

PN-AMS-898  
403/8

TRAINING INSTITUTION PROFILE REPORT

SPECIAL PARTICIPANTS AT

INDIANA UNIVERSITY

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 Institute<sup>1</sup> (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.

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1. See Appendix II.

When responses given by the participants at your training institution differ significantly<sup>2</sup> 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.

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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.

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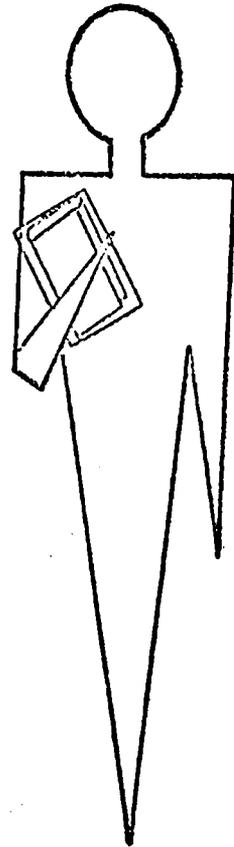
## SECTION 1

### NARRATIVE

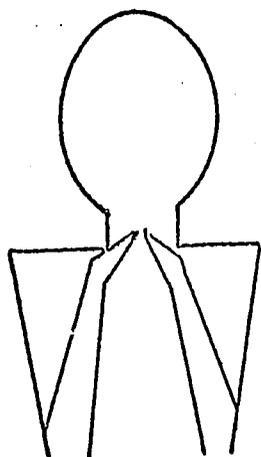
You are about to meet Aidre, a hypothetical Special participant in the A.I.D. International Training Program. Through Aidre, you will become acquainted with the experiences of 31 A.I.D. participants who finished their training programs at Indiana University between July 1967 and February 1972 and who completed the DETRI questionnaire. All 31 were Special participants (in contrast with Academic participants), i.e., they were enrolled in non-degree programs of relatively short duration in specialized fields. Such training programs entail classroom instruction, on-site observation, and/or on-the-job training. The 31 A.I.D. participants received classroom training at Indiana University, and it is this part of their program with which we are primarily concerned in this report.

The participants represented different geographic areas of the world, coming from the Near East-South Asia, the Far East, and Asia in approximately equal numbers. According to A.I.D.'s classification system, most of these participants at Indiana University were in the field of agriculture, followed by health and industry/mining. Participants in this latter category appear to have been in the subfield of communication.

Aidre's opinions and judgments on any given issue are those of most Indiana University participants on that particular issue. All



quotes that appear in the following narrative are taken from the participants' own accounts of their experiences. When there are important differences between Aidre, as the typical respondent, and some of his fellow participants, these differences will be noted. With a few exceptions, the Special participants who attended Indiana University studied there for 2 or 3 weeks during a longer training program involving observation visits throughout the United States. The participants usually attended the special audio-visual program at the University or, less often, the Kinsey Institute for Sex Research. Participants who attended the former program were usually in agriculture or family planning, while a few who studied at the Kinsey Institute were usually in medicine (including family planning).



Aidre was asked the extent to which classroom difficulties sometimes experienced by previous A.I.D. Special participants were true for him at Indiana University. He believed there was the proper blend of lectures and discussion and did not feel that there had been too many different subjects presented or too much duplication of subject matter. Aidre did not have any difficulties with courses that were too advanced or too simple, and he did not think the subject matter too general or too detailed.

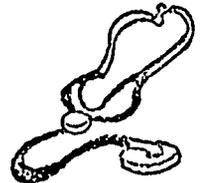
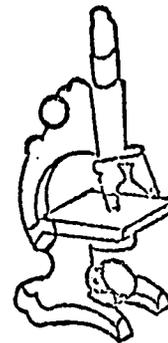
As far as Aidre was concerned, his professors had not assigned too much reading. But many of his fellow participants disagreed with him on this point, maintaining that the reading load had caused problems for them. Some also had difficulty with courses that were either too simple or too advanced, and with subject matter that was too general. A few of the participants who worked as agriculture extension agents, for example,

believed that the audio-visual instruction was "too general" to be useful at home where they "must work with farmers and cannot use some of what is taught in these courses." But a more common view was that the audio-visual program was "very interesting" and provided "good experience and good training," even though it was, as one participant stated "more for teachers than for technicians." Aidre believed that the instruments and equipment which were used in his classes were similar to those which would be available in his own country.

