

ABSTRACT

LU, YI AN. An Exploration of Training and Job Satisfaction: An Examination of H1B Foreign Workers in a Southern State in the United States. (Under the direction of Michelle E. Bartlett).

Training has been identified as one of the effective tools for motivating workers, enabling and sustaining their job performance. The effectiveness of training has been accredited with a positive impact on job satisfaction among other things. On the other hand, job satisfaction is based on employees' attitude towards their job. Employees feel satisfied when they enjoy what they do, like duties and responsibilities, their work environment, and work practices within an organization. As noted by Jackson, Schuler & Werner (2012), organizations in the United States of America continue to embrace training to foreign employees as a means of improving performance and enhance job satisfaction. Currently, studies have been published on the effects of training on job satisfaction and training to foreign workers in the United States, but not yet examine how the effectiveness of training toward foreign workers' job satisfaction.

Noticeably, foreign workers hold an H1B visa that allows them to work for a particular period. The working permit is supported by their employers, who assist them to meet the cost in return for improved performance. However, the pressure amounted to foreign employees' leads us to question whether they can attain job satisfaction. For this reason, this study seeks to determine how the training influence job satisfaction among H1B foreign workers in a southern state in the United States. The study applied quantitative research design that uses survey for data collection and provide an analysis with Chi-Square test, ANOVA test, and Post Hoc test. The study area was in a southern state in the United States, targeting foreign employees with H1B visa permit working within the state. Purposive

sampling, a non-random convenience sampling technique was used to select respondents for this study. Finally, data will be analyzed using the Chi-Square test, ANOVA, and Post Hoc test as well as the results analysis.

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An Exploration of Training and Job Satisfaction: An Examination of H1B Foreign Workers
in a Southern State in the United States

by
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DEDICATION

I dedicate this thesis to my parents. Without their patience, understanding, support, and most of all, love, the completion of this work would not have been possible.

And, to AL.

BIOGRAPHY

Yi An Lu was born in Keelung, Taiwan in the year of 1989. She is the eldest of three children of Mr. Ren-Chiang Lu and Mrs. Su-Ming Cheng. She decided to move to the United State for her education in 2009. She earned her bachelor degree in Business Management at University of Arizona and moved to North Carolina to pursuit her human resource educator dream by attending graduate school at North Carolina State University.

She loves food and traveling; in fact, she has travelled to 16 countries already. After graduated from Human Resource Development program at North Carolina State University, she is hoping that she could contribute what she had learned from school and the world to adult education field.

“It is more blessed to give than to receive.” (Acts 20:35, English Standard Version)

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CHAPTER 1: INTRODUCTION

Training has been identified as one of the most highly ranked motivating factors apart from employee remuneration. In order for employees to perform well, an organization has the responsibility to meet the needs of its employees. Training has also been identified as having a positive effect on the performance of individuals in an organization. For most organizations, training serves a variety of functions such as to motivate employees, to sustain or enhance their performances, and to enable the socialization of employees (Bartlet, 1992; Jackson, Schulet, & Werner, 2000; Kumari, 2011).

Of the numerous benefits and functions that training provides in a company, one of the most important benefits is the enhancement of performance of an organization. Previous studies have shown that training has a positive effect on employee performance by increasing their job satisfaction (Jackson, Schuler, & Werner, 2000; Saari and Judge, 2004; Latif et al, 2013; Divyaranjani and Rajasekar, 2014). Training performance and job satisfaction of employees in organizations is among the commonly studied variables in past researches. Although there have been numerous studies on the effects of training on job satisfaction, most of these studies have taken a broad approach to the subject of training (Jackson, Schuler, & Werner, 2000). This study in particular seeks to investigate the significance of training on foreign workers, who are working in a southern state in the United States, in regards to their training experience and any impact of their job satisfaction.

Based on the information from United States Citizenship and Immigration, H1B working visa has an annual numerical limit, or cap, of 65,000 visas being issued each fiscal year, not

including other working visa like H1C, H1A...etc. H1B visa will allow the foreign worker to work in the United States for up to six years.

Even though foreigners represent a significant proportion of the workforce in the American labor market, it has not been a demographic group of focus in most of the studies on job training. There are some studies that have emphasized the importance factoring in the needs of cultural diverse employees to enhance management of organizational diversity. In this study, the researcher distributed a survey to foreign workers under H1B working visa in a southern state in the United States. After the data collection process, a statistical analysis was performed. The results aimed to examine the effectiveness of training toward respondents' job satisfaction.

According to Hira, Chowdhury , Abdullah-Al-Mamun, and Kaisar (2012), employees are the backbone to the success on any business. In order for a business to sustain its competitive advantage, the business should train, motivate, and maintain its employees. Successful companies no longer perceive their employees as disposable resources meant to produce goods and provide services, but an important resource to nurture that is critical to the success of their business. In the recent past, there has been a shift on how organizations view human capital, which has contributed to a change in how employees are managed. From an organizational perspective, if an organization wants its employees to do an excellent job with its customers, the organization must first do a good job with its employees.

Before an organization is able to achieve its goals of reinforce employees' performance, communication between the organization and its employees must be efficient and effective. Types of communication include recognition and care of employees by an organization,

which is acknowledged as a major determinant for incentivizing employees. Recognizing effort and good work with better rewards is essential for satisfying the employee's social needs for approval, esteem, and affiliation, which can also consider as important motivators to motivate employees. One of the most common ways to distribute these motivators to employees is through the job training. Training, a key component among common organizational practices, has been identified to have a direct and indirect effectiveness on employees' job satisfaction (Kumari, 2011).

Schmidt (2010) defined training as a part of planned activities, which help the part of an organization to increase the job knowledge and skills, and to modify the attitudes and social behavior of its members in ways consistent with the goals of the organization and the requirements of the job. Hira et al. (2012), reiterates that even though remuneration is an important factor for job satisfaction, employees rank an opportunity for personal development highly among other factors, which was contributes towards their job satisfaction.

Problem Statement

As the number of foreign labor has grown rapidly in the United States, there is an increase of diversity in workplace (North, 2011). If companies do not consider training as a crucial element in workplace, it will lead to adjustment challenge, negative attitude toward their job environment, and cause poor performance (Selmer, 2001).

Schmidt (2010) asserted that training occurs at every level within every organization and trainees may vary with age, educational background, work experience, skill level, disability, and ethnic origin. Schmidt (2010) also notes that training is a sub-process of the process of

matching people with jobs. From another point of view, Jackson, Schuler, and Werner (2012) stated that training serves three critical functions in an organization. First, it helps the company to maintain the performance of employees as required by the organization. Secondly, it motivates employees by strengthening their belief in their ability to do their jobs. Lastly, it enables employee socialization through a deeper understanding of the organization priorities, values, and norms.

Training plays an important role in both formal and informal processes (Jackson, Schuler & Werner, 2012). Indeed, training is how employees in general interact with their environment and the perceptions, they formulate about themselves and the people they interact with. Despite the numerous studies on trainings and the effects of training on employees on the whole, very little research has been conducted on the effects of training on the subset of foreign employees (Jackson, Schuler, & Werner, 2000). Considering that employees working in the United States have very diverse religious and ethnic backgrounds. It is very critical that employers should not expect the effects of training to have the same effects on job satisfaction across all employees since people with different backgrounds and cultures will have different perception toward their jobs as well as the job training (Kumari, 2011).

In the same time, cultural diversity has become a common issue in organizations as a result of globalization. One such group that contributes to the diversity in the United States is the group of United States H1B working visa holders, who are entitled to work in the United States for a predetermined period. Due to both cultural and external factors, these foreign workers may be subjected to adjustment challenges and negative attitude to work that their

domestic counterparts may not experience (Hesse, 2011). Since foreign employees in the United States face such potentially adverse experiences, experiences not encountered by their domestic counterparts, this necessitates a nuanced approach to how organizational training affects the level of job satisfaction for employees who are employed on working visas with different cultural and backgrounds and nationalities.

Background of the Problem

North (2011) noted that, towards the end of 2009, there were over 750,000 approved foreign employees who were issued work permit to work in the United States. The permits were inclusive of both new applicants and renewal ones. Moreover, North (2011) revealed that ten percent of foreign students get temporary working permit in the United States; however, the numbers have been on the rise. Noticeably, the findings by North (2011) described a possibility of illegal H1B visa holders, whose permit cannot be accounted for, but they still live and work within the United States.

Foreign workers have also benefited from employers, who need to sponsor them to obtain H1B working visas. Rather than the workers applying for work permit, the employer takes full responsibility to facilitate employees H1B visa status. Zhang and Associates, P. C. (2012) published a report regards of companies at times require diverse skilled workers to join their profession. As a result, they apply for the H1B visa on behalf of the employer with performance expectations. Employees enjoy full benefits for visa processing with guaranteed jobs since the employers take a further step to fully settle any required processing fees for their employees (the Zhang and Associates, P. C., 2012).

The continued growth of foreigners seeking employment in most of the countries has resulted in cultural diversification. As noted by Van der Zee, Atsma, and Brodbeck (2004), internalization of labor workforce bring to miscommunication, misunderstanding, and frustration issues among workers with different cross-cultural backgrounds, and to some extent, these issues tend to hinder work processes. The implication of cross-cultural interactions necessitated the need for better understanding of how cultures interact, communicate and how they can be carefully studied and compared. Adoption of language training has therefore become a modern human resource practice especially to companies that provide employment opportunities to foreign workers (Jackson, Schuler & Werner, 2012). Furthermore, they describe the importance of training as manifested in maximizing satisfaction. General employees training also improve competence of workers, and it's further used to manage workplace dissatisfactions (Jackson, Schuler & Werner, 2012).

Training being at the center stage for foreign workers in employment sector within United States workforce, there is a need to analyze whether it has effectively enhanced job satisfaction among the workers. A knowledge gap exists since it is not clear whether general job training of foreign workers with H1B visa status is effectively enhancing their job satisfaction.

