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TRAINING INSTITUTION PROFILE REPORT

SPECIAL PARTICIPANTS AT

TENNESSEE VALLEY AUTHORTIES

June 1972

The American University
DEVELOPMENT EDUCATION AND TRAINING RESEARCH INSTITUTE
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007

PREFACE

The Development Education and Training Research Institute¹ (DETRI) Training Institution Profile Reports are designed to provide you with reliable information about training programs as they are viewed and evaluated by A.I.D. participants. The reports were prepared for those U.S. institutions attended by 30 or more A.I.D. Special program participants who later received exit interviews at DETRI. The exit interview period was July 17, 1967, through February 29, 1972. These interviews cover participants whose programs ended between these dates and who departed through Washington, D.C.

Each report is divided into three sections: 1. Narrative, 2. Statistics, and 3. Noteworthy Comparisons. The first section presents the views of a typical participant at your institution and of other participants who hold different opinions. When applicable, quotes from participants will be used so that you can "listen" to the participants speak for themselves.

The second section contains tabular and graphic presentations of items from the DETRI exit interview questionnaire. The items were chosen by A.I.D.'s Office of International Training to represent important aspects of participants' training experiences. The participants' responses to these items are compared with the responses of A.I.D. Special program participants enrolled in all training institutions.

1. See Appendix II.

When responses given by the participants at your training institution differ significantly² from those of all other Special program participants, the differences will be described in Section 3, Noteworthy Comparisons. Differences which are not statistically significant will not be mentioned in this section.

The reader interested primarily in statistical information may want to go directly to the sections on statistics and noteworthy comparisons. As statistics alone have a tendency to make one lose awareness of the individual, the narrative section has been personalized, presenting a non-statistical description of the information given by the participants interviewed. The reader looking only at this section should keep in mind that the narrative is an oversimplification of the data in this report.

There are three appendices to the report. Appendix I contains information on the procedures used to collect the data for these Profile Reports and on the reliability, validity, and comprehensiveness of these data. Appendix II, The Glossary, defines Academic and Special program participants, explains the scaling technique, and provides some information about DETRI. Appendix III, References, is an annotated bibliography of relevant DETRI publications.

These reports were prepared by Paul R. Kimmel, William C. Ockey, Herman J. Sander, Robert McCarthy, and Ann Fenderson of The American University, DETRI, under contract AID/csd-2865. The authors were ably assisted by Dorothy Daun, Pamela Griffith, Pamela Nash, and Richard Seabrook.

2. "Significantly" means statistically significant. The test used was one of the "5 per cent level of confidence." This means that the differences between the data could have occurred by chance alone less than 5 in 100 times. It is unlikely that such obtained differences are a result of chance alone. It is probable (95 out of 100 times) that the differences obtained are attributable to causal factors--although the causes may not be known.

CONTENTS

| <u>Section</u> | <u>Page</u> |
|---|-------------|
| Preface | i |
| 1. Narrative | 1 |
| 2. Statistics | 6 |
| 3. Noteworthy Comparisons | 17 |
| Appendix I--DETRI Procedures and Reliability of Data | A-1 |
| Appendix II--Glossary | A-2 |
| Appendix III--References | A-4 |

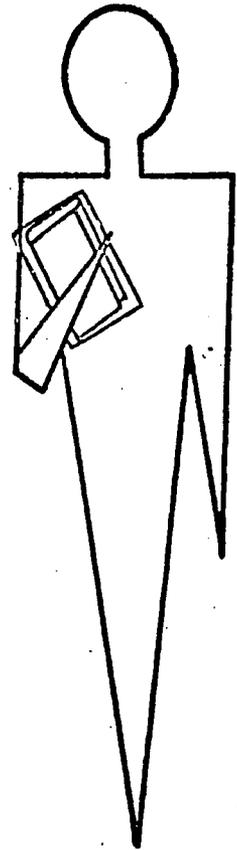
SECTION 1

NARRATIVE

We would like to introduce you to "Aidre," a hypothetical A.I.D. participant who had had a training program on fertilizers conducted at TVA in Muscle Shoals, Alabama. Through Aidre you will become acquainted with the experiences of 55 participants whose training took place at TVA between July 1967 and February 1972, and who completed the DETRI questionnaire. The opinions and evaluations attributed to him on any given issue are those of most of the A.I.D. Special participants at TVA on that particular issue. When there are important differences on any item between Aidre, as the typical respondent, and some of his fellow participants, they will be mentioned. All quotes that appear in the following narrative are taken from the participants' own accounts of their experiences.

Aidre and the majority of his fellow participants came from India; a small number came from the Far East. His training program dealt with fertilizer marketing techniques and practices. The programs of many of his fellow participants were concerned with fertilizer production techniques and operations, while some participants had programs dealing with the application and economic use of fertilizers.

Aidre was an official in the government-owned fertilizer industry in his country. Some of his fellow participants were employed in Federal or State Ministries of Agriculture, and a



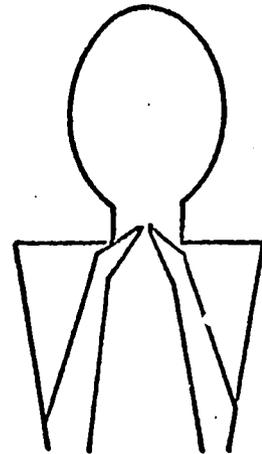
few were in the private fertilizer industry. He and the majority of his fellow participants had had 16 or more years of formal schooling before they came to the United States for their training program.