Aidre felt that the "professors really knew their subject" and were helpful to the participants. This was especially true of Dr. Bett, a "very nice man" who directed the audio-visual program and took time outside of class hours to explain things to the participants. Aidre and many of his fellow participants rated the usefulness of class-room and related training in 1 of the top 2 positions on the 7-point scale.

In general, Aidre found that the faculty and staff at Indiana were flexible in working out changes in course work and living accommodations to suit the participants' needs better. A few of the participant did have some problems of adjustment, however. Some of the participants at Indiana University had "problems with the weather" during the winter. Several participants mentioned that they "had trouble with the cafeteria food." They preferred to cook for themselves rather than eat the American food on campus.

Aidre felt accepted in Bloomington and thought the Americans he met were "really friendly, hospitable people." A friend of Aidre's told him this story of hospitality in Bloomington: "I am



a vegetarian . . . I had a very bad time with the food, and started to hemorrhage in the stomach . . . a landlady promised me a room in her house . . . let me have a room for six months and treated me like her own son. She brought me back to health. She let me use her kitchen to cook my food and did everything for me."

Since the programs at Indiana University were usually of short duration, it is important to consider the participants' training at Indiana University in the context of their training as a whole. When asked how satisfied he was with his total technical training program, Aidre said he could not rate it less than "2" on the 7-point scale.

SECTION 2

STATISTICS

Table 1

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

| REGION                   | PARTICIPANTS AT<br>INDIANA UNIVERSITY | ALL SPECIAL<br>PARTICIPANTS |
|--------------------------|---------------------------------------|-----------------------------|
|                          | % of 31                               | % of 4102                   |
| Near East-<br>South Asia | 29.0                                  | 34.6                        |
| Far East                 | 35.5                                  | 33.7                        |
| Latin America            | 3.2                                   | 11.0                        |
| Africa                   | 32.3                                  | 20.7                        |

Table 2

Q. In which fields did the participants receive their education and training?

| FIELD OF<br>TRAINING     | PARTICIPANTS AT<br>INDIANA UNIVERSITY | ALL SPECIAL<br>PARTICIPANTS |
|--------------------------|---------------------------------------|-----------------------------|
|                          | % of 21                               | % of 2677                   |
| Agriculture              | 42.9                                  | 27.6                        |
| Industry &<br>Mining     | 19.0                                  | 12.2                        |
| Transportation           | 0.0                                   | 12.7                        |
| Health &<br>Sanitation   | 28.6                                  | 18.2                        |
| Education                | 9.5                                   | 6.5                         |
| Public<br>Administration | 0.0                                   | 22.8                        |

Table 3

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

| YEARS OF EDUCATION | PARTICIPANTS AT INDIANA UNIVERSITY<br>% of 31 | ALL SPECIAL PARTICIPANTS<br>% of 4075 |
|--------------------|-----------------------------------------------|---------------------------------------|
| 7-11               | 6.4                                           | 6.2                                   |
| 12                 | 6.4                                           | 8.8                                   |
| 13-15              | 19.4                                          | 24.9                                  |
| 16                 | 22.6                                          | 21.0                                  |
| 17-18              | 25.8                                          | 23.3                                  |
| 19 and over        | 19.4                                          | 15.8                                  |

Table 4

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 INDIANA UNIVERSITY<br>% of 23 | ALL SPECIAL PARTICIPANTS<br>% of 2947 |
|---------------------------------------------------------------|-----------------------------------------------|---------------------------------------|
| No                                                            | 95.6                                          | 92.0                                  |
| Yes                                                           | 4.4                                           | 8.0                                   |