Purpose

The aim of this study is to determine how the job training, which is provided by organizations, has influence on the job satisfaction for foreign workers. The focus of this study was on the H1B working visa holders in a southern state in the United States. After getting sponsorship from their employers, candidates who have bachelor degree or above are

eligible to apply for H1B working visa in the United States. United States Citizenship and Immigration service draw 65,000 from all applications in each fiscal year. However, these employees come from a diverse range of backgrounds, would face with numerous challenges including adjusting to a new environment (Selmer, 2001).

Employers often have high expectations on this type of foreign employees since the company had paid extra cost on helping them to apply for the visa. As such, there is pressure on the employees to enhance their performance as poor performance would result in termination and their visas to allow them to remain in the USA not getting renewed. Not surprisingly, such high pressure may affect their attitude toward their job (Soylu, 2007). Challenges faced by foreign employees may not only emanate from the challenges within the environment but also from the external environment such as their daily interaction with their coworkers (Ashamalla, 1998).

Therefore, for training to be effective, an organization must have a holistic approach to the methods of training to suit the needs of the employees who come from different backgrounds from their peers who were naturalized in the United States (Fening, 2014).

Theoretical Framework

This study was guided by Fredrick Herzberg two-factor theory of motivation. The method was developed by Fredrick Herzberg back in the 1950's, which aimed at determining factors that affect employee's attitude at work (Fugar, 2007). As noted by Robbins, Judge, Odendaal, and Roodt (2009), there exist separate and distinct factors that lead to job satisfaction and job dissatisfaction. They further revealed that employers always seek to

eliminate factors that bring about dissatisfaction hence improves employees' morale and job satisfaction.

The Fredrick Herzberg's two-factor theory of job satisfaction and job dissatisfaction are motivators and hygiene factors theory (Draft, 2008). Motivators are linked to employees' motivation while health factors mainly cause dissatisfaction if they are not met. In addition, Mukherjee (2009) noted that motivators affect employee's feelings of satisfaction or no satisfaction. He further revealed that motivators serve to motivate individual to perform and exert more efforts at work. Job satisfaction and motivation are achieved when motivators are present. Draft (2008) illustrated things such as the needs for achievement, recognition, increased responsibilities, and the opportunity for growth that fulfills employees' needs at work and motivates them to excel in their work. These factors are said to be intrinsic and dependent on the job.

On the other hand, the hygiene factors are independent of the work itself. They are described as extrinsic factors. According to Yusoff, Kian, and Idris (2013), hygiene factors have less effect on motivation and do not necessarily result in employees' job satisfaction. Hygiene factors include interpersonal relationships, salary, supervision, company policy, leadership, job security, and employees' benefits, among others (Waheed&Teck-Hong, 2011). Waheed&Teck-Hong (2011) further noted that hygiene factors are necessary to prevent bad feelings at work especially when they are not met as required.

In the context of this study, training plays a critical part in enhancing employees' job satisfaction. As noted by Asim (2013), training develops one's skills that enhance high performance and motivation. As a result of training, employees become familiar with their

tasks and develop more skills of how to perform the set duties and responsibilities. In addition, training creates more opportunity for development as employees acquire more skills to undertake new and upcoming tasks.

Foreign employees in the United States acquire enough training that enables them to perform their duties. The driving force of training in relation to motivation and job satisfaction is that it creates positive and long lasting effects on employees' performance and acts as a force of job satisfaction. Through training, employees can develop psychologically thus acquiring the necessary attitude and behavior at work. The theory informs the study that it demonstrates the relevant levels of motivation that leads to job satisfaction.

Although these foreign employees are trained, their job security depends highly on their performance. They are constantly required to record improved performance that eventually acts as their guaranteed employment. This occurrence, however, does not motivate employees as they work under pressure in most cases.

The Fredrick Herzberg's two-factor theory is therefore relevant to this study in explaining how training brings about the balance between motivator and hygiene factors and how they relate to influencing job satisfaction among foreign employees in the United States. In addition, the theory relates to this study in that both satisfaction and dissatisfaction factors are elaborated. Despite the fact that training has been accredited with motivating influence, the theory aid to put into perspective the extent training leads to satisfaction or dissatisfaction of work together with other contributing factors.

Conceptual Framework

The study was guided by the conceptual framework in figure 1. From the conceptual framework, the independent variable is training, and the dependent variable is job satisfaction.

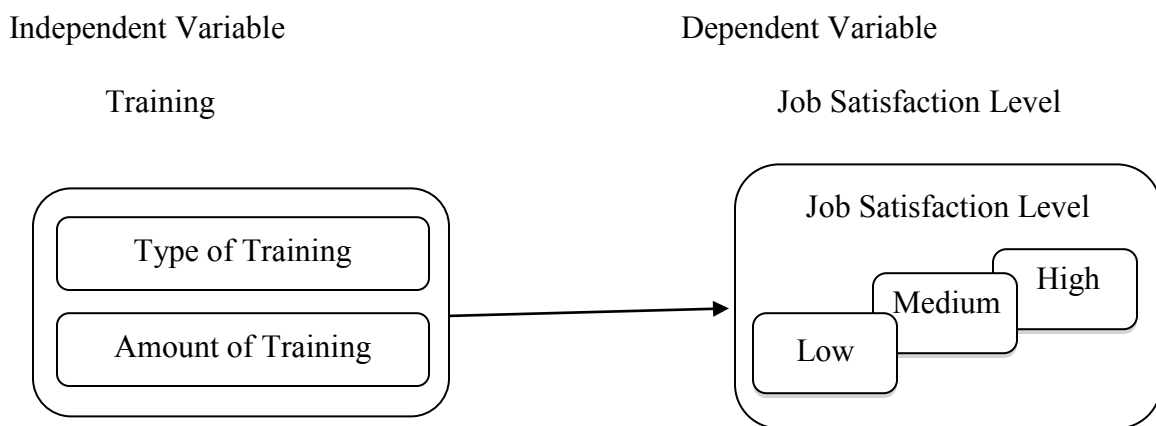


Figure 1: Conceptual Framework

Training of employees is categorized by instructor-lead classroom training, one-on-one training, online or computer based training, job shadowing or observing experienced employees, and self-study or independent study training, which aim to guide the employees to acquire work based knowledge and skills. These areas of training are relevant in assessing whether foreign employees have necessary knowledge and skills to perform their respective duties within an organization. After training, employees are required to demonstrate their skills in how well they perform their duties and yield more productivity.

On the other hand, the dependent variable, job satisfaction is categorized into two areas that demonstrated how employees feel about their job. Intrinsic job satisfaction described

whether employees understand their responsibilities well; can achieve their objectives and the organizational objectives, and whether their job provides them with an opportunity to grow. Similarly, the extrinsic job satisfaction determined whether employees are satisfied with their current salary, job security, existing work relations, and organizational policies that relate to their work-life balance.

The theory of motivation that applies is Herzberg-Motivator- Hygiene theory. This theory tries to explain satisfaction and motivation in workplace, and evaluates them by two different factors- motivators and hygiene factors. Motivators are those factors, which motivate employees while hygiene factors are those that prevent dissatisfaction among employees (Mullins, 2005). Moreover, motivators drive employee to work and lead to job satisfaction as well as increased efficiency (Davies, 2007). These factors are centered on employees' need for personal growth and development. When motivators are present and effective, employees tend to be satisfied with the job. Motivation factors prevent satisfaction when absent but have little impact on dissatisfaction (Davies 2007).

Hygiene factors on the other hand prevent dissatisfaction and are concerned with the organization taking measures to prevent unpleasantness at workplace. While factors such as unpleasantness have little impact on employee satisfaction or happiness with the job, it is possible to cause dissatisfaction resulting in reduced efficiency (Debra, Nelson, & Campbell, 2007). Hygiene factors do not seek to motivate employees but can reduce disappointment. When present in high quality, hygiene factors prevent dissatisfaction. Examples of hygiene factors include company policies, supervision, salary, interpersonal relations and good working conditions.

Fredrick Herzberg's two-factor theory recognizes various issues that affect motivation. The theory argues that there are factors that motivate employees in the work place, which are referred to as motivators' and those, that prevent employees from being dissatisfied with their work (hygiene factors') (Davies, 2007). In this study, researcher focus on training, a strong motivator as it enables employees to learn new skills and improve on those that they possess. In addition, it contributes to their career development as well as achievement of their career objectives.

Research Questions

This study proposes to investigate the following questions:

1. What are the reported levels of job satisfaction for workers on a H1B visa living in a southern state in the United States?
2. Is there a relationship between training, as measured by amount and type, and level of job satisfaction for workers on a H1B working visa in a southern state in the United States?

This is an empirical research using data derived from a survey (Appendix 1). The data collected from the survey is the primary data source. The research instrument used for this study was an online survey and was administered to employees with H1B working visa. This study seeks to examine the effectiveness of training on foreign workers, who are under H1B working visa, are currently working in a southern state in the United States.

The research design used in this study is using ex post facto design, which is a non-experimental research technique use pre-existing groups and comparing them on some dependent variable. The participants are based on events that occurred in the past. This non-

experimental research compares two or more groups of individuals with similar backgrounds who were exposed to different conditions as a result of their natural histories.

This study examined different training constructs including the type and amount of trainings in order to determine if training has a positive effect on job satisfaction. In this study, employees reported their perceived job satisfaction through the survey, which was analyzed against with different training variables.

Assumptions and Limitations

The study is working under the assumption and limitation, which are mentioned in the following, however, by assuming the circumstance for every participant, using the suitable research instrument can eliminate people who are not qualified for this study and remain the qualified ones. Meanwhile, the limitations are the constraint of generalizability that study is facing during the research process, however, most of limitations can be overcome by increase the validity of the study.

Assumptions

The research assumes that all the participants are facing the same problem as the researcher mentioned at chapter two in their workplaces that most of the foreign workers coming to the United States to work face major challenges working in the new environment, which could result in low job satisfaction due to their unique cultural background. As such, training of the foreign workers, by the organization, has a positive effect of improving job satisfaction of the workers. During the process of participant filling the online survey, it was assumed that all the participants had official training experiences in their work place and the survey could capture the changes due to the training to their job satisfaction.

