

COGNITIVE AND AFFECTIVE OUTCOMES  
OF A CULTURAL DIVERSITY IN BUSINESS COURSE  
IN HIGHER EDUCATION

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ABSTRACT

This study investigated the cognitive (knowledge) and affective (attitude) outcomes of students taking a cultural diversity in business course as compared to students enrolled in another capstone course at a Midwest university ( $N = 258$ ). The questionnaire, Survey of Intergroup Relations II, was given as a pre and posttest to both groups during the summer and fall semesters 2006 to collect the data.

Statistical functions used for data analysis included independent samples  $t$ -test, cross tabulation, and Chi-Square analysis. The data analysis yielded statistically significant test results for a change in knowledge between the control and treatment groups. The change in attitude was not statistically significant between the groups. There appeared to be no statistically significant behavioral differences in the students who chose to take a cultural diversity in business course and those who took another capstone course.

Overall, at a Midwest university a cultural diversity in business course did result in a statistically significant change in students' knowledge of multicultural groups and issues. There was not a statistically significant change in the students' the level of prejudicial attitudes.