Aidre knew before he left his country that the plan of his training program called for him to have training at TVA. He was in full accord with this decision.

Aidre did not receive help from a Trainee Advisor or Technical Leader during his training program, but many of his fellow participants did. They felt that the help received from their Advisor had been very useful. On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), 3 out of 4 rated the usefulness of the help provided by their Advisor at "1" or "2."

Aidre's program at TVA consisted principally of classroom and related training (special courses, lectures, seminars, and similar presentations). He considered a list of difficulties that A.I.D. Special Program participants have sometimes had with their classroom and related training. One difficulty that he felt applied to him was that some of the subject matter was too general. He explained by saying: "The TVA program was good, but they tried to tackle all of the problems and concepts involved in too short a time. So they couldn't go into enough detail on each subject." Some of the other participants, however, did not believe that this had constituted a difficulty for them.

Aidre believed that his courses had been neither too advanced nor too simple, and there had been about the right balance between lecturing and discussion. Some of the other participants, however, believed that some of the courses or presentations had been too simple, and there had been too little



opportunity for discussion. One participant expressed their opinions by saying: "We would have welcomed more time for discussion and consultation with the experts in the field."

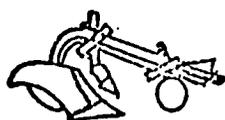
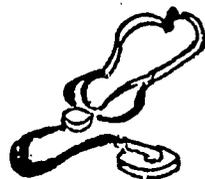
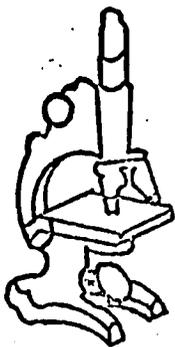
Although Aidre did not feel there had been too much duplication in the subject matter presented, many of his fellow participants did. They agreed with the comment of one participant who said: "There was too much repetition because the speakers did not know what had been covered previously. There was a need for coordination among the speakers." Aidre thought that about the right number of different subjects had been presented in his program, but some of the other participants believed that they had been offered too many different subjects.

Aidre and his fellow participants varied in rating the usefulness of their classroom and related training at TVA to their training objectives. One participant, who thought his classroom and related training had been very useful, said: "The lectures gave in minute detail the quality and control of fertilizers, and what that means in terms of marketing for farmer utilization. This was excellent background for observation visits." Another commented: "Our program at TVA gave us new ideas on production, economics and commercial techniques."

A participant who felt the program at TVA was less useful, said: "The course needed streamlining; there was too much repetition and overlapping of classes." Another remarked: "TVA was useful for the production side, but less so for marketing."

Aidre had some training where instruments and equipment were used, although many of his fellow participants did not. He found that the instruments and equipment were similar to those now in use in his country.

Aidre and most of his fellow participants were quite satisfied with their total technical training.



They believed that a rating of "2" or "3" on the 7-point scale was appropriate. Aidre explained that his program at TVA and that of most of his fellow participants, comprised only part of their total training. The remainder consisted mainly of observation visits to fertilizer plants, marketing organizations, cooperatives, and land grant colleges. Consequently, their ratings of satisfaction with their total technical training did not apply to the program at TVA alone.

Aidre agreed with the comment of one participant: "My observation visits made after TVA were very important in giving me a comparative view of different kinds of equipment and facilities available, and techniques now being used in the field." Another participant remarked: "I was much impressed during my observation visits with the close cooperation between government, cooperatives, private industry, and universities in connection with the distribution and use of fertilizers." One participant was especially pleased with his visits to several land grant colleges because: "After each lecture at a university we would visit a plant or farmers market where we could observe the operations discussed in the lectures."

Although they were quite satisfied with their technical training, Aidre and some of the other participants thought there were some aspects of their observation visits which might be improved. They felt there was too much repetition in some kinds of visits. One gave as an example: "There is no need to visit 4 or 5 soil testing laboratories; all are doing the same work and using the same methods." Another remarked: "We went to so many places, and always got practically the same discussions on soil science, and bulk blending plants." They also felt that personnel at some of the fertilizer plants visited were not aware of the purpose of their visit, or prepared to receive them. One expressed their feeling as follows: "Our visit was supposed to be for 1 week, but was cut to 1 day; the people were very busy in their own work, and not interested in taking care of foreign observers."

Aidre and his fellow participants did not agree on the extent

to which they thought their training programs were suitable to conditions in their countries. One participant, who found his program very suitable, said: "I got a wide conception of marketing. Many of the ideas which I have received can be modified and put to use in my country." Another said: "Much of what I learned will be immediately adaptable. I will try to introduce management by objectives, and introduce the dynamics of American salesmanship." One participant, who felt his program was less suitable, expressed the following views: "Conditions are very different in my country. Many farmers don't use fertilizers. The job is to convince them of the importance of fertilizers. We must rely most on personal visits to do this."

Aidre was greatly impressed with the activities of the International Hospitality Center in Florence, Alabama for foreign trainees at TVA. He described his reactions as follows: "The staff was especially kind. They arranged visits to American families, and tried to match the participants and the families according to their interests. For example, I visited a family with an 11 year old daughter, and I have a daughter that age. Also they arranged various types of recreation for us, such as sightseeing and boating; and allowed us to use the cooking facilities in a house they rent so we could occasionally prepare the kind of food we are accustomed to. Really, without the Center there would be nothing to do in Florence because there is no transportation."