Limitations

The main limitation of this study was identifying and accessing respondents and controlling unbiased respondents. Although foreign workers are scattered all over the United States, it may be difficult to identify respondents especially when they do not wish to be known, and their information exposed in any way. In addition, since the study used a sample of convenience, it can limit the study results to be generalized to a large sample. However, the researcher overcame this by seeking permission from their respective employers and organization to conduct the research in the organization. In addition, employers were encouraged to forward the questionnaires to foreign employees with an assurance that their information was treated as anonymous.

Secondly, the researcher may find difficulties in controlling unbiased respondents who may fill the online survey due to fear of being victimized. In this study, the participants were asked to fill the survey by using their past experiences, which may result in recall bias. However, there are studies shows substantial associations between prior recall of states and measures taken after (Meyer, Richter, & Raspe, 2013). In this case, the researcher assured respondents that their responses were only be used for this study, and its main purpose was for academic credential only. For this reason, respondents were requested to respond to the best of their knowledge and not to fear participating in this study.

Organization of the Study

This study is organized into five chapters. Chapter one is divided further into seven sections, namely; introduction, problem statement, research questions, objectives of the study, justification of the study, scope and limitations of the study, and definition of

concepts. The introduction of the study introduces the study by describing the relationship between the study variables as researched in other areas. A background information is presented from a global perspective, down to national, regional, and then locally. The second section is a problem statement that describes the existing gap in the study and what the study intends to fulfill. Thirdly is the research question whereby specific questions that the study seeks to answer are highlighted. Following is the objective of the study that presents the general and specific outcomes of the survey result. The fifth part is justification of the study that clearly demonstrates the rationale for carrying out this research and the benefits of the study were generated. In addition to the fifth section is the scope and limitation where a general outlook of the study area is described as well as the specific limitations that may hinder the study.

Chapter two has three main sections, which are literature review, theoretical/ conceptual framework, and the assumption of the study. The literature review section describes the study variables based on what previous studies have said about the topic. The second part is theoretical and conceptual framework that provides a supporting theory for the study or else a concept of the relationship between the variables in the study. Finally, it is the study assumptions that predict the outcome.

Chapter three is the methodology to be used in the study and is divided into the following sections; study design, study area and population, sampling procedures and sample size, data collection procedures, and data analysis. Study design explained how this quantitative study got useful result. Study area and population present the physical location where the study took place and the population. Sampling procedures and sample size

describe the techniques of selecting respondents from the population and the exact sample size to be used. Data collection procedures then describe the different methods of obtaining data from respondents while data analysis describes how obtained data were analyzed and presented.

Chapter four and five present the result, finding, and conclusion of the study, which can be used in the future for further study of this topic.

CHAPTER 2: LITERATURE REVIEW

This chapter presents a review on the relationship between training and job satisfaction among foreign workers. The section further describes the types of training offered to employees at the workplace, what job satisfaction entails, how job satisfaction can be measured, and a brief review of foreign workers in the United States. A summary of the study was provided at the end of the chapter.

Training and Job Satisfaction

According to Divyaranjani and Rajasekar (2014), job satisfaction refers to “the attitudes and feelings, people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction whereas negative and unfavorable attitudes towards the job indicate job dissatisfaction”. There are numerous reasons that can lead to dissatisfaction by employees, reasons including lack of communication, lack of recognition, inadequate or unfair compensation, as well as high stress related to the job.

Divyaranjani and Rajasekar (2014) also assert that training is the process of enhancing knowledge developing skills and changing attitudes of people so that they are effective in their work responsibilities. At the same year, Aibieyi (2014) also pointed out that training is the best incentive an organization can use to ensure that its employees give their best towards achieving the organization goals and objective. Aibieyi (2014), notes that employees carry out vary critical activities in an organization including running and controlling machines, development and production of goods and services, and making of financial decisions. He reiterates that training should be holistic and target every employee. According to Latif, Jan,

& Shaheen (2013), any training program answers the basic question for participants, which is ‘What’s in it for me’?

Law (2012) noted in the study that the increasing diversity in the United States’ workforce necessitated understating of diversity and how and subsequent diversity efforts affect the performance of an organization. If an organization effectively responds to the needs of its diverse employees, it can significantly reduce the costs associated with low job satisfaction (Law, 2012).

The United States has become a preferred destination for most immigrant or foreign workers since it is perceived to have lucrative job opportunities. Studies have shown that providing incentives such as training to foreign workers increased job satisfaction (Jackson, Schuler, & Werner, 2000).

Another studies on the effects of training for foreign workers shows that organization with mentorship, training, and personal development programs for foreign workers have better performance. These studies show that performance of individual workers increases significantly after training or with prolonged mentorship. However, Law (2012) insists that for training and personal development programs to be successful, the sponsoring organization or employer should be fully engaged. This plays a critical role in developing interpersonal relations and building a conducive environment for the employees.

Latif et al. (2013) also claimed that job satisfaction correlates positively with job satisfaction and negatively with employee turnover. However, Law (2012) notes that some managers still perceive diversity as a source of conflict in an organization, which affects the performance of an organization. This perception negatively affects an organization ability to

effectively respond to the needs of its diverse work force, thereby missing out on the opportunity to enhance its performance. Focusing on the unique needs of diverse groups rather than taking a blanket approach is essential for enhancing job satisfaction for all employees in an organization, which is reflected by overall increased performance.

Even though training may be essential for all employees; foreign workers may find specific training related to personal development to be equally essential. This may include training on language or other skills that these foreign workers may deem to be necessary to succeed in a new environment. Training provides foreign workers with an opportunity to acquire new skills or competencies that will make it easier to cope with their environment. Therefore, making it easier for them to handle or address other issues that would have been otherwise difficult to address without training. This will enable a foreign worker to communicate and effectively participate in organizational activities, which will contribute significantly towards the employee's job satisfaction.

Motivational Factors

In the recent past, human capital has increasingly been recognized as a critical resource to an organization. Human resource managers have expanded their focus from recruiting to planning on employee training and development. In this paper, researcher focused on the effect of training on foreign employees.

There has been increased effort by organizations to initiate efforts geared towards addressing the challenges they face in regard to diversity management. Although such efforts have good intentions, the studies that inform the choices organizations make are to some extent biased. Previous studies use a blanket approach in analyzing the issues that affect all

employees in the workplace. Even though employees may share some common attributes, the diverse make up of an organization's workforce means that there will be inherent differences amongst the needs of each employee.

Immigrant employees and foreign workers face a lot of challenges in the process of assimilating to their new environment. Although these workers may have the capacity to effectively complete their tasks and responsibilities, the challenges that they experience may make it difficult for them to cope with the new environment. This may create a perception of the immigrant employee's inability to perform duties, which in turn will most probably result in low job satisfaction. As foreign workers struggle to fit into their new environment, their satisfaction of their job is significantly affected (Joung, Choi, & Goh, 2012).

Even though the training needs of foreign workers may vary significantly, most organizations do not consider previous experiences and background of an individual. Unfortunately, most workers suffer as a result of the unique limitations resulting from the simple fact that they are in a new environment with differences such as culture and language. Training has been identified to have a significant impact on the attitude of individuals regarding their job and their performance in an organization (Jackson, Schuler, & Werner, 2000, Fening, 2014).

In this study, it provides an opportunity to highlight the effect of training foreign workers and how it can contribute towards their job satisfaction. Foreign workers such as those with H1B working visa can benefit significantly through training and development initiatives, which may give them the opportunity to acquire necessary skills and competencies that will enhance their performance in the new environment. This study

provided an opportunity to highlight the uniqueness of foreign workers and the need to address their views from their unique perspective by showing the relationship between different types of trainings and job satisfaction. This will assist in informing decision makers on how address or identify the needs of foreign workers in their efforts to strengthen employee job satisfaction (Fang Samnani, Novicevic, & Bing, 2012).

Citizenship

The United States constitution provides various ways through which individual acquire citizenship. For the purpose of this thesis, considerations were made on H-1B individuals that come to work in a southern state in the United States. The H-1B working visa issued to foreign workers working temporarily in the United States (Asim, 2013). However, it is limited to specialty occupations that are defined by the United States government. If the employee losses the job, he is required to look for another employer, apply for another non-immigrant, or opt to leave the country.

In concise, the United States is very cautious about accepting new citizenship or other visa applications. The applicants must proof to be individual of good morals as well as have a valid reason to stay in the United States (Gudykunst & Mody, 2002). Noticeably, foreign workers hold an H1B visa that allows them to work for a particular period. The working permit is supported by their employers who assist them to meet the cost in return for decent performance (Mukherjee, 2009). The purpose of contacting the employer is to ascertain whether the applicant is genuine. Over the years, several people from different countries have tried and manage to enter the United States illegally. This has forced the United States

government to enact stricter citizenship conditions as well as remain more vigilant along the borders.

Types of Training

Formal training is mandatory ones a successful employee is recruited, although some are voluntary. According to Rabin (2003), employees training are based on three fundamental areas, namely, which are technical training, general skills training, and management training. Technical training is aimed at enabling employees obtain procedural, mechanical, and professional needs of their work (Rabin, 2003). Employees require these skills as they facilitate their ability to deliver their work. While procedural training focuses on laws, codes, rules, and procedures required in performing specific work, mechanical training focuses on how to operate equipment used within the workplace. Professional training, on the other hand, focuses on specific knowledge, skills, and abilities needed to perform a professional job (Rabin, 2003).

Secondly, general skills training are focused on the social aspect of the work and how employees relate to one another (Rabin, 2003). Noticeably, Rabin (2003) illustrates areas such as ability to work with others, ability to adapt to the work environment, ability to become productive, and ability to learn from others as some of the general skills training initiative. Moreover, he noted interpersonal skills, negotiation skills, teamwork, problem-solving skills, creativity, and customer relation skills among others, as areas where general skills training aims to develop in an employee.