Table 5

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 INDIANA UNIVERSITY<br>% of 23 | ALL SPECIAL PARTICIPANTS<br>% of 2947 |
|------------------------------------------------------------|-----------------------------------------------|---------------------------------------|
| No                                                         | 95.6                                          | 92.5                                  |
| Yes                                                        | 4.4                                           | 7.5                                   |

Table 6

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

| DIFFICULTY                                       | INDIANA UNIVERSITY<br>31 PARTICIPANTS |            |            | ALL SPECIAL<br>PARTICIPANTS |      |      |
|--------------------------------------------------|---------------------------------------|------------|------------|-----------------------------|------|------|
|                                                  | None<br>%*                            | Some<br>%* | Much<br>%* | None<br>Percent*<br>of 3207 | Some | Much |
| Too much assigned reading                        | 58.1                                  | 35.5       | 6.4        | 66.7                        | 23.6 | 9.7  |
| Subject matter too general                       | 67.7                                  | 19.4       | 12.9       | 65.5                        | 26.8 | 7.7  |
| Subject matter too detailed                      | 74.2                                  | 19.4       | 6.4        | 77.4                        | 17.4 | 4.8  |
| Too many different subjects presented            | 71.0                                  | 22.6       | 6.4        | 73.6                        | 19.0 | 7.4  |
| Too much duplication in subject matter presented | 71.0                                  | 29.0       | 0.0        | 70.2                        | 24.3 | 5.5  |
| Too little discussion                            | 80.0                                  | 13.3       | 6.7        | 75.5                        | 18.6 | 5.9  |
| Too little lecturing                             | 71.0                                  | 19.3       | 9.7        | 79.9                        | 14.6 | 5.5  |
| Courses or presentations too simple              | 61.3                                  | 25.8       | 12.9       | 69.4                        | 25.0 | 5.6  |
| Courses or presentations too advanced            | 66.7                                  | 33.3       | 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.