SECTION 2

STATISTICS

6-

Table 1

Q. What regions of the world were the participants from?

| REGION | PARTICIPANTS AT TVA | ALL SPECIAL PARTICIPANTS |
|--------------------------|------------------------|-----------------------------|
| | % of 55 | % of 4102 |
| Near East- South Asia | 81.8 | 34.6 |
| Far East | 18.2 | 33.7 |
| Latin America | 0.0 | 11.0 |
| Africa | 0.0 | 20.7 |

Table 2

Q. How much education did the participants have prior to beginning their A.I.D. training program? (Item 169)

| YEARS OF EDUCATION | PARTICIPANTS AT TVA | ALL SPECIAL PARTICIPANTS |
|-----------------------|------------------------|-----------------------------|
| | % of 54 | % of 4075 |
| 7-11 | 3.7 | 6.2 |
| 12 | 9.3 | 8.8 |
| 13-15 | 9.3 | 24.9 |
| 16 | 20.3 | 21.0 |
| 17-18 | 38.9 | 23.3 |
| 19 and over | 18.5 | 15.8 |

Table 3

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the proposed plan for their training program? (Item 27d)

| DISAGREED WITH OR UNCLEAR ABOUT PROPOSED TRAINING INSTITUTION | PARTICIPANTS AT TVA % of 53 | ALL SPECIAL PARTICIPANTS % of 2947 |
|---|--------------------------------|---------------------------------------|
| No | 83.0 | 92.0 |
| Yes | 17.0 | 8.0 |

Table 4

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the final plan for their training program? (Item 38b)

| DISAGREED WITH OR UNCLEAR ABOUT FINAL TRAINING INSTITUTION | PARTICIPANTS AT TVA % of 53 | ALL SPECIAL PARTICIPANTS % of 2947 |
|--|--------------------------------|---------------------------------------|
| No | 88.7 | 92.5 |
| Yes | 11.3 | 7.5 |

Table 5

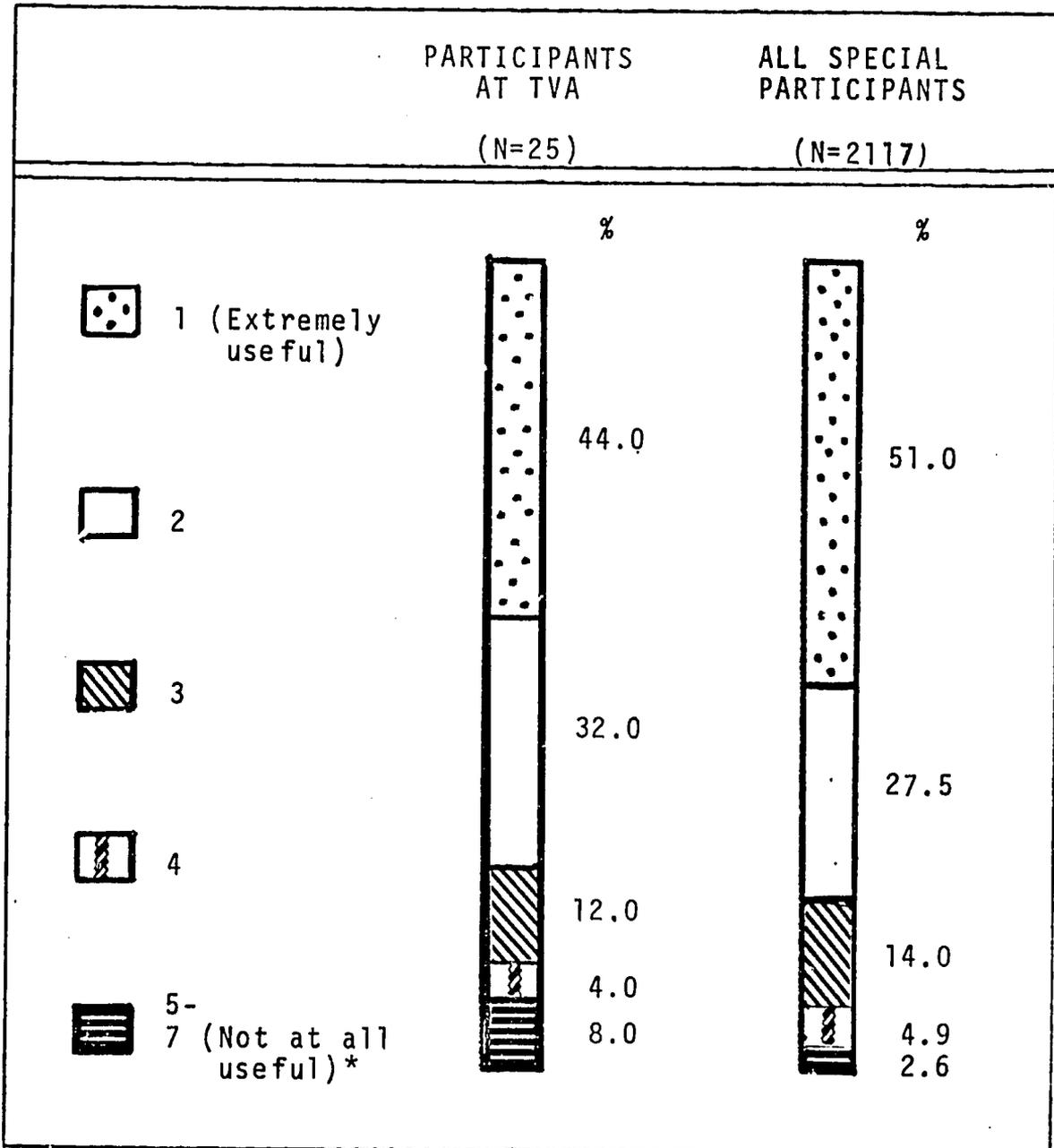
Q. What difficulties did the participants have with their classroom and related training? (Item 61)