Finally, managerial training, which is mainly offered to managers at different levels of the organization ‘focuses on complex interpersonal skills and interrelated group processes

in an attempt to find organizational solutions within the changing environment' (Rabin, 2003). He further described managerial training as being offered to supervisors, middle-level managers, and executive managers that facilitate directing, coordinating, and controlling work activities as well as motivating other employees.

In this study, in order to follow the original questionnaire from Dr. Schmidt, researcher differentiated type of training into five types, which are instructor-lead classroom training, one-on-one training, online or computer based training, job shadowing or observing experienced employees, and self-study or independent study.

Job Satisfaction

Employees in a different organization look out for a better working environment that facilitate their satisfaction to what they do. As described by Saari and Judge (2004), job satisfaction is an employee's positive emotional state that results from job appraisal and work experiences. The identified factors such as cultural influence, intrinsic job characteristics, and dispositional influences have having both positive and negative outcomes of employee's job satisfaction. Both positive and negative outcomes of job satisfaction can be determined by job performance, life satisfaction, and withdrawal behavior (Saari and Judge, 2004).

Although job satisfaction has a positive correlation with job performance, Saari and Judge (2004) argue that the occurrence does not always happen especially when job performance is not described to cover which aspects. The implication here is that job performance is inclusive of different aspects that require depth definition when assessing employees' job satisfaction.

Studies show a positive relationship between job satisfaction and life satisfaction (Jackson, Schuler, & Werner, 2000; Saari and Judge, 2004; Latif et al, 2013; Divyaranjani and Rajasekar, 2014). As revealed by Saari and Judge (2004), majority of the United States employees got their satisfaction from work that they spill it over into their life and vice versa. However, another categorization of employees was described as having separate satisfaction from job and life while others sought to satisfy their job dissatisfaction through non-work life. However, they cautioned against organizational failure to facilitate and sustain employees' job satisfaction, as it would lead to low life satisfaction, thus affecting their general satisfaction.

Low levels of employees' satisfaction related with high levels of turnover rate and absenteeism (Saari and Judge, 2004; Latif et al, 2013). Moreover, they stated that job dissatisfaction lead employees to demonstrate withdrawal behavior patterns such as lateness, unionization, increased grievances, drug abuse, and decision to retire.

Job Satisfaction Measurement

There are numerous measures used to assess job satisfaction. According to Saari and Judge (2004), one of the best job satisfaction measures is the use of attitude survey for employees. They noted that the survey is often divided into different job areas such as pay, promotion, co-workers, supervision, and the work itself. Moreover, Saari and Judge (2004) explain job satisfaction can be measured either by specifying the specific job areas or use an overall measure. The overall measure requires an analysis of strengths and weaknesses of job satisfaction that is applied globally (Saari& Judge, 2004).

Noticeably, job satisfaction measurement needs to be interpreted properly so as to bring out the understanding of the outcomes (Saari& Judge, 2004). Both descriptive and inferential statistics can be obtained from the survey. However, feedback from the survey needs to be communicated which then help to drive organizational change and the ability to manage the change (Saari& Judge, 2004).

Other job satisfaction measures suggested by Saari and Judge (2004) include conducting focused groups and interviewing employees. Focused group is made of a small discussion group that is guided by a leader and discusses on a specific topic. What is gathered from the group is people's opinion and needs. On the other hand, interviewing involves gathering information from a sample group by asking questions and receiving answers. Respondents are said to be either in a group or individual. In addition, the tool used to gather the information is either by using structured interviews, semi-structured interviews, unstructured interviews, informal interviews, and focused groups (Saari& Judge, 2004). However, focus group and interview only gather information from small amount of people, therefore, researcher decides to not use these two methods but use online survey as the instrument to measure job satisfaction in this study.

Summary

The review of literature has identified what has been done in past on the relationship between training and job satisfaction among foreign workers. The gaps in research are also identified in the review, providing direction for future research, including the current one. A definition of the important variables is provided, including job satisfaction and the factors associated to this variable. The various perspectives of the term training are provided in the

review, as well as the various types of trainings. Job satisfaction and the measures of it as in past research are discussed. Among the gaps in past research, pointing to future research is the inadequacy of research specifically related to job satisfaction effect on foreign workers in the United States, which is the focus of the present research. The instrument was used in this study examine foreign workers' attitude toward their job.

CHAPTER 3: METHODS

This chapter details are the research design, the study area and population, sampling procedures, data collection procedures, and data analysis to be used in this study. In addition, the validity and reliability of the study will be discussed.

Research Design

The study applied quantitative research design to collection and analysis data. As revealed by Briggs, Morrison, and Coleman (2012), quantitative research method is significant in testing and validating theories. It also has a strong internal validity that enhance replication thus increases generalization externally and that it is useful when studying large groups. In addition, they describe the use of quantitative research design as important in producing more credible and reliable outcomes than qualitative results.

The rationale for using quantitative research design is that, it help the researcher obtain causal data that demonstrate the relationship between the dependent and independent variables, thus increasing the understanding of the research problem. Noticeably, Briggs, Morrison, and Coleman (2012) argue that quantitative design brings about standardized measures of relationship that demonstrate statistical significance or size effect.

Quantitative data obtained from this study design provided numeric analysis. According to Briggs, Morrison, and Coleman (2012), quantitative research method is useful in identifying cause-and-effect relationship. For this study, the variables of interest include training as the independent variable and job satisfaction as a dependent variable.

Measurement

Since the research aims to measure the relationship of training, as measure by type and amount, and level of job satisfaction, it is necessary to examine the dependent variable with independent variable, which in this case were the five types of trainings and level of job satisfaction. By using Job Satisfaction Survey (Appendix 1), the result came out with a level of job satisfaction and respondents' choice of which training they experienced the most in the past year and the length of training. Through out the processes of statistical analysis, researcher can identify the effectiveness of these five types of trainings toward respondents' job satisfaction. Meanwhile, compare the length of training and job satisfaction can be another supportive evidence of how the influence of training toward job satisfaction.

Dependent Variables

In this study, the level of job satisfaction is the dependent variable since participants had the same identified background, working under H1B visa. And they were based on their experiences of training to answer the survey questions, which came up with a score of job satisfaction level. In order to test the relationship of dependent and independent variable, researcher ran two different models for job satisfaction respectively. Firstly, researcher reported a demographic distribution on respondent's background, and then followed up with the result of their reported level of job satisfaction. Secondly, using the Chi-Square test, ANOVA, and Post Hoc Test to examine the relationship between training, as measured by types and amount, with job satisfaction. All the data were collected from an online survey, which include a list of questions pertaining to job satisfaction which are rated anonymously by the respondents on a 6 point scales with 1 indicating highly disagree and 6 indicating

highly agree with the condition provided. These questions aim to ask respondents to do this rating benchmarked to their perceived experiences.

Independent Variables

The following section categorizes the independent variables that were collected in this study

1) Demographic information

Researcher collect demographic information on the respondents such as their working visa status, gender, birth of date, and time spent in current position in order to eliminate people do not fit in our study.

2) Type of training

- a. Researcher offered a list of training types according to the Job Satisfaction Survey manual (Schmidt, 2004). The list included training types such as; instructor-lead classroom training, one-on-one training, online or computer based training, job shadowing or observing experienced employees, and self-study or independent study.
- b. One question would also examined which trainings, out of the five types, the respondents believe is the most effective among others.

3) Amount of Training

- a. One question in the online survey asked their number of days in training in the past year.
- b. Researcher categorized respondents into three categories based on their level of job satisfaction; low, medium, and high.

Survey

The survey researcher used the Job Training and Job Satisfaction Survey, developed by Dr. Steven W. Schmidt (2004) (Appendix 1). The survey was used to examine foreign employees who work in a southern state in the United States. Foreign employees were identified as those holding a H1B working visa, which permitted them to work in the United States legally. A purposeful sampling technique was used to select respondents for this study. The rationale for using this sampling technique was because it helped the researcher group foreign workers into different strata and also eliminated people who did not fit within the desired population. The strata were based on working visa status, company location, and citizenship.

With an estimation of over 28 million foreign workers are employed in the United States (Ryan, 2013), the researcher used convenience sample to select the sample size. Since there are numbers of foreign workers in United States and not reliable sampling frame, it is difficult to reach everyone. Consider of the reliability of this study, researcher choose foreign workers in a southern state in the United States as our population. The sample size will be explained further in the following section.

After reaching part of the participants, the researcher then used snowballing technique to identify respondents for this study. Foreign worker board administrator helped the researcher in identifying the respondents. The researcher relied on the information from the administrator as the means of getting credible reference to participate in this study. This technique helped the researcher to identify foreign workers, who were the main subject in the study.

The study used structured questionnaires to obtain a response from the respondents. According to Briggs, Morrison, and Coleman (2012), questionnaires are efficient in collecting survey data as it is well understood and provides respondents with time to respond to specific questions.

Instrumentation

The instrument of choice for this study was a job training and job satisfaction survey from Steven W. Schmidt (2004), as a questionnaire, has items with a scale of 1 to 6. The scale indicated the following opinions: Disagree very much, Disagree moderately, Disagree slightly, Agree slightly, Agree moderately, and Agree very much, representing a score of 1, 2, 3, 4, 5, and 6 respectively. The survey included 56 questions touching on various aspects of the employees' experiences in the work environment and attitude to job after receiving training from the company. The questions provided in the questionnaire allowed participants to reflect on their experiences in their jobs. This enhanced the validity of the results, which is critical. In order to be more specific on participants' background, extra questions are added.

Participants

The participants for this study are people who are employed, in a southern state in the United States, under H-1B working visa. These are non-immigrant visa holders under the Immigration and Nationality Act. Based on the data obtained from the United States Department of Labor website, the number of such workers in this state was 11,467, which was the number issued with the Visa in 2014 to work in a southern state in the United States.

