The second section divided into five main parts which relates to employee perceptions in organizational support, training development opportunities, benefits of training, management support and training session climate. There are 3 ranges in age (21-30, 31-40, more than 41) and Personal monthly income is showed in range (20,000-30,000 Baht, 30,000-50,000 Baht, more than 50,000 Baht). The respondents answer with the five-point Likert-type scale ranging from "Strongly disagree" (1) or "Disagree" (2) or "Uncertain" (3) or "Agree" (4) or "Strongly agree"(5) according to their opinion or actual deed of their attitude. Details of each factor are presented as the following;

Benefit of training refers to the perception of employees that the training program relates to their career development or reward. Offer actual praise or bonus makes them feel training program is valued.

Management support refers to the perception of employees that the role of the manager supports them to apply their knowledge from the training program to their jobs and motivate them to join the training program. The leader must be openness to build a trust among employees to share their needs.

Organizational support refers to the perception of employees that organization shows the interest in them by supporting resources for learning such as the annual budget that reflects the priorities of the organization including defining a policy as a training guidance and state clearly.

Training development opportunities refers to the perception of employees that training and development opportunities have been available for everyone in organization including employee involvement in direct and own their learning futures. Flexible of time learning options should be provided to maintain their satisfaction.

Training session climate refers to the perception of employees that a training environment should be created to motivate the trainee. Necessary facilities or resources should be provided to ensure the trainee' basic need is fulfilled. Learning materials must be put into practice. Feedback is also sent to improve the course.

3.4 Data Collection

According to limitation of resource, online questionnaire survey is seen as efficient method to access and get an amount of data from target population. The tool 'Type Form' is used to create the online questionnaire. Type Form is a tool to facilitate the survey process. Once the questionnaires are created and uploaded online, the respondents are asked to read the statement one by one and put a tick mark under appropriate column with the one that they agree. All scales used in this study were developed in the English language.

3.5 Data Analysis

Descriptive analysis and ANOVA analysis were used in this research. Data gathered from the questionnaires were also statistically analyzed by using SPSS program to identify the factor that influences the employee' interest in attending training program among different demographic of employee.

1. Descriptive analysis was used to describe the respondents' personal information in general e.g. Gender, Age, and Personal monthly income.

2. ANOVA analysis was used to identify if any relationship exists between factors (organizational support, training development opportunities, benefits of training, management support and training session climate) and respondents' general factors (Gender, Age, and Personal monthly income).

3. Reliability analysis (Cronbach's alpha coefficient) was used to measure the reliability of the factors.

3.6 Outline Questions

Table 3.1 Outline questions

Factors	Questions	References
Benefit of training	I think training will increase personal productivity.	Adapted from (Yamnill, 2001)
	When I leave training, I can't wait to get back to work to try what I learned.	Adapted from (Yamnill, 2001)
	I believe the training will help me do my current job better.	Adapted from (Yamnill, 2001)
	If successfully use my training, I will receive a salary increase.	Adapted from (Yamnill, 2001)
	If I use this training I am more likely to be rewarded.	Adapted from (Yamnill, 2001)
	I am confident in using new working skills.	Adapted from (Yamnill, 2001)
	Employees in this organization are penalized for not using what they have learned in training.	Adapted from (Yamnill, 2001)
	If I use what I learn in training, it will help me get higher performance ratings.	Adapted from (Yamnill, 2001)
Management support	My boss is supportive of my efforts to acquire new knowledge and skills.	Adapted from (Rurkkhum, 2010)
	I can expect my boss to assign me to special projects requiring use of the skills and knowledge emphasized in training.	Adapted from (Rurkkhum, 2010)
	I would not hesitate to tell my boss of a training need I have in a particular area.	Adapted from (Rurkkhum, 2010)
	My boss has made sure I get the training I need for my career.	Adapted from (Rurkkhum, 2010)
	My boss meets with me to discuss how to apply new learning in my work.	Adapted from (Yamnill, 2001)

Table 3.1 Outline questions (cont.)