| DIFFICULTY | TVA 55 PARTICIPANTS | | | ALL SPECIAL PARTICIPANTS | | |
|--|------------------------|------------|------------|-----------------------------|------|------|
| | None %* | Some %* | Much %* | None Percent* of 3207 | Some | Much |
| Too much assigned reading | 88.9 | 7.4 | 3.7 | 66.7 | 23.6 | 9.7 |
| Subject matter too general | 47.3 | 43.6 | 9.1 | 65.5 | 26.8 | 7.7 |
| Subject matter too detailed | 83.3 | 14.8 | 1.9 | 77.4 | 17.4 | 4.8 |
| Too many different subjects presented | 63.0 | 33.3 | 3.7 | 73.6 | 19.0 | 7.4 |
| Too much duplication in subject matter presented | 58.2 | 32.7 | 9.1 | 70.2 | 24.3 | 5.5 |
| Too little discussion | 63.6 | 34.6 | 1.8 | 75.5 | 18.6 | 5.9 |
| Too little lecturing | 94.3 | 3.8 | 1.9 | 79.9 | 14.6 | 5.5 |
| Courses or presentations too simple | 63.6 | 29.1 | 7.3 | 69.4 | 25.0 | 5.6 |
| Courses or presentations too advanced | 88.9 | 11.1 | 0.0 | 75.3 | 21.7 | 3.0 |

* Percentages add to 100% by rows in this table because each participant had to respond to each alternative.

Table 7

Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)