Sampling Method

Homogeneous sampling method utilized to obtain the sample of 11,467 H-1B visa holders. The sampling method is a purposive sampling, one among the many non-random convenience-sampling methods. The sampling took a form of snowballing sampling as it involved first inquiring the researcher's friends, who are participating in different foreign worker discussion board, and also their colleagues and people around them who are working in the United States under H-1B working visa. The use of a purposive sampling method is aimed at obtaining a homogeneous sample, a sample with units (people) with similar traits or characteristics. In the case of this study, it is the individuals in the United States working under H-1B working visa.

The researcher purposely chose participants who are similar in terms of the identified working background. Application of the method is justified by the fact that the research question being addressed is particular to the characteristics (H1B foreign workers in a southern state in the United States). This study was researched by using the questionnaires. To ensure effectiveness in the research and the convenience of the researcher, the sample was obtained from this certain state in the United States.

Estimated Sample Size

According to Bartlett, Kotrlik, and Higgins (2001), Cochran's formula is best for determining sample size for simple random and systematic random samples. The population in the research is 11,467 H-1B visa holders in a southern state in the United States. The Cochran's sample size formula was used in calculating a representative sample size for this continuous data. With the alpha level set at .05, the value for selected alpha level was 1.96.

Using the formula:

$$\underline{n}_0 = \frac{(t)^2 * (p)(q)}{(d)^2} \quad \underline{n}_1 = \frac{\underline{n}_0}{(1 + \underline{n}_0 / \text{Population})}$$

Figure 2: Cochran's sample size formula (Bartlett, Kotrlik, and Higgins, 2001)

$$n_0 = [(1.96)^2 (.5)(.5)] / (.05)^2 = 384$$

$$n_1 = 384 / (1 + 384/11467) = 371$$

Minimum return sample size was 371, where if the researcher assuming the response rate 50%, a minimum returns sample size for this study was 742.

After initial contacted with the participants, the survey were conducted in Qualtrics and sent out as a link. The researcher sent the surveys to those who were in the potential population list. In addition, using samples of convenience, rather than random samples, because researcher need to ensure that samples are as equivalent to our target participants as possible (Gudykunst & Mody, 2002).

This informs the high rate of response expected in the study. The research carried out in a southern state in the United States, which meant that the researcher did not have to cover a wide geographic region.

Reliability and Validity of Instrument

The respondents were requested to complete the job satisfaction survey developed by Schmidt (2004). The instrument provided reliable reliability and validity of the instrument as it allowed internal consistency reliability and total norms of job satisfaction survey.

Reliability was described as the probability that a study produced similar results if the procedures applied are repeated (Briggs, Morrison & Coleman, 2012). The job satisfaction survey instrument measured different aspects of job satisfaction by the type of training participants experienced the most out of five types of trainings (Schmidt, 2004). Moreover, the survey was based on a six point Likert scale which was ranked as follows; Disagree very much (DVM), Disagree moderately (DM), Disagree somewhat (DS), Agree somewhat (AS), Agree moderately (AM), AND Agree very much (AVM). The information and answer from questions in the survey concluded to a number, which determined respondents' level of job satisfaction.

Validity, on the other side, is described as determinant of whether the intended measures were described in the study (Briggs, Morrison & Coleman, 2012). The necessary items for validity are the research design; literature review, methodology, and conclusion that draw a close link in demonstrating the study maintained its objectivity. In ensuring the validity of this study is attained, Schmidt (2004) proposes that a pilot study should be conducted so as to determine any inappropriate question. In addition, researcher is suggested to use factor analysis, and delete any unnecessary questions.

Data Collection

The survey was administered to approximately 742 foreign workers in a period of two months, which was possible due to the centralized nature of the geographical location of the research. Researcher limited the timeframe of the respondent's experiences to their current place. After administered the research, the researcher proofread the survey to ensure that there were no errors on the survey to be subjected for analysis. Data was collected using

approved online survey tool. The use of survey was relevant in helping the researcher to obtain relevant information that provided answers to the research question as well as information to validate the findings of the study. The structured questionnaire contained closed ended questions, which helped obtain numeric data related to the study variables.

Research survey was then be submitted to the Institutional Review Board (IRB) to assess whether ethical considerations are met, to ensure all research principles are practical, to ensure the questions did not pose any risk to participants, to determine reliability of the questionnaire for long-term benefits of the research, and finally for approval to continue with the study.

Afterwards, the researcher reached out to participants through email and then sent the online survey link to them. Participants were expected to answer the online survey in one month after they received.

Data Analysis

After obtaining the questionnaires, data was edited and entered to determine any mistakes or missing information. Pre data analysis was conducted to examine the normality and linearity of the data. The purpose of the data analysis was to identify the relationship between different types of training and job satisfaction, as well as, the amount of trainings and job satisfaction in training for the participants. Data then be coded into respective dichotomous. The rating responses; Disagree very much (DVM), Disagree moderately (DM), Disagree somewhat (DS), Agree somewhat (AS), Agree moderately (AM), AND Agree very much (AVM), code 1, 2, 3, 4, 5, and 6 were used respectively. The lowest figure represents

least or none agreement, gradually to the highest figure. In addition, there were questions regards of their training experiences and their choice of most effective training in the past.

Quantitative data was analyzed using the data analysis and statistical software Stata to compute the survey result. In order to find out the relationship between different types of trainings and job satisfaction, researcher ran the Chi-Square test, ANOVA, and Post Hoc test of the level of overall job satisfaction and the answer of training types and amount.

Ethics

In performing any research related to human participants, it is required that some ethical considerations are made. The first step made by the researcher is seeking approval, to carry out the research, from the institutional review board (IRB). After approval, the researcher was ready to begin the study, but there were certain considerations that had to be made. Informed consent was signed by the participants, which meant that the participants were provided with adequate information related to the study, for them to make a conscious and voluntary decision to take part in the study.

The participants were also informed about their right to exit the study at any point, if they so desired. The participants were not coerced to take part in the study. Confidentiality is another ethical consideration that was assured. Among the information provided to get the informed consent to participate was assuring them that the information obtained from them would not be given to a third part, but only be utilized for the purpose of the study.

Identifying information such as name and address were not included in the questionnaires or

in any other aspect of the study. This would ensure not only confidentiality, but also privacy of the participants.

CHAPTER 4: RESULT AND FINDINGS

In this chapter, the results of this research are reported. Data was collected and analyzed using SPSS. The chapter presents the findings by research question. The purpose of this quantitative, study is to examine the current amount and types of trainings that foreign workers received through the companies and examine the relationship toward their level of job satisfaction. This research examines a group of the foreign workers, which are H1B workers in a southern state in the United States. The chapter is organized into two sections beginning with result overview and report and analysis, and the conclusion will be presented in chapter 5.

Result Overview and Report

After the Institutional Review Board (IRB) at North Carolina State University approved the current study, 1,100 email invitations (Appendix 3) were sent out. After the email was sent, responses were received over a period of two months, from beginning of September 2015 to late October 2015. The list of potential participants was provided from an individual, who had contacted with the administrators at discussion boards of University of North Carolina Taiwanese Students Association, Duke University Taiwanese Association, North Carolina State University Taiwanese Students Association, Chinese Students Association (CSA), Korean in NC, and H1B visa. The emails were sent out through the discussion board administrators. The email included the research information and a link to the online survey instrument. The researcher collected the survey and consent form (Appendix 2) by using Qualtrics.

In order to raise the voice for the study, researcher posted the study information and her personal contact on their social network, like Facebook and discussion board, therefore, potential participants would understand and trust the information they had received through the email. The post did not include the survey link, therefore, people outside of the list would not have the access to enter the survey.

Of the 1,100 people, 759 responded providing a response rate of 69%. Among 759 (69.0%) completed surveys at the end, out of which 693 (63.0%) surveys had complete and usable data. Of the respondents 693 indicated that they are currently working under H1B working visa in a southern state of the United States, providing a delivered response rate was 63.0%. The demographics of respondents' including their gender, age, citizenship, and length of employment are presented in Table 1.

Table 1 shows there were 368 (53.1%) males and 325 (46.9%) females. The citizenship of the responding H1B workers included 247 (35.6%) Chinese, and 172 (24.8%) Taiwanese. These two groups were a total of 419 (60.4%) respondents making up over half of the participants.

Table 1:
Number and Percent of Respondents Gender and Ethnicity

Measure	Number (N)	Percentage (%)
Gender		
Male	368	53.1%
Female	325	46.9%
Citizenship		
China	247	35.6%
Taiwan	172	24.8%
South Korea	63	9.1%
India	60	8.6%
Philippine	54	7.8%
Canada	19	2.7%
Japan	16	2.3%
Germany	12	1.7%
Mexico	11	1.6%
Thailand	9	1.3%
United Kingdom	8	1.2%
Singapore	6	.9%
Venezuela	6	.9%
France	6	.9%
Italy	2	.3%
United States	2	.3%

The average age of the 693 respondents is 28.09 (SD=2.52) years old and their working time in the current position is 2.18 (SD=1.31) years.

Table 2:
Mean and Standard Deviation of Respondents' Age and Length of Employment status in Years

Measure	Mean	Standard Deviation
Age	28.09	2.52
Length of Employment in Current position	2.18	1.31

Data Result Analysis

As stated in previous chapters, there are two research questions the study aim to examine.

Research Question 1:

What are the reported levels of job satisfaction for workers on a H1B visa living in a southern state in the United States?

The levels of job satisfaction for workers on H1B visa living in a southern state in the United States were reported from the survey result. Participants answered 43 questions on Job Satisfaction Survey (Schmidt, 2004) based on their job experiences, and the survey resulted in the level of overall job satisfaction. The higher the scores on the scale represent a higher level of job satisfaction; in contrast, lower scores result in a lower level of job satisfaction.

In the survey, the Likert scoring weight for each question of the survey ranged from 1 (disagree very much) to 6 (agree very much). According to Wuensch (DATE), likert scales consist of statements with which the respondents are expected to differ and to the extent to all questions and choices, which they agree. In this study, the possible summated results of the survey could be from 43 to 258, with a range of 216.