Factors	Questions	References
Organizational support	My organization has stated policies on the amount and type of training the employee can expect to receive.	Adapted from (Rurkkhum, 2010)
	I am aware of the amount and type of training that my organization is planning for me in the coming year.	Adapted from (Rurkkhum, 2010)
	The training fees sponsored by the organization.	Adapted from (Palinfar, 2007)
	The organization provides access to training.	Adapted from (Rurkkhum, 2010)
Training development opportunities	Prior to the training, I knew how the program was supposed to affect my performance.	Adapted from (Yamnill, 2001)
	I choose the desired training program that attends by me.	Adapted from (Rurkkhum, 2010)
	Employees at all the levels are considered for training.	Adapted from (Palinfar, 2007)
	Before the training, I had a good understanding of how it would fit my job-related development.	Adapted from (Yamnill, 2001)
	I knew what to expect from the training before it began.	Adapted from (Yamnill, 2001)
	My workload allowed me time to attend the training program.	Adapted from (Yamnill, 2001)
Training session climate	The evaluation form about the trainers is filled up at the end of training programs.	Adapted from (Palinfar, 2007)
	I satisfied the method of training like: conference or seminar method, group discussion, audio visual aids, computer assistant instruction, power point.	Adapted from (Yamnill, 2001)

Table 3.1 Outline questions (cont.)

Factors	Questions	References
	The materials that I need to apply what I learned will be provided after the training.	Adapted from (Yamnill, 2001)
	The teaching situations used in training are similar to situations I face at work.	Adapted from (Yamnill, 2001)
	Trainer can keep the sessions lively and interesting.	Adapted from (Yamnill, 2001)

CHAPTER IV
FINDING AND DISCUSSION

4.1 Results

4.1.1 Sample Information

A total of 100 online questionnaires were distributed and collected from the respondents. Majority of respondents completed the questionnaires via PCs and Laptops which constitutes 53 responses (53%), 46 responses (46%) completed via mobile phone, and the rest 1 responses (1%) came from other devices. The average time to complete the questionnaires is 2.46 minutes.

Table 4.1 Respondent profile

Sample Information		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Female	69	69.0	69.0	69.0
	Male	31	31.0	31.0	100.0
	Total	100	100.0	100.0	
Age	21-30 years	51	51.0	51.0	51.0
	31-40 years	35	35.0	35.0	86.0
	more than 41 years	14	14.0	14.0	100.0
	Total	100	100.0	100.0	
Personal monthly income	More than 50000 THB	51	51.0	51.0	51.0
	30001-50000 THB	35	35.0	35.0	86.0
	20001-30000 THB	14	14.0	14.0	100.0
	More than 50000 THB				
	Total	100	100.0	100.0	
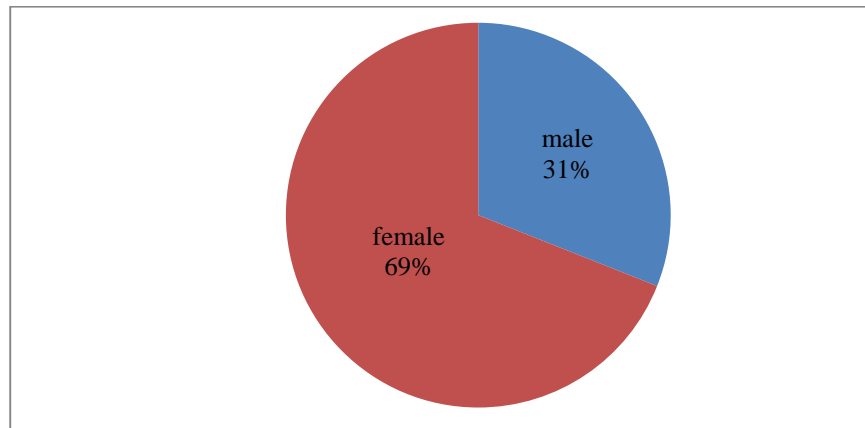
Figure 4.1 Frequency of gender