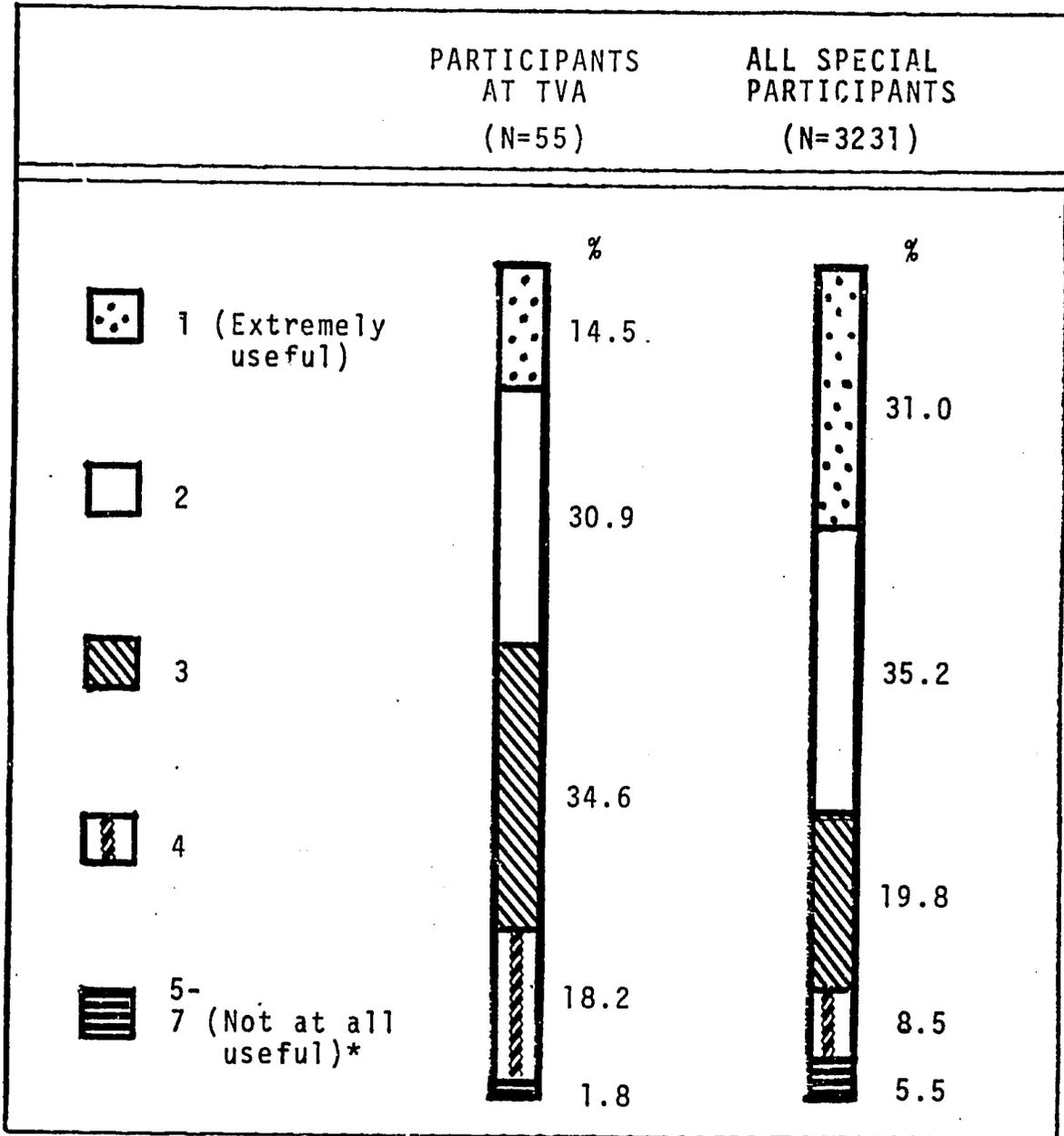


* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

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Table 8

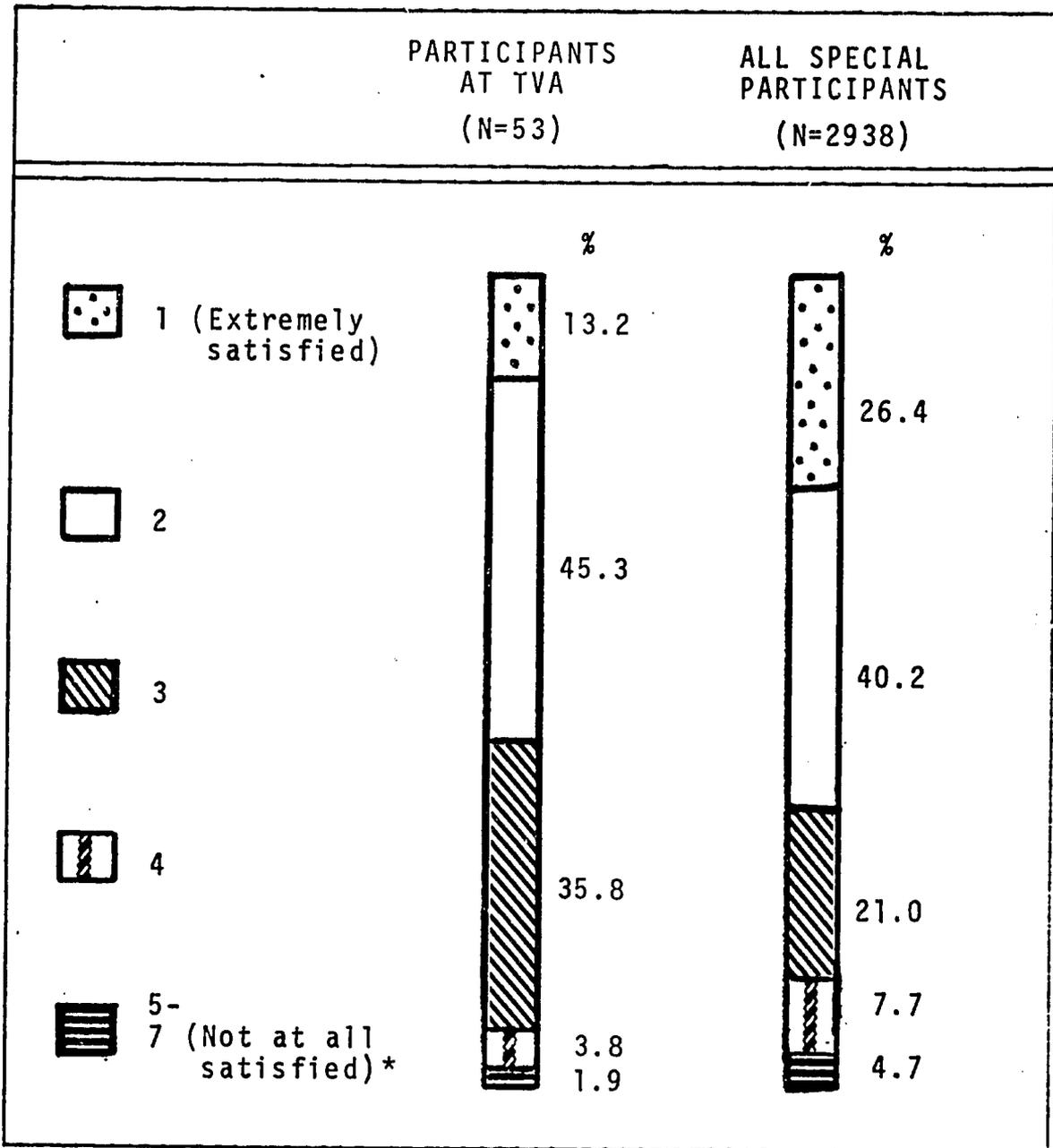
Q. How useful did the participants find their classroom and related training? (Item 62)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 9

Q. How satisfied were the participants with their total technical training? (Item 81)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