In Table 3 and 4, are the levels of job satisfaction for various respondents. The respondents were selected from foreign workers living in a southern state in the United States. These workers were selected from different groups because they were identifies as H1B working visa workers. In Table 3, the researcher has provided individual satisfaction levels for all the respondents. The table is presented in the form of a frequency table for the purposes of summarizing. The table has also included a percentage column and frequency in

order to show relationship to the entire sample. The table includes median, mean, and standard deviation section. This shows how the results accumulate to attain the final reading.

In Table 3, the data was divided in to three sections based on the respondents' level of job satisfaction. The ranges of low, medium, and high were based on the possible range, 216, of survey result and divide into three groups. As it can be established from the table, most respondents ranged between 138 and 167 in terms of job satisfaction. It can thus be concluded that they were satisfied but not yet very satisfied with their job. A deeper screening into the data established that there were 166 respondents in the low satisfaction category, 455 in the medium satisfaction level and 72 in the high satisfaction. The percentage of respondents that were not satisfied in the research is 24 percent. From the research 66 percent of the respondents were in the medium satisfaction category. The remaining 10 percent of the respondents were classified as very satisfied. It can be concluded from this table that most of the respondents were satisfied with their current job.

In order to eliminate the outliers, researcher used the pre data analysis to keep the necessary data. In this study, researcher used the number from days of training the respondents experienced in the past year and calculated the standard deviation, which is 41.09. Then, researcher deleted data above three times of standard deviation and result in a total data of 689, and the 689 data results are represented in the following tables.

Table 3:
Results of Respondents' Level of Job Satisfaction by Score

Overall Level of Satisfaction	Range	Frequency	Percent %	Media n	Mean	Standard Deviation
Low	43-115	167	24.24	96.0	94.16	12.64
Medium	116-187	454	65.89	164.0	159.30	16.68
High	188-258	68	9.87	208.5	208.32	14.01
All	43-258	689	100.00	161.0	148.36	37.26

The data presented in Table 4 were divided into three groups low, medium, and high job satisfaction. The three sections were equally stratified into low (group 1), medium (group 2), and high (group 3) level of job satisfaction. To create equal groups by job satisfaction levels the low range was between 64 and 137, the medium range was 138 and 167, and the high range was from 168 and 240.

Table 4:
Frequency, Percent, Mean, Median, and Standard Deviation of Respondents' Level of Job Satisfaction Grouped by Low, Medium, and High

Level of Satisfaction	Range	Frequency	Percent %	Median	Mean	Standard Deviation
Low	64-137	234	34.0	101	103.8	18.92
Medium	138-167	242	35.1	162	158.5	8.48
High	168-244	213	30.9	179	185.8	17.70
Total	64-244	689	100.0	161	148.4	37.26

Research Question 2:

Is there a relationship between training, as measure by amount and type, and level of job satisfaction for workers on a H1B visa living in a southern state in the United States?

According to Dr. Schmidt (2004), this survey can measure job training satisfaction and overall job satisfaction, and it can apply to all workplace. And this survey used scale vale to indicate each latent construct.

The survey differentiates training into 5 types.

1. Instructor-lead classroom
2. One-on-one training
3. Online or computer based training
4. Job shadowing or observing experienced employees
5. Self-study or independent study

Participants were asked to choose one of the five types of training, which they experienced the most often one in the past year, and compare their level of job satisfaction.

The following data in Table 5 are the result of their choice in one type of training they experienced the most often in the past year, and the crosstab and Chi-Square test result of five types of training.

Table 5:
Frequency and Percentage of Types of Training Participants Experienced the Most often in the past year

Training Type	High Level of Job Satisfaction		Medium Level of Job Satisfaction		Low Level of Job Satisfaction		Total	
	N	%	N	%	N	%	N	%
Instructor-Lead	76	11.0	89	12.9	70	10.2	235	34.1
One on One	75	10.9	73	10.6	100	14.5	248	36.0
On-line or Computer Based	36	5.2	37	5.4	25	3.6	98	14.2
Job Shadowing or Observing Experienced Employees	6	0.9	15	2.2	9	1.3	30	4.4
Self-Study or Independent Study	20	2.9	28	4.0	30	4.4	78	11.3

In order to test whether there was a significant relationship in the collected data between training, as measure by type, and job satisfaction, researcher used 5 types of trainings and job satisfaction as two variables and conducted a Chi-Square test to determine whether one or more sets of relationship existed between the variables. Pearson Chi-Square test was calculated at .05 level of significance with 2 degree of freedom. The Chi-Square was the appropriate to test the assumption since the data was categorical.

In Table 6, the Chi-Square value of Instructor-Lead Training and Job Satisfaction ($X^2=2.832$, $df=2$, $p= .243$) shows the result is not significant at $p< 0.05$. There was no relationship was found between Instructor-Lead Training and Job Satisfaction, $X^2(2, N=689)= 2.832$, $p= .243 > .05$. Meanwhile, result of the Chi-Square test of One on One training and job satisfaction ($X^2=8.241$, $df=2$, $p= .016$) was significant and was a significant relationship. Furthermore, the Chi-Square value of Online or Computer Based training and

Job Satisfaction ($X^2=4.043$, $df=2$, $p= .132$) is not significant at $p< 0.05$. There was no relationship was found between Online or Computer Based Training and Job Satisfaction, X^2 (2, $N=689$)= 4.043, $p= .132 > .05$. The Chi-Square value of Job Shadowing or Observing Experienced Employees and Job Satisfaction ($X^2=3.330$, $df=2$, $p= .189$) is not significant at $p< 0.05$. There was no relationship was found between Job Shadowing or Observing Experienced Employees and Job Satisfaction, X^2 (2, $N=689$)= 3.330, $p= .189 > .05$. Last result in Table 6, the Chi-Square test between Self-study or Independent Study and Job Satisfaction ($X^2=1.330$, $df=2$, $p= .514$) came up that the Chi-Square value is not significant at $p< 0.05$. There was no relationship was found between Instructor-Lead Training and Job Satisfaction, X^2 (2, $N=689$)= 1.330, $p= .514 > .05$.

From the result of Chi-Square test between 5 types of training and job satisfaction, the combine result of the Chi-Square value was not enough to reject the assumption.

Table 6:

Table of Chi-Square Test Between 5 types of training and Job Satisfaction

Training Type	X^2	df	Asymp. Sig. (2-sided)
Instructor-Lead	2.83	2	.24
One on One	8.24	2	.02
On-line or Computer Based	4.04	2	.13
Job Shadowing or Observing Experienced Employees	3.33	2	.19
Self-Study or Independent Study	1.33	2	.51

In order to eliminate the outliers, researcher used the pre data analysis to keep the necessary data as reported in Table 3. The data presented in this table can be divided into three sections. The three sections were proportion stratified into low (group 1), medium (group 2), and high (group 3) level of job satisfaction.

On Table 7 and 8, the three groups were divided proportional stratified into low, medium, and high level of job satisfaction. The mean in this table are referring to the mean of the level of job satisfaction in each group. The standard deviation of group 1 and 3 are two times larger than group 2, which indicates that the level of job satisfaction distribution in group 1 and 3 are spread farther from the mean than group 2. However, compare with the standard deviation of the whole group of respondents (37.2583), three groups are still considered closely around the mean.

Table 7:
Descriptive Result of Three Groups Divided by the Proportion of Their Level of Job Satisfaction

Job Satisfaction	Level of Job Satisfaction			
	N	Mean	Standard Deviation	Standard Error
Low	234	103.81	18.93	1.24
Medium	242	158.46	8.48	0.55
High	213	185.82	17.70	1.21
Total	689	148.36	37.26	1.42

Table 8 shows the data of three groups and their mean, standard deviation, and standard error on their days of training. The results shows that respondents with low level of job satisfaction had an average 30.855 days of training, respondents with medium level of job satisfaction had 26.161 days of training, and respondents with high level of job satisfaction had 27.484 days of training in the past year.

Table 8:
Descriptive Data Results of Three Groups and Days of Training

Job Satisfaction	Days of Training			
	N	Mean	Standard Deviation	Standard Error
Low	234	30.86	22.14	1.45
Medium	242	26.16	20.33	1.31
High	213	27.48	22.28	1.53
Total	689	28.16	21.63	0.82

An analysis of variance (ANOVA) is a testing procedure that aims to test whether two or more means are significantly different from each other. In this case, an ANOVA test was conducted to determine if mean job satisfaction level differed significantly between the three different groups in this study. The assumption was that mean job satisfaction level did not

vary significantly with training days groups. The alternate assumption was that at least one group had a significantly different mean job satisfaction level.

Based on the previous data, researcher used the ANOVA test to examine the Table 9 shows the critical value of the significance level .05, which is evidence that the results are statistically significant. From the Table 9, F value 2.971 is less than critical F-value 3.009. Therefore, in this case, since the significance level is equal to .05 and the F value is significant at the level of $p \leq 0.05$, the assumption is rejected.

Table 9:
ANOVA Test of Length of Training Days versus Level of Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2765.50	2	1381.75	2.97	.05
Within Groups	319032.97	686	465.06		
Total	321796.47	688			

Recall from the result of ANOVA test (Table 9), the result reject the assumption that job satisfaction level did not vary significantly with training days groups. However, from the result provided from ANOVA test, information did not pointed out which specific groups differed, therefore, it is necessary to run post hoc test, and to confirm where the differences occurred between groups.

The Post Hoc test results are presented in Table 10. In this table, group 1, 2, and 3 are grouped proportionally based on their result of overall job satisfaction, which group 1 represented 234 respondents who had resulted high overall job satisfaction, group 2

represented 242 respondents with medium result of overall job satisfaction, and group 3 represented the rest 213 respondents who were results in low overall job satisfaction. From the data in Table 10, researcher can concluded that among the relationship between length of training days and three groups, there are no significant different between group 1 and group 3 (significant level= .099) and group 2 and group 3 (significant level=. 514), which there is significant difference in group 1 and group 2 (significant level= .018).