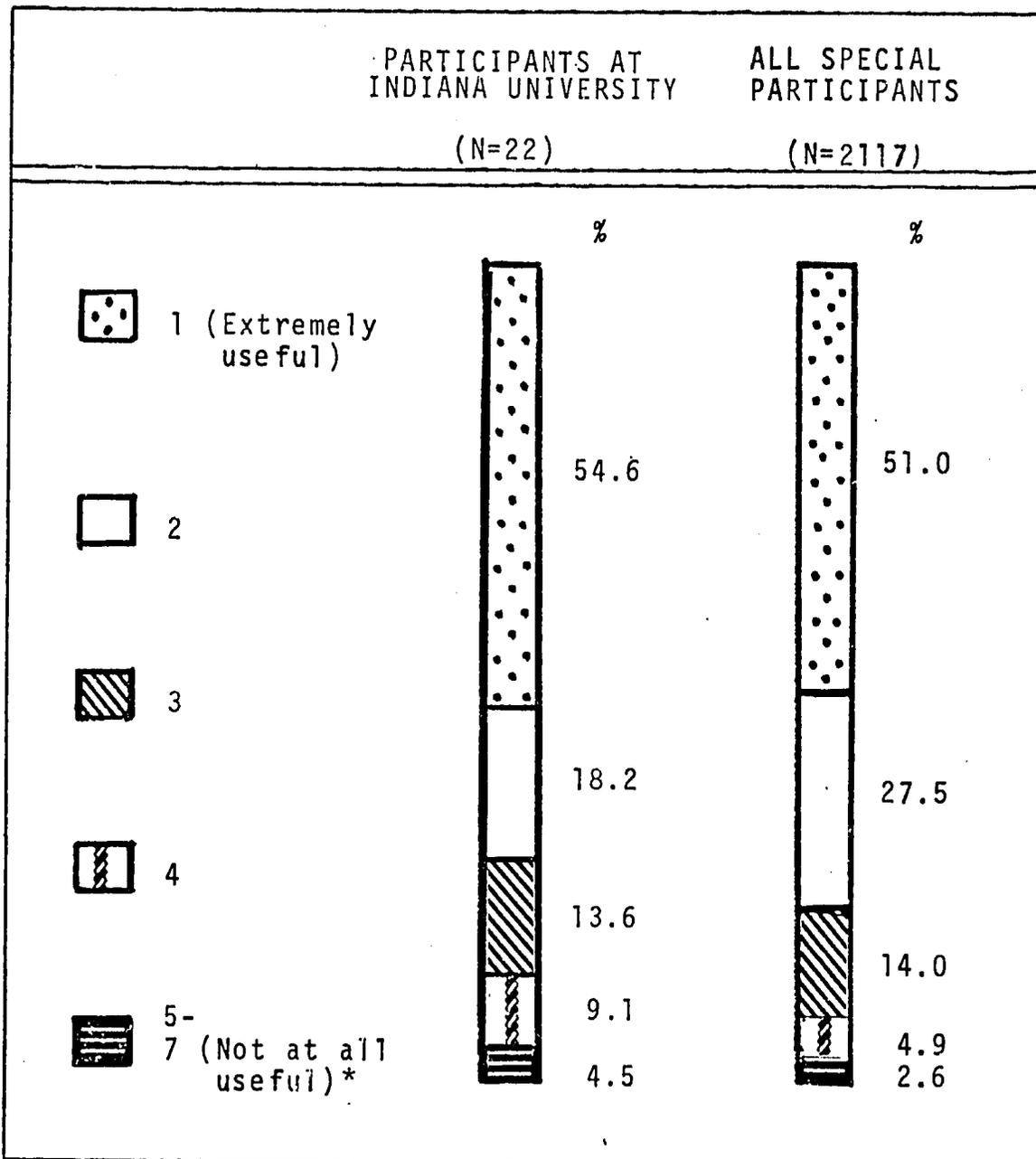
Table 7

Q. Did the participants receive help from a Foreign Student Advisor or Job Trainee Advisor at their training institution? (Item 136)

| HELPED BY<br>JTA OR<br>FSA                               | PARTICIPANTS AT<br>INDIANA UNIVERSITY<br><br>% of 31 | ALL SPECIAL<br>PARTICIPANTS<br><br>% of 4086 |
|----------------------------------------------------------|------------------------------------------------------|----------------------------------------------|
| No                                                       | 29.0                                                 | 47.4                                         |
| Yes                                                      | 71.0                                                 | 52.6                                         |
| IF YES:                                                  |                                                      |                                              |
| Q. How often was the above Advisor available? (Item 137) |                                                      |                                              |
|                                                          | <u>% of 22</u>                                       | <u>% of 2144</u>                             |
| Always                                                   | 68.2                                                 | 59.7                                         |
| Usually                                                  | 22.7                                                 | 27.0                                         |
| Sometimes                                                | 9.1                                                  | 13.3                                         |