Figure 4.1 shows the total number of 100 respondents, 69% are from female respondents while another 31% are from male respondents. Females are more active in participating in the online survey than male.
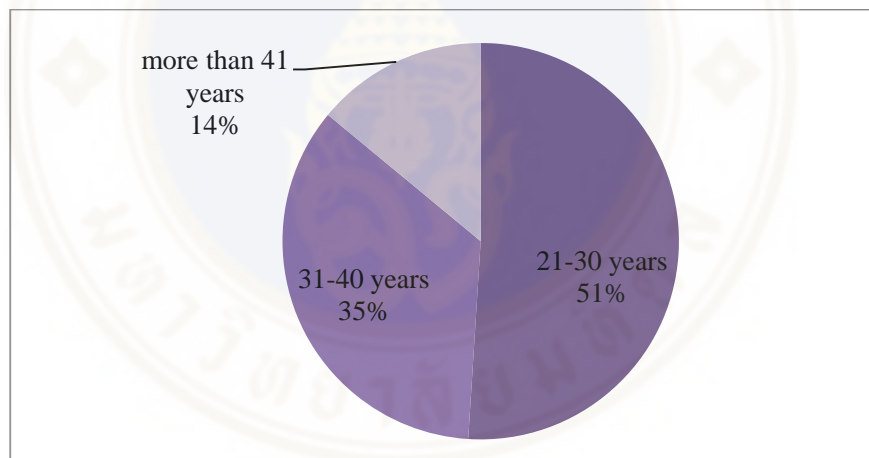
Figure 4.2 Frequency of age

Figure 4.2 shows majority of respondents' age are in a range between 21-30 years which constitutes 51 respondents of the entire sample. There are 35 respondents aged between 31-40 years and there are 14 respondents aged more than 41 years.
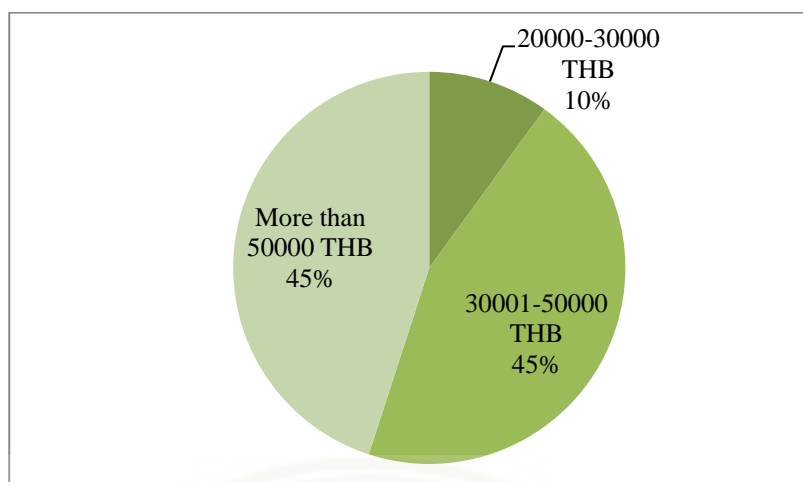
Figure 4.3 Frequency of personal monthly income

Figure 4.3 shows the major respondents which constitute 45 respondents have personal monthly income in the range between 30,001-50,000 THB and more than 50,001 THB. The minority of respondents are the respondents who have personal monthly income between 20,000-30,000 THB which constitute 10 respondents.

4.1.2 Key finding

Key finding – Factor that affects employee' interest in attending training program

Table 4.2 displays the mean value of employee' interest in the different age, gender and personal monthly income. Employees show their interest *the most in training session climate and organizational support* (Mean value =3.59) while the least interesting factor is from benefit of training (Mean value = 3.24).

Compared to the **age**, the respondents who are more than 40 years show their interest in attending training program lower than the respondents who are 21-30 years and 31-40 years in every factor while the respondents who aged between 31-40 years has the highest mean value in every factor. The top three highest mean values of employee' interests are from *organizational support, training session climate and management support* respectively. (Mean value = 3.66, 3.63 and 3.62)

In term of **personal monthly income**, the highest mean value in the respondents who have personal monthly income between 20,000-30,000 THB and 30,001-50,000 THB is from training session climate (Mean value = 3.48 and 3.65) while the respondents

who have personal monthly income more than 50,000 THB show their interest in *organizational support* the most (Mean value = 3.66).

However the mean value of each factor has no significant difference in the interest rates which measured between uncertain and agree.