Table 10:
Post Hoc Test of Three Groups (High, Medium, and Low) Job Satisfaction with
Dependent Variable: Length of Training Days LSD

Job Satisfaction		Mean Difference (I-J)	Standard Error	Sig.	95% Confidence	
					Lower Bound	Upper Bound
1 Low	2 Medium	4.69	1.98	.018	0.81	8.58
	3 High	3.37	2.04	.099	-0.64	7.38
2 Medium	1 Low	-4.69	1.98	.018	-8.58	-0.81
	3 High	-1.32	2.03	.514	-5.30	2.66
3 High	1 Low	-3.37	2.04	.099	-7.38	0.64
	2 Medium	1.32	2.03	.514	-2.66	5.30

Note: The mean difference is significant at the .05 level.

Result Summary

There are some summarizing points that can be extracted from these results. To begin with, it can be stated that the levels of job satisfaction among the respondents are medium to high. By dividing the score range into three proportions and comparing the frequency, there are 66% of medium and 24% of low, which there are only 10% who reported high level of job satisfaction. However, the 66% of the respondents in the medium are the main data of the

whole study. Therefore, if researcher uses the result of mean 148 and the median 161, from overall level of job satisfaction, which creates a left skewed distribution since the median is larger than the mean. Left skewed distribution means that most values are concentrated on the right of the mean. It can conclude that the reported level of job satisfaction is relatively medium to high.

Secondly, from the result of question 2, the result of the first part of using Chi-Square test on testing the relationship of training and job satisfaction, as measure by type shows that even the result proved that there is a significant relationship between one-on-one training and job satisfaction, the overall result is not enough to reject the assumption. In the second part of the testing in the relationship between training and job satisfaction, as measure by amount, researcher found out there is a relationship of training days and job satisfaction, however, there was no evidence of whether which groups have the significant relationship.

Therefore, in order to test the result provided from ANOVA test, it was needed to run post hoc test, and to confirm where the differences occurred between groups. The Post Hoc test provide a result of that among the relationship between length of training days and three groups, there are no significant different between group 1 and group 3 (significant level= .099) and group 2 and group 3 (significant level=. 514) but there is significant different between group 1 and group 2 (significant level= .018).

CHAPTER 5: CONCLUSIONS

As the idea of global market continue to grow, companies need of offer efficient training to successfully keep their foreign employees satisfy with the employers. Maintaining employees' job satisfaction can prevent companies' turnover ratio (Saari and Judge, 2004; Latif et al, 2013). The purpose of this quantitative study was to examine the significance of type and amount of training received through the companies toward H1B foreign workers' level of job satisfaction in a southern state of the United States.

The results of the data analysis provide insights of the research questions, which aim to observe the effectiveness of training toward job satisfaction to foreign worker. The training was divided into type and amount, the training types were five types of training listed from Schmidt (2004), self-study or independent study training and one-on-one training are more effective than job shadowing, instructor lead training, and on-line or computer-based training, and the amount are the reported data from respondents' length of training in the past year. The study result shows employees' level of job satisfaction has a significant relationship with the length of training by using Chi-Square test, ANOVA test, and Post Hoc test.

Conclusion

To begin with, compare the distribution of citizenship with the overall H1B foreign workers statistic on United States Citizenship and Immigration Service Homeland Secure website, Chinese and Indian are two of the largest group in H1B foreign workers in the United States among other countries. In this study, there were only 60 Indian (8.6%) filled out the survey. Beside the portion of the citizen in each country group are different than the

data on United States Citizenship and Immigration Service Homeland Secure, top 10 countries are very similar to the sample's background list in this study.

From this study result, it can be summarized in general that even the previous studies show there is positive relationship between job training and job satisfaction, reality can be little bit different sometimes. The result in the first part of question 2, which was testing the relationship of five types of training with job satisfaction, showed there was not enough evidence to prove that there is significant relationship of training and job satisfaction. Among five types of training listed, four out of five types had significant level of $p > .05$, which failed to reject the assumption. However, out of the five types of training, One-on-one training had a significant level of $p > .05$, which showed an evidence of training, by type, has significant relationship with job satisfaction. Therefore, looking into the result of relationship between types of training and job satisfaction, the researcher can conclude that there are some methods of job training that do not impact job satisfaction, as far as employees are concerned.

According to Oshagbemi (2013), job training should be done using methods that are more learners friendly. One of the goals of job training according to Zack (2008) is to ensure that a worker fully understands his or her job. When one is taken through job training, he or she should come out having understood fully what his or her job entails. After effective job training, employees should be more comfortable with their jobs. This means that they should have a higher level of job satisfaction compared to what they had before. At the same time, according to Schmidt (2010), some methods of job training are not effective in ensuring that an employee fully understands the components of his or her job. Pugno (2012) pointed out

that instructor lead training is not very effective because it is not learner centered. The instructor learns what the trainer thinks is important, which may not necessarily be useful to the trainees in their workplace (Walsh, 2012). According to Drexler (2011), internet and computer based training uses simulations and case studies, which may not be applicable in every case. Therefore, the reason one-on-one training had a significant outcome on effecting level of job satisfaction in this study may be because this method is learner centered and trainers may adjust training program along with trainees' reaction with the program.

In question 2, in order to eliminate the outlier, researcher used the three times standard deviation to keep the necessary data. The data showed a significant relationship of training days with job satisfaction in ANOVA test (Table 9). Therefore, Post Hoc test was presented in order to determine which exactly groups were having significant relationship. The result showed in Table 10 that group one and group two are the groups with significant relationship. Group 1 is referring respondents with low level of job satisfaction while group 2 is referring respondents with medium level of job satisfaction.

From the result in Table 8, the mean of three groups shows their average length of training days, researcher can tell from that people with low level of job satisfaction (group 1) has the most training days compare with other two group. Regarding Fredrick Herzberg's two-factor theory, researcher assumed that increase in training days would result in increase in level of job satisfaction. However, the final result did not follow Fredrick Herzberg's two-factor theory, the days of training in group 2 and 3 were smaller than group 1. Therefore, researcher can conclude a statement that more training will not lead the employees to high level of job satisfaction, however, less training might not decrease foreign workers' level of

job satisfaction. Additionally, people with higher level of job satisfaction tend to choose one-on-one training in this situation than other four types of training.

Study Limitation

This research ideally was supposed to use an entire foreign workers in the United States as the population, however, due to several consideration, this research ended up studying part of the population. The targeted population in this study was based on employees working under H1B working visa in a southern state in the United States. In this case, a small sample size with the fact that this study required people with certain working visa and working location only allowed a portion of foreign workers to participate. The sample did not show a representation of the larger foreign workers, which only show a part of foreign worker in a southern state in the United States. However, the researcher overcame the limitation by using Cochran's sample size formula to estimate the sample size, which turned out with a minimum sample size of 371 participants, and a target sample size of 742 participants with 50% of response rate.

Though the researcher had overcame the limitation of sample size, most of the respondents in this study were originally from Asian countries, which the geographic distribution might became a bias in this case. Therefore, the sample has become one of the limitations to this study, and this study can only represent a part of the H1B workers in the United States.

In this research, the researcher set up an online survey on a school approved online survey tool and reached potential participants by sending out the information of the study in foreign worker discussion boards. It was people's choice on whether they want to participate

the study or not. Therefore, a self-report questionnaire was the only source of information. The researcher was relying on the honesty of their participants, which could be a problem since people tend to report the answer the way they want but might not be truth. According to Fisher and Katz (2000), participants sometimes wish to manage how they appear in self-report measures. It is possible that the social desirability bias affected participants' response in the survey. In this situation, respondents tend to over-report good behavior or under-reporting bad behavior.

Moreover, most of the questions in this survey are using a Likert scale. While the rating scale do allow respondents greater flexibility in their answer than just yes or no, people are likely to interpret and use scales differently. There fare rating scale measures has become a limitation since participants' perception may also vary regarding their understanding or interpretation of particular questions. Indeed, some people tend to use the edges of scales, whereas others tend to respond using the midpoints of the scale. This problem may have been reflected in this study and could potentially affect the result not being significantly related to one another.

According to Schmidt (2006), there is potential limitation of email survey research. Using email or mail as an instrument to reach respondents might face the difficulty in sorting out responders versus non-responders. Occasional annoyance may be perceived by receiving multiple emails requesting for response. In addition, email and mail delivery may be perceived as junk mail and deleted without responding. Schmidt (2006) suggested that some incentive be established as part of the process in order to motivate people to response or participate the study.

Practical Implication

As the growth in idea of globalization, the number of immigrants and foreign workers are growing rapidly as well as cultural diversity has become an important issue in organizations. In this situation, the definition of foreign workers is no longer only limited to workers without citizenship but people with diverse backgrounds. The emphasis of this study was to broadly determine the effectiveness of training on job satisfaction for a group of foreign workers. Specifically, this study indicated there was a statistically significant effectiveness between length of training and overall job satisfaction, and there was evidence of a certain type of trainings can be more effective than others. Therefore, it is recommended that companies, employers, and educators, who are working with foreign workers, to refer this study to enhance their training program and provide a more effective training program to them in the future. In this research, the result stated that more training might not increase employees' level of satisfaction neither as less training will not make employees experience low level of job satisfaction. Instead of spending lots of time and money on providing various trainings to employees, which might be unnecessary, investigating and use the right type of training will be more effective.

In addition, this research is also helpful to people who are planning to work in a foreign country. According to Selmer (2001), worker who are working in foreign country might need to face adjustment challenges and negative attitudes toward their job, which might cause poor performance. By understanding the importance of training and its relationship with job satisfaction, it will be easier for them to overcome the obstacle. Future workers can refer to this study to motivate themselves or discuss the issue with their

employers so that it can help them to create a better working environment as well as better experience while they are working in a foreign country.

Future Research and Study

The results of this study have several possible implications for increasing training effectiveness. The present research provided the investigation of the effectiveness of training toward job satisfaction from the data received through Dr. Steven Schmidt Job Satisfaction Survey (2004) in a period of the time. Even the result did not show that every training has significant effectiveness toward job satisfaction for foreign workers, but it did point out one types of training are more effective than other three. Therefore, it is recommended to investigate the rationale of how training influence the employees on their job satisfaction, a survey of in-depth research on each type of training will be necessary. Through the identification of training type the respondents think are most effective, researcher can further explore on how and why does the training being the most effective and how they influence the trainees. Moreover, research can also examine if there is any relationship of people with certain background will tend to choose a certain type of training. In this case, researcher can continue the survey study by categorizes the respondents by their race and ethnicity, sex, age, and education level.