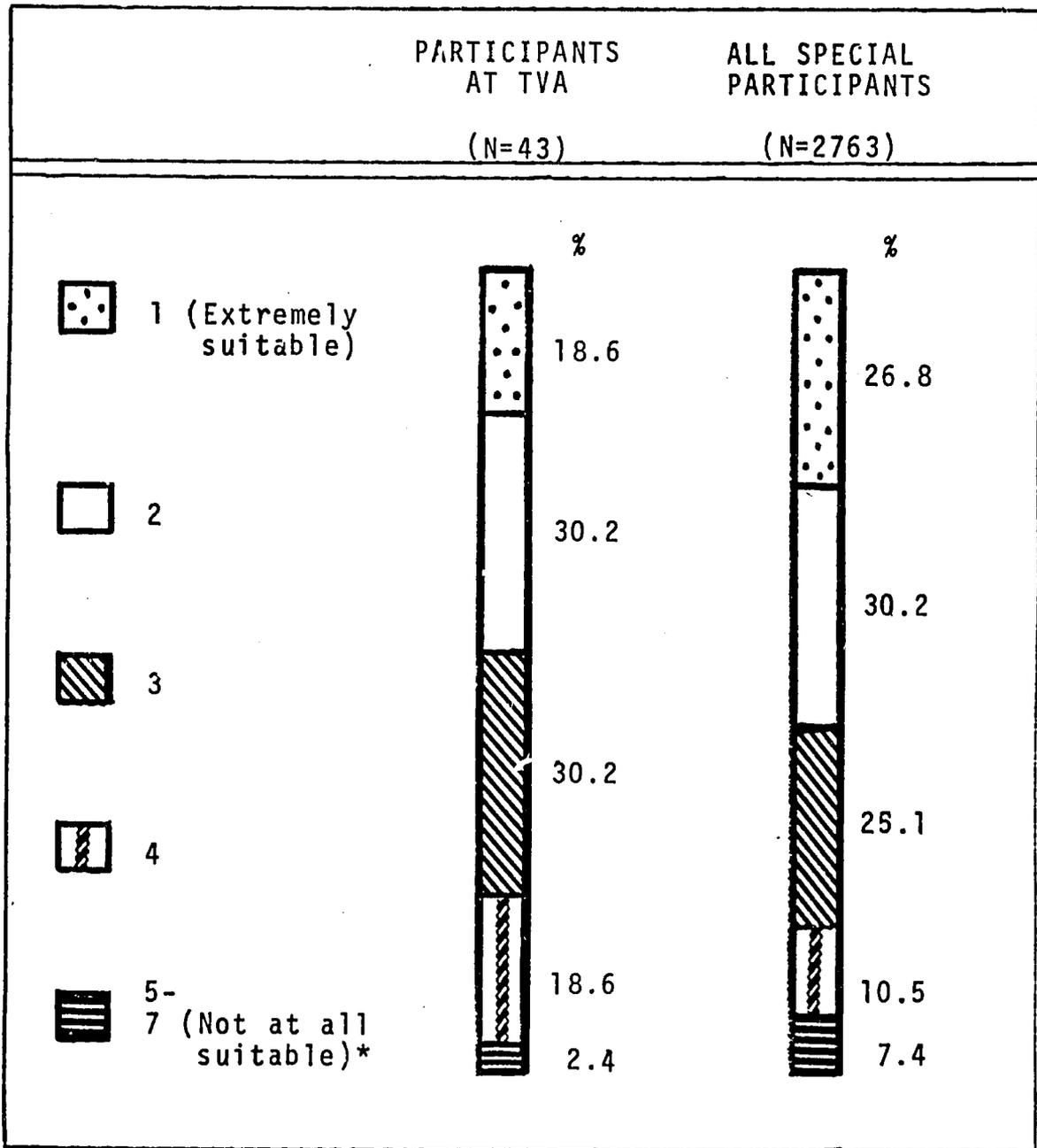
Table 10

Q. Did the participants have training in which instruments and equipment were used? (Item 77)

| USED INSTRUMENTS AND EQUIPMENT | PARTICIPANTS AT TVA % of 55 | ALL SPECIAL PARTICIPANTS % of 3869 |
|--|---------------------------------------|--|
| No | 38.2 | 40.4 |
| Yes | 61.8 | 59.6 |
| IF YES: | | |
| Q. Were such instruments and equipment similar to those now or soon to be available in the participants' home countries? (Item 78) | | |
| | <u>% of 33</u> | <u>% of 2320</u> |
| No | 18.2 | 17.5 |
| Yes | 81.8 | 82.5 |