Table 4.3 displays the mean value from the different factors that affect the employee' interest. It was found that the mean value is between 3 and 4 among 28 statements except in benefit of training and training development opportunities. There are 2 statements about rewards from applying training program from benefit of training have slightly lower rate than other statements which concerned to the statement of "If successfully use my training, I will receive a salary increase." (Mean value = 2.91, S.D. = 0.975) and "If I use this training I am more likely to be rewarded." (Mean value = 2.65, S.D. = 0.978) similar to 2 statements from training development opportunity about timing resource and performance-based training recognition have slightly lower rate which concerned to the statement of "Prior to the training, I knew how the program was supposed to affect my performance." (Mean value = 2.83, S.D. = 0.975) and "My workload allowed me time to attend the training program" (Mean value = 2.92, S.D. = 0.992).

Table 4.2 Descriptive Statistics by demographic

		Gender		Age			Personal monthly income		
	Total	male	female	21-30 years	31-40 years	more than 40 years	20000-30000 THB	30001-50000 THB	More than 50000 THB
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
benefit of training	3.24	3.35	3.19	3.24	3.28	3.12	3.36	3.25	3.20
management support	3.52	3.41	3.58	3.55	3.62	3.21	3.42	3.54	3.53
organizational support	3.59	3.60	3.58	3.57	3.66	3.46	3.23	3.59	3.66
training development opportunity	3.31	3.27	3.33	3.33	3.37	3.10	3.30	3.40	3.22
training section climate	3.59	3.61	3.59	3.61	3.63	3.46	3.48	3.65	3.56

Table 4.3 Descriptive Statistics by statements

Factor	Statement	N	Mean	Std. Deviation
benefit of training	2.1 I think training will increase personal productivity.	99	4.0303	.72075
	2.2 When I leave training, I can't wait to get back to work to try what I learned.	100	3.7900	.82014
	2.3 I believe the training will help me do my current job better.	100	3.9000	.75879
	2.4 If successfully use my training, I will receive a Personal monthly income increase.	100	2.9100	.97540
	2.5 If I use this training I am more likely to be rewarded.	100	2.6500	.97830
	2.6 I am confident in using new working skills.	98	3.5306	.81486
	2.7 Employees in this organization are penalized for not using what they have learned in training.	100	1.8300	.95405
	2.8 If I use what I learn in training, it will help me get higher performance ratings.	99	3.2626	.92124
management support	3.1 My boss is supportive of my efforts to acquire new knowledge and skills.	100	3.8300	.92174
	3.2 I can expect my boss to assign me to special projects requiring use of the skills and knowledge emphasized in training.	100	3.3100	.93954
	3.3 I would not hesitate to tell my boss of a training need I have in a particular area.	100	3.7600	.91143
	3.4 My boss has made sure I get the training I need for my career.	100	3.6100	.94168
	3.5 My boss meets with me to discuss how to apply new learning in my work.	100	3.1100	.95235
organizational support	4.1 My organization has stated policies on the amount and type of training the employee can expect to receive.	100	3.6700	.95405
	4.2 I am aware of the amount and type of training that my organization is planning for me in the coming year.	100	3.2900	.90224
	4.3 The training fees sponsored by the organization.	100	4.0000	.97442
	4.4 The organization provides access to training.	99	3.3838	.98672
training development opportunity	5.1 Prior to the training, I knew how the program was supposed to affect my performance.	100	2.8300	.97499
	5.2 I choose the desired training program that attends by me.	100	3.4800	1.08693
	5.3 Employees at all the levels are considered for training.	98	3.5714	1.09356
	5.4 Before the training, I had a good understanding of how it would fit my job-related development.	100	3.6400	.74563
	5.5 I knew what to expect from the training before it began.	100	3.4100	.92217
	5.6 My workload allowed me time to attend the training program	100	2.9200	.99168

Table 4.3 Descriptive Statistics by statements (cont.)

Factor	Statement	N	Mean	Std. Deviation
training session climate	6.1 The evaluation form about the trainers is filled up at the end of training programs.	100	4.2000	.82878
	6.2 I satisfied the method of training like: conference or seminar method, group discussion, audio visual aids, computer assistant instruction, power point.	100	3.6100	.76403
	6.3 The materials that I need to apply what I learned will be provided after the training.	100	3.2400	1.16446
	6.4 The teaching situations used in training are similar to situations I face at work.	100	3.0900	.96499
	6.5 Trainer can keep the sessions lively and interesting.	100	3.8300	.87681

4.1.3 Key finding – Demographic difference

ANOVA analysis was applied to examine group differences among gender, age, and personal monthly income level. The result is *no significant difference was found among Gender, Age and Personal Monthly Income Level* that affects the employee' interest in attending training program in terms of benefit of training, management support, organizational support, training development opportunity and training session climate.