Further recommendation is that since this study only focused on H1B workers in one state in the United States, but there are different categories of foreign workers who are spread across the country. On the other hand, most of the respondents in this study were originally from Asian countries, but there are other workers from other countries whose perceptions towards the question might vary. Therefore, it is important for future studies in the field to

factor in foreign workers from across all cultures, different categories and from different States, to have an inclusive report.

In this research, the result has sought to clarify the effectiveness of training to job satisfaction for H1B workers in a southern state of the United States. Through the identification of variables that affect job satisfaction, companies can create effective training for other workers with similar background. Furthermore, since each individual in the group has different background, knowledge and personalities, analyzing

While the result of the study did not support the relationship between training and job satisfaction for H1B workers in a southern state of the United States, there is evidence that worker's job satisfaction rate is not low. Since companies already spent extra cost on helping foreign workers regards of their working permit fees, it is important to employers that they will have high level of job satisfaction and good performance on their job. Therefore, further studies of this study results are highly recommended to support the findings of this research study.

Summary

This research has established results that shows training, as measured by types, does not have a statistically significant relationship with level of job satisfaction. However, there is significant relationship between training, as measure by amount, with level of job satisfaction. From the finding of relationship between five types of training and level of job satisfaction, only the result of one-on-one training had a significant relationship with level of job satisfaction, which other four types had not. Moreover, the study has also established a conclusion that by comparing the level of job satisfaction and their training days, people with

low level of job satisfaction had experienced more training days and people with higher level of job satisfaction might not because they had experienced more training than others.

According to Delery and Doty (1996), contingency approach theory states that in order to be effective, companies' human resource educator must consider many aspects in order to come up with an effective training. This is to mean that what is workable in one individual may not necessarily be applicable in others. Therefore, using the conclusion from the result, Fredrick Herzberg's two-factor theory, with contingency approach, a good and effective company training need to examine trainees' need, and provide training based on it in order to make the training become a motivator to increase employees' level of job satisfaction as well as unnecessary cause employees' dissatisfaction toward their job.

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APPENDIX

APPENDIX 1: Survey

Job Training and Job Satisfaction Survey THE SURVEY IS ANONYMOUS. Please check the response for each question that comes closest to reflecting your opinion about it.

Thanks for your time.

Disagree Agree Very Much (DVM)

Disagree Moderately (DM)

Disagree (DS)

Agree (AS)

Agree Moderately (AM)

Agree Very Much (AVM)

1. I feel I am being paid a fair amount for the work I do.

DVM DM DS AS AM AVM

2. There is really too little chance for promotion on my job.

DVM DM DS AS AM AVM

3. My supervisor is quite competent in doing his/her job.

DVM DM DS AS AM AVM

4. I am not satisfied with the benefits I receive.

DVM DM DS AS AM AVM

5. When I do a good job, I receive the recognition for it that I should receive.

DVM DM DS AS AM AVM

6. Many of our rules and procedures make doing a good job difficult.

DVM DM DS AS AM AVM

7. My department provides learning/training opportunities to meet the changing needs of my workplace

DVM DM DS AS AM AVM

8. I sometimes feel my job is meaningless.

DVM DM DS AS AM AVM

9. Raises are too few and far between.

DVM DM DS AS AM AVM

10. Those who do well on the job stand a fair chance of being promoted.

DVM DM DS AS AM AVM

11. I view my education on-the-job as a continuous, lifelong endeavor.

DVM DM DS AS AM AVM

12. The benefits we receive are as good as most other organizations offer.

DVM DM DS AS AM AVM

13. I do not feel that the work I do is appreciated.

DVM DM DS AS AM AVM

14. My efforts to do a good job are seldom blocked by red tape.

DVM DM DS AS AM AVM

15. I like doing the things I do at work.

DVM DM DS AS AM AVM

16. In my department, learning is planned and purposeful rather than accidental.

DVM DM DS AS AM AVM

17. I feel unappreciated by the organization when I think about what they pay me.

DVM DM DS AS AM AVM

18. People get ahead as fast here as they do in other places.

DVM DM DS AS AM AVM

19. My supervisor shows too little interest in the feelings of subordinates.

DVM DM DS AS AM AVM

20. The benefit package we have is equitable.

DVM DM DS AS AM AVM

21. There are few rewards for those who work here.

DVM DM DS AS AM AVM

22. I have too much to do at work.

DVM DM DS AS AM AVM

23. I enjoy my coworkers.
DVM DM DS AS AM AVM
24. Overall, the on-the-job training I receive is applicable to my job
DVM DM DS AS AM AVM
25. I feel a sense of pride in doing my job.
DVM DM DS AS AM AVM
26. Overall, the training I receive on the job meets my needs
DVM DM DS AS AM AVM
27. There are benefits we do not have which we should have.
DVM DM DS AS AM AVM
28. In my department, people are interested in both personal and professional development.
DVM DM DS AS AM AVM
29. I have too much paperwork.
DVM DM DS AS AM AVM
30. I don't feel my efforts are rewarded the way they should be.
DVM DM DS AS AM AVM
31. I am satisfied with my chances for promotion.
DVM DM DS AS AM AVM
32. I am proactive in seeking ways to improve what I do
DVM DM DS AS AM AVM
33. My job is enjoyable.
DVM DM DS AS AM AVM
34. I like the people I work with.
DVM DM DS AS AM AVM
35. Training and development are encouraged and rewarded in my department.
DVM DM DS AS AM AVM
36. I like my supervisor
DVM DM DS AS AM
37. I deliberately seek out learning opportunities rather than waiting to be sent to training.

DVM DM DS AS AM AVM

38. My supervisor is unfair to me.

DVM DM DS AS AM AVM

39. I have learning goals designed to enhance my current work assignment and to prepare me for future positions

DVM DM DS AS AM AVM

40. There is too much bickering and fighting at work.

DVM DM DS AS AM AVM

41. Overall, I am satisfied with the amount of training I receive on the job

DVM DM DS AS AM AVM

42. I am generally able to use what I learn in on-the-job training in my job

DVM DM DS AS AM AVM

43. I feel satisfied with my chances for salary increases.

DVM DM DS AS AM AVM

44. Think about the types of formal training you have participated in within the past year, and rank on a scale of 1-5 which types of on-the-job training situations you have participated in the most. (1=most time spent in this type of training situation; 5=least time spent in this type of training situation)

_____ Instructor-lead classroom training

_____ One-on-one training

_____ On-line or computer-based training

_____ Job shadowing or observing experienced employees

_____ Self-study or independent study

(Including video-based training)

45. Of all the training methods listed in question 44 (above), circle the one that you believe is most effective in helping you learn. Job Training and Job Satisfaction Survey 22

46. In the past year, rank on a scale of 1-3 the types of on-the-job training that you have received in order of most to least (1=most time spent in this type of training; 3=least amount of time spent in this type of training).

_____ Technical or job-specific skill training

_____ General business skill training

(Example: computer classes)

_____ Personal development training

47. How many years have you been in your current position?

48. If you have been in your current position for less than a year, how many days have you spent in formal on-the-job training _____. (skip to question 50)

49. If you have been in your current position for more than a year, how many days in the past year have you spent in formal on-the-job training _____.

50. What is your date of birth?

52. What is your gender?

53. I am a _____ Permanent employee _____ Contract employee ____ others

54. Citizenship: _____

55. Are you currently working under H1B visa?

56. Which State are you currently working in?

APPENDIX 2: Consent Form

You have been asked to be part of a research study

Please do not to take the survey at work or other people's personal laptop and should take it privately and clean out the history and cookies after it is completed.

The researcher will collect information from you to help the study. The information you provide will not be used to evaluate you as an individual.

Your participation of the study is voluntary. You have the right to be a part of this study, and to stop at any time without any penalty. The purpose of the research is to gain a better understanding of a certain topic. You are not guaranteed any personal benefits from being in the study.

Your information is confidential. If you do not understand anything in this form or the study, it is your right to ask the researcher for clarification or more information. Your answer will not be linked to your name and will only be used for this study.

Title of study: Effectiveness of Training Toward Job Satisfaction for H1B Foreign Worker in a southern state in the United States

Researcher: Yi An Lu

Purpose of the study:

To understand the effectiveness from training to foreign worker with H1B visa

What will happen if you take part in the study?

You will be asked to complete an online survey, which include 56 questions.

Content of the survey:

You will expect to answer a survey with 56 questions regards of your past training experiences and background. There will be no question regards of your name and other personal contact information. The survey will be anonymous.

If you have any questions regards to the survey or the study, you may contact the researcher Yi An Lu, luyian19@gmail.com, +12069108460.

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator at dapaxton@ncsu.edu or by phone at 1-919-515-4514.

By clicking the accept bottom below, I have read and understand the above information. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.

- I agree. / next
- I do not agree. / exit

APPENDIX 3: Email Notification

Dear participant:

This is Yi An Lu, the researcher of “Effectiveness of Training Toward Job Satisfaction for H1B Foreign Worker in a southern state in the United States”.

Thank you for willing to participate this research. The following link is the online link to the survey.

Online survey link:

You will be asked to answer an online survey with 56 questions regards of your past training experiences and background. There will be no question regards of your name and other personal contact information. The survey will be anonymous.

Please read through the consent form and accept the term before you start answering the question.

Please do not to take the survey at work or other people’s personal laptop and should take it privately and clean out the history and cookies after it is completed.

You are welcome to contact me anytime if you have any question to the survey or to this research. My personal contact number is 1-206-910-8460, email: luyian19@gmail.com

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator at dapaxton@ncsu.edu or by phone at 1-919-515-4514.

Thank you

Researcher
Yi-An Lu
Ylu27@ncsu.edu