Table 8

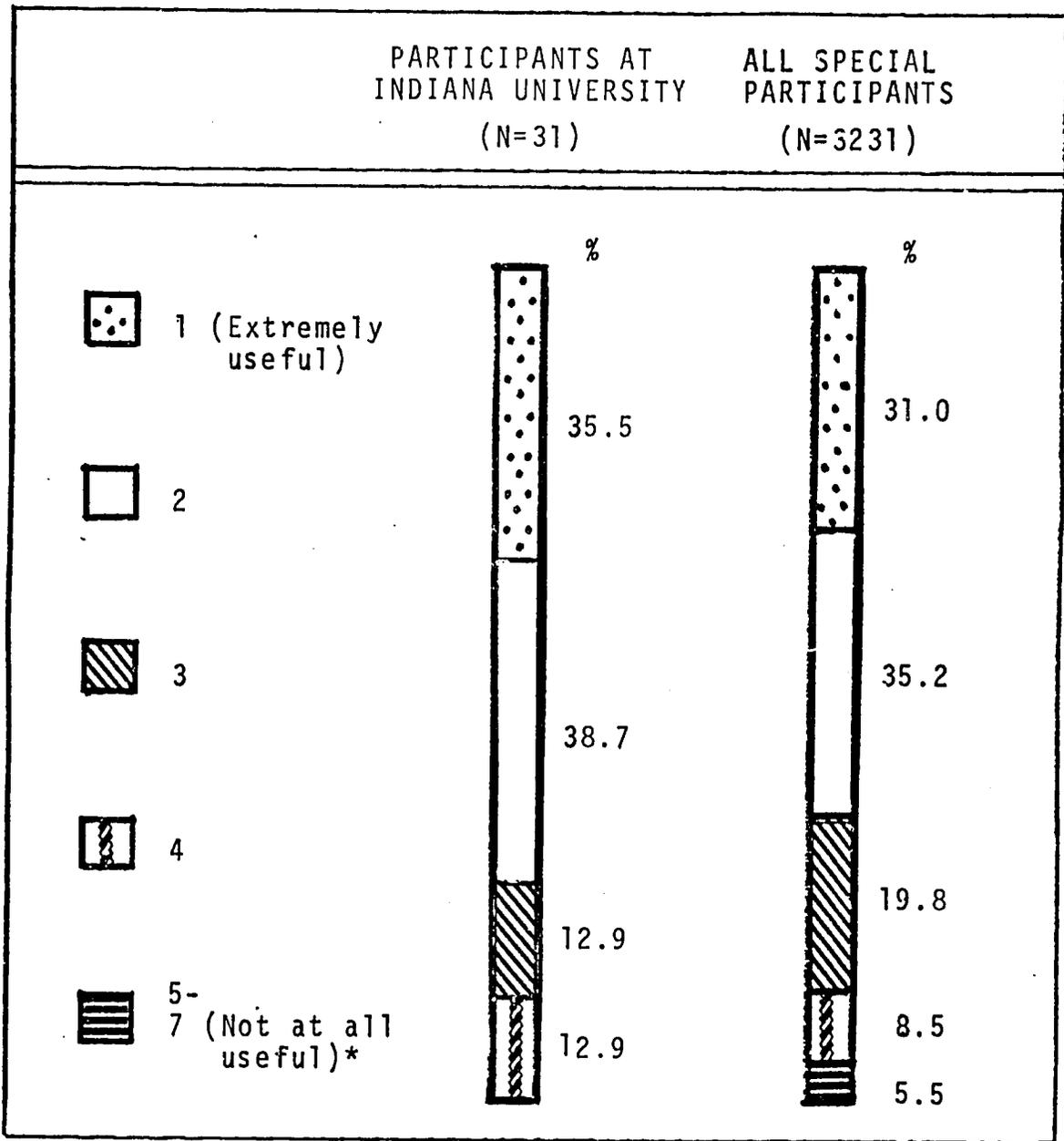
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



\* 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."