Table 4.4 shows the value of F (1, 98) in each factors are 1.328, 1.147, 0.013, 0.175 and 0.036 means that it is not significant (p>.10), which implies that there is *no significant difference among gender.*

Table 4.4 ANOVA Analysis of interest' level in training program by Gender

		Sum of Squares	df	Mean Square	F	Sig.
benefit of training	Between Groups	.528	1	.528	1.328	.252
	Within Groups	38.949	98	.397		
	Total	39.477	99			
management support	Between Groups	.621	1	.621	1.147	.287
	Within Groups	53.042	98	.541		
	Total	53.662	99			
organizational support	Between Groups	.006	1	.006	.013	.910
	Within Groups	47.771	98	.487		
	Total	47.778	99			

Table 4.4 ANOVA Analysis of interest' level in training program by Gender (cont.)

		Sum of Squares	df	Mean Square	F	Sig.
training development opportunity	Between Groups	.075	1	.075	.175	.676
	Within Groups	41.765	98	.426		
	Total	41.840	99			
training section climate	Between Groups	.016	1	.016	.036	.849
	Within Groups	43.220	98	.441		
	Total	43.236	99			

Table 4.5 shows the value of F (2, 97) in each factors are 0.352, 1.557, 0.409, 0.926 and 0.355 means that it is not significant (p>.10), which implies that there is *no significant difference among age.*

Table 4.5 ANOVA Analysis of interest' level in training program by Age

		Sum of Squares	df	Mean Square	F	Sig.
benefit of training	Between Groups	.285	2	.142	.352	.704
	Within Groups	39.192	97	.404		
	Total	39.477	99			
management support	Between Groups	1.669	2	.835	1.557	.216
	Within Groups	51.993	97	.536		
	Total	53.662	99			
organizational support	Between Groups	.400	2	.200	.409	.665
	Within Groups	47.378	97	.488		
	Total	47.778	99			
training development opportunity	Between Groups	.784	2	.392	.926	.400
	Within Groups	41.056	97	.423		
	Total	41.840	99			
training section climate	Between Groups	.314	2	.157	.355	.702
	Within Groups	42.923	97	.443		
	Total	43.236	99			

Table 4.6 shows the value of F (2, 97) in each factors are 0.279, 0.109, 1.598, 0.846 and 0.385 means that it is not significant (p>.10), which implies that there is *no significant difference among income level.*

Table 4.6 ANOVA Analysis of interest' level in training program by Income

		Sum of Squares	df	Mean Square	F	Sig.
benefit of training	Between Groups	.226	2	.113	.279	.757
	Within Groups	39.251	97	.405		
	Total	39.477	99			
management support	Between Groups	.121	2	.060	.109	.897
	Within Groups	53.542	97	.552		
	Total	53.662	99			
organizational support	Between Groups	1.524	2	.762	1.598	.208
	Within Groups	46.253	97	.477		
	Total	47.778	99			
training development opportunity	Between Groups	.718	2	.359	.846	.432
	Within Groups	41.122	97	.424		
	Total	41.840	99			
training section climate	Between Groups	.340	2	.170	.385	.682
	Within Groups	42.896	97	.442		
	Total	43.236	99			

4.1.4 Reliability Analysis

The reliability coefficient of the 5-point Likert-type questions in the survey was calculated, and Cronbach's alpha used to test the internal consistency of the instrument. The opinions of the 32 statements were tested for reliability. The reliability of the questionnaire proved to be satisfactory in samples. Cronbach's alpha coefficient range is between 0 to1.

Table 4.7 shows the overall Cronbach's alpha coefficient of 6 factors. The result of Cronbach's alpha coefficient which is lower than 0.6 is considered as poor

scale, while the range 0.7 to 0.8 is acceptable scale, and above 0.8 is considered as a good scale. (Field, 2006) The overall coefficient alpha scores exceed 0.70 which prove that the questionnaires that have been used for measuring these factors are reliable at least in acceptable level.