Table 11

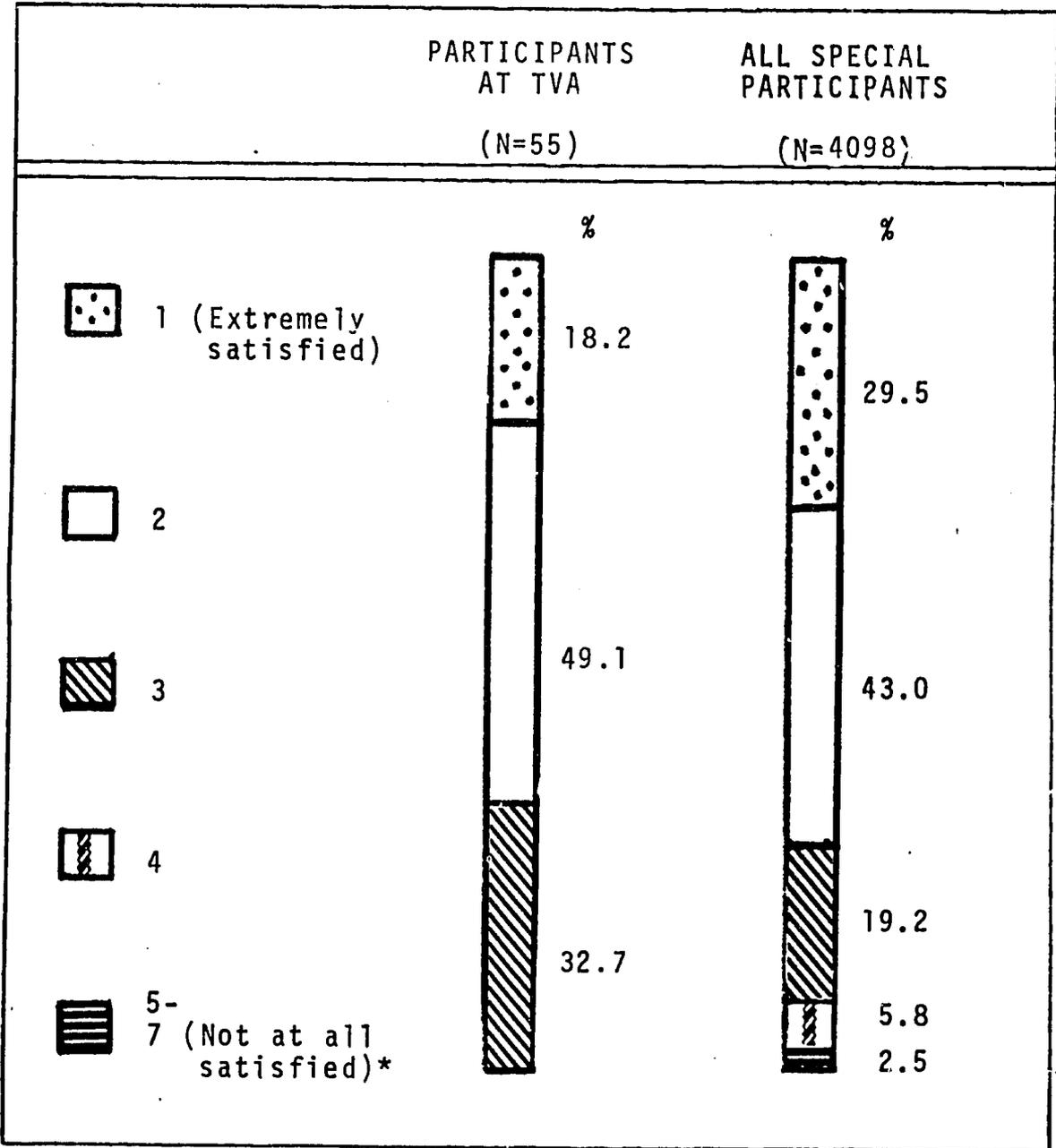
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* Data for ratings of 5, 6, 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all suitable."

Table 12

Q. How satisfied were the participants with their total experience as A.I.D. participants? (Item 162)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

SECTION 3

NOTEWORTHY COMPARISONS

The purpose of this section of the report is to present... important differences between the experiences of A.I.D. participants at TVA, and the experiences of Special Program participants at all other training sites for which we have data. Percentage comparisons of these experiences are shown in the tables and graphs in the preceding section. Here we will note only those items on which TVA participants differ significantly, either positively or negatively, from all other Special Program participants. It is not possible to give statistical explanations for these differences as the size and composition of the groups vary greatly among the training sites.

When considering difficulties that Special Program participants have had with their classroom and related training, participants at TVA more often found the subject matter to be too general, and felt that too many different subjects were presented than did all other Special Program participants. The TVA participants more often believed there had been too little discussion, and less often thought there was too little lecturing than did all other Special Program participants. The latter more often felt there was too much assigned reading, and the courses or presentations were too advanced, than did participants at TVA (Table 5).

TVA participants gave fewer "1" and more "3" ratings to the usefulness of their classroom and related training in achieving their program objectives than did all other Special Program participants (Table 8).

The TVA participants also gave fewer "1" and more "3" ratings to their satisfaction with their total technical training than did all other Special Program participants (Table 9).

APPENDIX I

DETRI PROCEDURES AND RELIABILITY OF DATA

The data in these profile reports were collected in the same manner as the data presented in the Annual Reports from DETRI to A.I.D. (May 1969 and July 1970). Participants fill out a printed standardized, structured questionnaire under the supervision of a person trained in its administration. They also receive an oral, unstructured interview conducted by a cultural communication specialist on a private, anonymous basis. More detailed information on the instruments and procedures used to collect the exit interview data are included in the Final Report on A.I.D. Participant Training Exit-Interview Development Study, December 1967, and the Guide for Users of the DETRI Exit Interview, November 1970.

There is ample evidence that these data are both reliable and valid for the participants interviewed. Tests of (1) the internal consistency of participant responses to the questionnaire, (2) interviewers' estimates of the validity of participants' responses, and (3) comparisons with results of other studies show the data to be technically acceptable. (For more detailed information see the First Annual Report, May 1969, pp iv-v.)

It is vital that the reader remember that the data presented in these reports come only from those participants who passed through Washington, D.C., on their return to their home countries, and who appeared at the DETRI exit interview. Therefore, the information in these reports does not represent all the A.I.D. participant trainees who departed from the United States. The data available in all DETRI reports does, however, represent the most systematically gathered and most dependable data on the largest group of foreign trainees ever studied.