Table 9

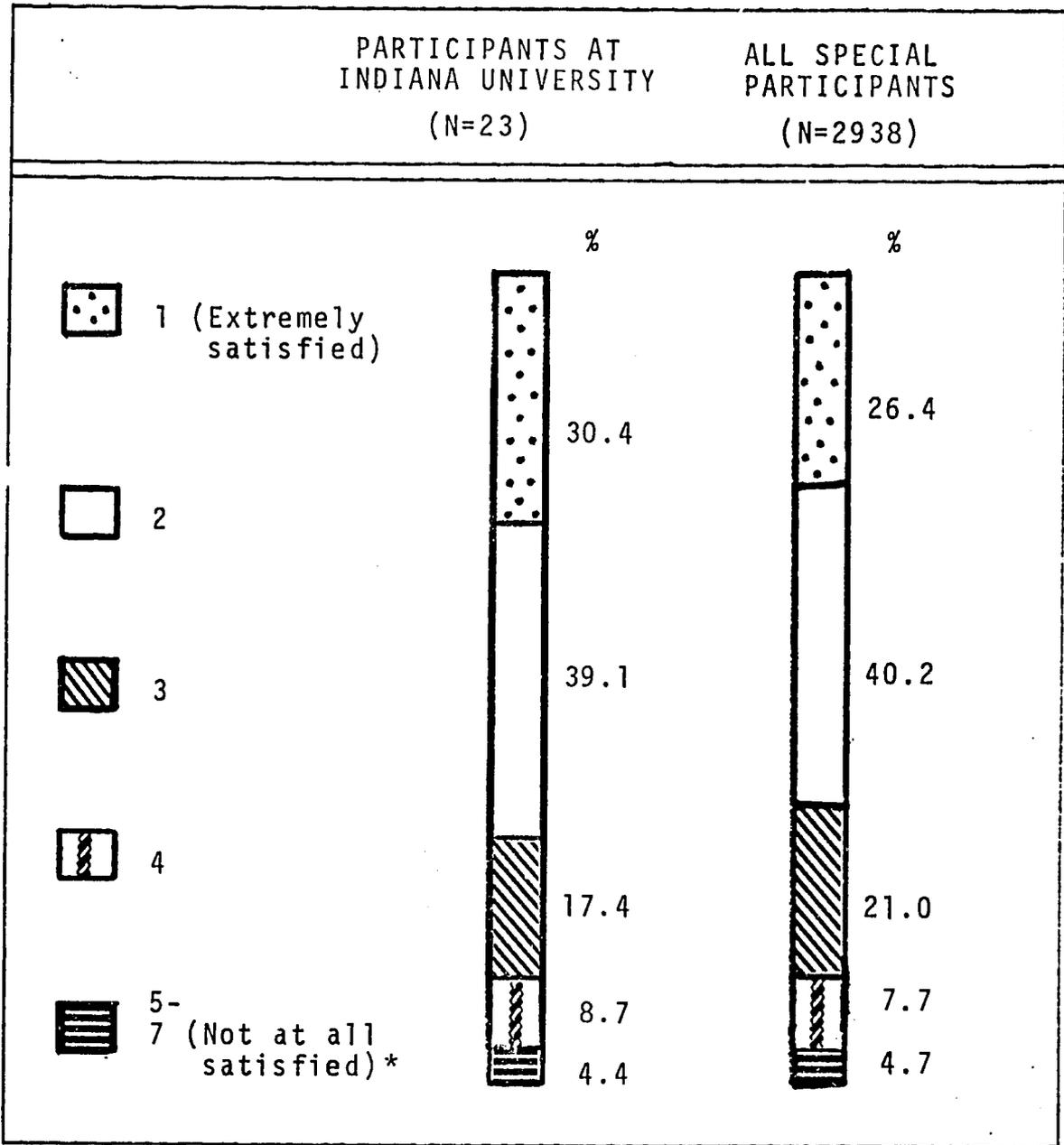
Q. How useful did the participants find their classroom and related training? (Item 62)



\* 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 10

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."