Table 4.7 Reliability analysis

Factors	Cronbach's Alpha (n=100)	Result
Benefit of training	0.860	Good scale
Management support	0.848	Good scale
Organizational support	0.742	Acceptable scale
Training development opportunity	0.703	Acceptable scale
Training section climate	0.755	Acceptable scale

4.2 Discussion

This chapter provides the results of the study. Overall, the findings revealed the factors that affect the employee' interest in training program in Thailand by identifying the potential factors from the past studies. Benefit of training, management support, organizational support, training development opportunity and training session climate were selected. The result of the findings fully confirmed these factors affect employee' interest in training program in Thailand. Moreover, demographic factor is explained that employee' interest is not significant different among gender, age and personal monthly income.

The researcher found that the respondents are interested in attending training program related to every factor. With the mean value of the 5-point Likert-type is between 3 and 4, it means that every factor affect their interest in attending training program moderately. However, there is no significant difference of interest level among these factors. All factors are interested by respondents equally however there are some statements from benefit of training and training development opportunities which can't reach the moderate level. The statement about rewards such as salary increasing and other benefits

after they attended the training program is slightly lower than the overall mean value. It implies that training program had not been provided enough in term of the clear tangible benefit. There are also statements about training development opportunities about timing resource and performance-based training recognition that have slightly lower than overall mean value. It implies that lacks of opportunities still exist to support their attention in attending training program.

Although the study found that there is no significant difference between factors that affect the employee' interest in attending training program, the improvement is still needed in the area of benefit of training and training development opportunities. Incentive may be an effective solution to motivate employee to learn. Organization should define the proper incentive to convince their employees and mitigate their workload which is the one of the barriers for the employee to attend the training program. Organization should provide the training' schedule to suit their work and make a good understanding to the managerial level to prevent any interrupt by prioritizing training as the important tool to drive the organization.

Demographic factors also showed no significant difference of interest level in term of gender, age and personal monthly income. However it found that the respondents who are more than 40 years show slightly less interest in attending training program than the younger ages due to the least mean value given in each factors compared to others. Organization need to make decision to develop their existing skills or leave them as of their short working lifetime, while organization should provide intensive training program to enhance skills for the respondents who are between 31-40 years that show their highest interest in every factor. In contrast, the organization should concern that they may be less loyal to an organization compared to the older ages that prefer to stay until their retirement and changing to a new employer or stressful situation. Moreover the respondents who have personal monthly income more than 50,000 THB concern about organization support factor more than training session climate factor which is the most interesting factor for the respondents who has personal monthly income between 20,000-30,000 THB and 30,001-50,000 THB. It seems that there are different motivation factors in attending training program among different personal monthly income even it is not the significant level.

As benefit of training, management support, organizational support, training development opportunities and training session climate affect the employee' interest in attending training program in Thailand, the organizations should support these factors continuously to ensure that the interest level is not dropped which may lead to the dissatisfaction among employees and reinforce benefit of training and training development opportunities factor.

CHAPTER V
CONCLUSION

5.1 Conclusion

The purpose of this research was to study factors that affect the employee' interest in attending training program in Thailand. The objective of the study were giving the information to the employer in designing the training program to match their employees' type by studying in training wants and needs of employees and streamlining employee trainings to meet their needs related to each demographics that would make more efficient and effective in operational performance.

In order to begin the study, the literature was reviewed to identify potential factors that may affect the employee' interest in training program. (Chapter 2)

The remaining objectives were accomplished using a questionnaire of non-managerial employees (n = 100). The questionnaire measured employee' interest in training program by using six value factors which is consist of benefit of training, management support, organizational support, training development opportunity and training session climate. Results showed that every factors affect employee' interest in training program moderately. Although it was hypothesized that demographic factors affects interest' level in attending training program, the findings provided no significant difference among gender, age and personal monthly income. However it found that employees who are between 31-40 years interest in attending training program at the highest rate while employees who are more than 40 years interest in attending training program at the lowest rate.