APPENDIX II

GLOSSARY

Academic program participant: a participant who had a training program for one or more academic terms in regular curriculum courses in an accredited institution which grants an academic degree, whether or not a degree is an objective and whether or not courses are audited or taken for credit.

Special program participant: a participant whose training included one or more of the following types of training: (1) courses, seminars, or other organized programs in a specialized field which may result in the award of a certificate or diploma; (2) intensive briefings and instruction on a specific job or group of related jobs with an opportunity for close observation of the work activities, actual work experience, or both; (3) brief visits to offices, businesses, factories, government agencies, or other organizations to observe work processes and activities.

One to Seven Scale Graphs: these graphs are based on a scale where one (the top category) is designated as "Extremely useful (or satisfied), could not have been better," and seven (the bottom category) is designated as "Not at all useful (or satisfied), could not have been worse." Only the two extremes are given written alternatives. Numbers two through six have no written alternatives, which allows the participant to make up his own definition for these scale points. (This type of scaling is a modification of Cantril and Free's Self Anchoring Scale.)

This form of evaluation scale is being used for two reasons: (1) it reduces the amount and the ambiguity or arbitrariness of the written alternatives that appear on most rating scales, and (2) it helps to alleviate the ingratiation factor of giving very favorable responses to evaluative items. Since the end categories are so extreme, they are less often used and the participant is freer to utilize the remainder of the scale, which he defines.

Development Education and Training Research Institute (DETRI):

established by The American University on 1 July 1966. Its purpose--applied social science research--helps to fulfill the University's commitment to community life through public service contributions which complement and are compatible with the University's major instructional function--graduate and undergraduate. Within the University, DETRI is attached to the Office of the Dean for Graduate Studies and Research. It is located off-campus.

APPENDIX III

REFERENCES

A.I.D. Participant Training Exit Interview Development Study. Washington, D.C., Office of International Training, Agency for International Development, ARC* Catalog No. 374.013, A 512c, U.S. Department of State, December 1967.

A narrative report which discusses the purpose, scope, and background rationale for the Exit Interview; the requirements for the Exit Interview program; the plan for developing instruments and procedures; technical considerations in constructing instruments, gathering data, and recording results; and reports from DETRI to AID/OIT. (5 Appendices) (Out of print)

Participant Assessment of A.I.D. Training Programs: A Descriptive Statistical Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512, U.S. Department of State, May 1968.

Descriptive findings from Exit Interviews conducted with 859 Academic and Special participants and 342 Observation Training Team members between July 1967 and February 1968. An overview of these participants' perceptions of, and reactions to, their training programs.

Participant Assessment of A.I.D. Training Programs: First Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, May 1969.

Descriptive and analytic findings from Exit Interviews conducted with 1810 Academic and Special participants and 610 Observation Training Team members between July 1967 and September

* A.I.D. Reference Center, Room 1656 NS, AID/State Department, Washington, D.C., 20523.

1968. An overview of these participants' reactions to various aspects of their A.I.D. experience and an examination of the relationship between key responses and training program characteristics. Includes a special intensive analysis of the principal satisfactions of Academic and Special participants. Recommendations. (One Appendix)

Participant Assessment of A.I.D. Training Programs: Second Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, July 1970.

Descriptive and analytic findings from Exit Interviews conducted with 1384 Academic and Special participants and 503 Observation Training Team members between September 1968 and September 1969. (Same format as First Annual Report, above.)

Guide for Users of the DETRI Exit Interview. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 265f, U.S. Department of State, November 1970.

A narrative handbook to answer questions of those who have received Exit Interview questionnaires and reports and to reassure those who believe participant reactions imply personal criticism. A discussion of common problems raised by users of the Exit Interview with suggestions for reading individual questionnaires and using results in future programming.

Participant Assessment of A.I.D. Training Programs: Status Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State.

Descriptive findings on selected items from Exit Interviews conducted with Academic and Special participants and Observation Training Team members. Comparisons between most recent participants' perceptions and reactions and those of participants interviewed during previous fiscal years are presented and summarized.

Participant Assessment of Factors Related to Selected USAIDs:
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants from countries which had 125 or more Academic and Special participants and/or 3 Observation Training Teams or more at DETRI. Prepared as separate reports for each USAID. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Factors Related to Selected PASAs:
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512f-m, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants programmed by agencies which had 170 or more Academic and Special participants and/or 10 Observation Training Teams or more at DETRI. Prepared as separate reports for each PASA. Comparisons between perceptions and opinions of participants from the agency being reported on and those of participants from other agencies are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Special Programs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512n-q, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with Academic participants who took part in Pre-Academic Workshops or Mid-Winter Community Seminars, and with Academic and Special participants who had English language training, orientations at the Washington International Center, or Communications Workshop Program. Comparisons among perceptions and opinions of participants at different training sites in the Pre-Academic Workshop

and Communications Workshop reports. Comparisons between the reactions of participants at each of the 15 cities reported on (minimum of 30 participants) and of those participants at all other cities in the Mid-Winter Community Seminar reports. Comparisons among the reactions of participants from the four major world regions, and between participants who had training only in their home countries and only in the United States, in the English language training report. Comparisons among perceptions and opinions of participants who attended programs at the Washington International Center during: (1) 1966-1968, (2) 1969, and (3) 1970-Sept. 1971, in the Washington International Center Orientation Program report. (Out of print)