To my knowledge, no research findings have explored differences among Thai generation. However, it is generally accepted that those who were born and grew up in different time periods usually develop different attitudes and perceptions (Arsenault, 2004; Glass, 2007). In addition, considering the fact that one dominant characteristic of Thai culture is collectivism (Hofstede, 2001). Like most people in collectivist cultures, older people seem to continue traditional culture norms, such as helping or taking care

of others (Hofstede, 2001; Triandis, 2001), whereas younger people are more likely to follow increasingly dominate Western cultural norms such as having a higher individualistic mind frame. This might explain why older respondents were likely to have a slightly lower interest level than younger respondents.

In conclusion, organization should provide training program by balancing the importance of each factors which are benefit of training, management support, organizational support, training development opportunities and training session climate. Demographic factors like gender, age or personal monthly income should be considered to make more effective training program. Organizations which committed to addressing employee training needs must experience and make the employees of these firms realize a number of benefits including improved job performance and increased job satisfaction, employees of these organizations will be happier in their jobs and perceive the organization as a good place to work.

The following recommendations based on the findings from this study are presented in two parts: limitations and recommendations for the future research, and recommendations for practice.

5.2 Recommendations of the Practice

Once an applicant is selected by an organization as an employee, the next duty is to place him with training facilities needed to fit his present job as well as future career. Moreover organizations are constantly changing and develop new skills to maintain effective operation. In a period of recession and rapidly changing technology, it is more important for an organization to be adaptable employee's force competent to use new technology and methods. To design the effective training program, organization should concern these factors as following;

5.2.1 Benefit of training

The main expectation of participating in training is learning. The study found that incentive of applying training program in Thailand is inadequate similar to the previous studies by Facteau et al. (1995) and Nikandrou et al. (2009). Rewarding is not only for participating in training but also applying the knowledge to the current

job. Incentive should be paid by annual performance measurement if applying new knowledge makes the better performance.

5.2.2 Management support

In the modern age, management support is very important for the organization. Younger employees prefer their voices to be heard by head with the desire to move up rapidly within the ranks, while older ages are content with earning their way through the ropes through long-term advancement which consistent with the study found younger employees interest in training program slightly more than the older employees. These managers need to encourage, foster, and believe in the training and development of their employees.

5.2.3 Organizational support

The results of this study was similar to the finding of Wang (2009) in which a positive and strong relationship between organizational support and employee. When employees perceived sincere interest from an organization in terms of their well-being, they are willing to participate in training program as the way to show their appreciation toward an organization. If training is not really needed, employees begin to see training as a vacation and not something to take seriously when they get there. Especially in the employees who are in the high level, they concerned the support from the organization the most as they need to grow their career path.

5.2.4 Training development opportunities

These findings on age are consistent with those of Finegold et al. (2002), who found that younger employees (45 years) were more willing than the older age group (>45 years) to leave their company if they were dissatisfied with the skill development opportunities provided. Lack of clear expectations may cause a loss of opportunities for training due to the result of the study. Effective training schedule is the one of solution that can cope with the time and perception for employee prior to the training. Human resource department need to plan in additional training skill for employees and then inform how they gain benefit from training program by co-making decision with these employees in term of their time and needs. They should ask their employees for

feedback on what would help them learn more from the training. Time must be offered during working hours.

5.2.5 Training session climate

According to the study, training session climate is one of top 2 most interesting factors among employees in attending training program. As organization is the multigenerational workplace, the younger generations grew up with technology and respond more effectively to its use. Younger generations should be considered virtual learning options in training sessions while older employees prefer more traditional learning methods such as talking in person even though they also are learning to use technology. Offering hybrid training that includes virtual as well as traditional classroom sessions could be reached effectiveness in the present. Selecting a training provider is needed to achieve the organizational goal. Some skills need the expertise from the outside organization. The provider should not just be delivering the training solution, it's needed to be involved in the trainee' needs. Companies should compare their experience with similar providers before hiring and check the record of success.

Training is considered as the "Future investments". The organizations which need to motivate their employees should inject their resources to increase their employee' interest in attending training program for developing their new skill to be effective with the special attention from the employees.

5.3 Limitations and Recommendations of the Future Research

This study was limited to non-managerial employee. Further study of employees' interest regarding training programs from other employee' level would give an indication of the similarities and differences among characteristics of employee which recommend improvements for training programs and in-depth interview should be provided to identify the additional factors that may be different from other studies. There are also limitations on the extent of reliability of the findings, due to the small sample size. The findings only tested a small number of potential factors which is the one of the reasons for the relatively small magnitude of the relationship found. The

time available to investigate a research problem is pretty much constrained by the due date of assignment.

Culture is another limitation. Thai people seem to tolerate unpleasant situations to maintain relationships; conflict avoidance is important in Thai culture. Mai pen rai which roughly means "never mind", and jai yen which translates as "having a cool heart" are often used phrases in Thai society (Thorelli & Sentell, 1982). It is possible to potentially see evidence of this in the results. Similarly, the findings that the interest level was in moderate level due to the *Kreng Jai* expression.

There are several recommendations for future research in this study. Further study should be concerned training programs as a necessary to continue the learning process from the literature reviewed through this study to successive investigation. Also, another recommendation for future research is the continued exploration of potential factors into the model which could lead to a better understanding about the complex organizational phenomena related to employee interest.

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APPENDICES

Appendix A: Questionnaire

Thank you for participating in this survey. Your company is selected as a case study in a research of a student who is currently studying Master's degree at CMMU. This questionnaire aims to investigate the factors that affect the employee' interest in attending training program. There are 6 parts in this questionnaire and you are required to answer questions by ticking "✓" in the box. All your answers will not be disclosed and will be used only for academic purpose.

Part 1: Personal information

1.1 Gender

(　) Male　　　　　　　　　(　) Female

1.2 Age

(　) 21-30 years　　　　　　(　) 31-40 years　　(　) More than 41 years

1.3 Personal monthly income level

(　) 20,000-30,000 Baht　　　(　) 30,000-50,000 Baht

(　) More than 50,000 Baht

Part 2: Benefit of training

Note: 1 = strongly disagree, 2 = disagree, 3 = neutral/moderate, 4 = agree and 5 = strongly agree

Statements	Scale				
	1	2	3	4	5
2.1 I think training will increase personal productivity.					
2.2 When I leave training, I can't wait to get back to work to try what I learned.					
2.3 I believe the training will help me do my current job better.					
2.4 If successfully use my training, I will receive a Personal monthly income increase.					
2.5 If I use this training I am more likely to be rewarded.					
2.6 I am confident in using new working skills.					
2.7 Employees in this organization are penalized for not using what they have learned in training.					
2.8 If I use what I learn in training, it will help me get higher performance ratings.					

Part 3: Management support

Statements	Scale				
	1	2	3	4	5
3.1 My boss is supportive of my efforts to acquire new knowledge and skills.					
3.2 I can expect my boss to assign me to special projects requiring use of the skills and knowledge emphasized in training.					
3.3 I would not hesitate to tell my boss of a training need I have in a particular area.					
3.4 My boss has made sure I get the training I need for my career.					
3.5 My boss meets with me to discuss how to apply new learning in my work.					

Part 4: Organizational support

Statements	Scale				
	1	**2**	**3**	**4**	**5**
4.1 My organization has stated policies on the amount and type of training the employee can expect to receive.					
4.2 I am aware of the amount and type of training that my organization is planning for me in the coming year.					
4.3 The training fees sponsored by the organization.					
4.4 The organization provides access to training.					

Part 5: Training development opportunities

Statements	Scale				
	1	**2**	**3**	**4**	**5**
5.1 Prior to the training, I knew how the program was supposed to affect my performance.					
5.2 I choose the desired training program that attends by me.					
5.3 Employees at all the levels are considered for training.					
5.4 Before the training, I had a good understanding of how it would fit my job-related development.					
5.5 I knew what to expect from the training before it began.					
5.6 My workload allowed me time to attend the training program.					

Part 6: Training session climate during the class

Statements	Scale				
	1	2	3	4	5
6.1 The evaluation form about the trainers is filled up at the end of training programs.					
6.2 I satisfied the method of training like: conference or seminar method, group discussion, audio visual aids, computer assistant instruction, power point.					
6.3 The materials that I need to apply what I learned will be provided after the training.					
6.4 The teaching situations used in training are similar to situations I face at work.					
6.5 Trainer can keep the sessions lively and interesting.					