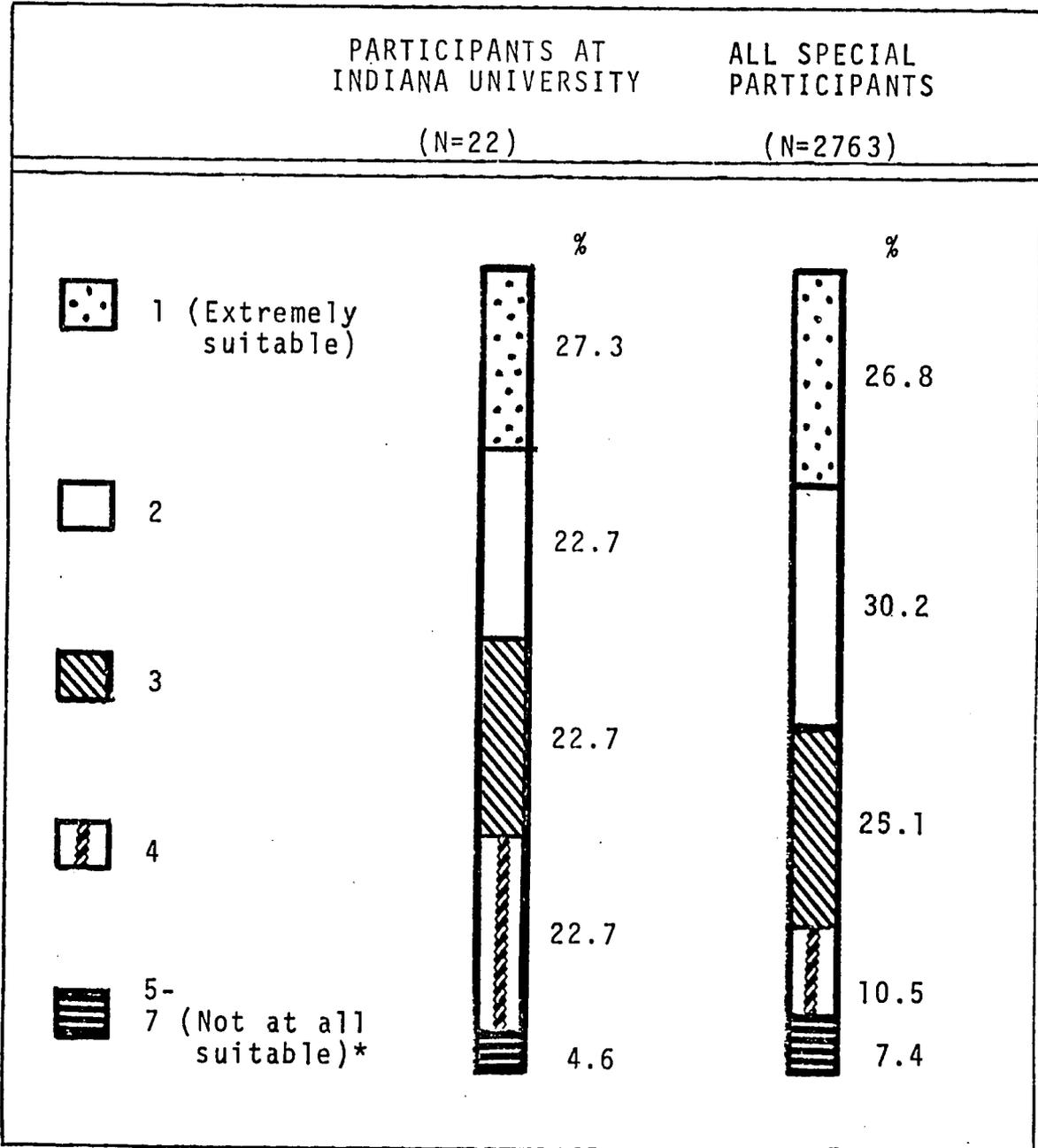
Table 11

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

| USED<br>INSTRUMENTS<br>AND EQUIPMENT                                                                                               | PARTICIPANTS AT<br>INDIANA UNIVERSITY<br><br>% of 31 | ALL SPECIAL<br>PARTICIPANTS<br><br>% of 3869 |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------|
| No                                                                                                                                 | 16.1                                                 | 40.4                                         |
| Yes                                                                                                                                | 83.9                                                 | 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 26</u>                                       | <u>% of 2320</u>                             |
| No                                                                                                                                 | 26.9                                                 | 17.5                                         |
| Yes                                                                                                                                | 73.1                                                 | 82.5                                         |

Table 12

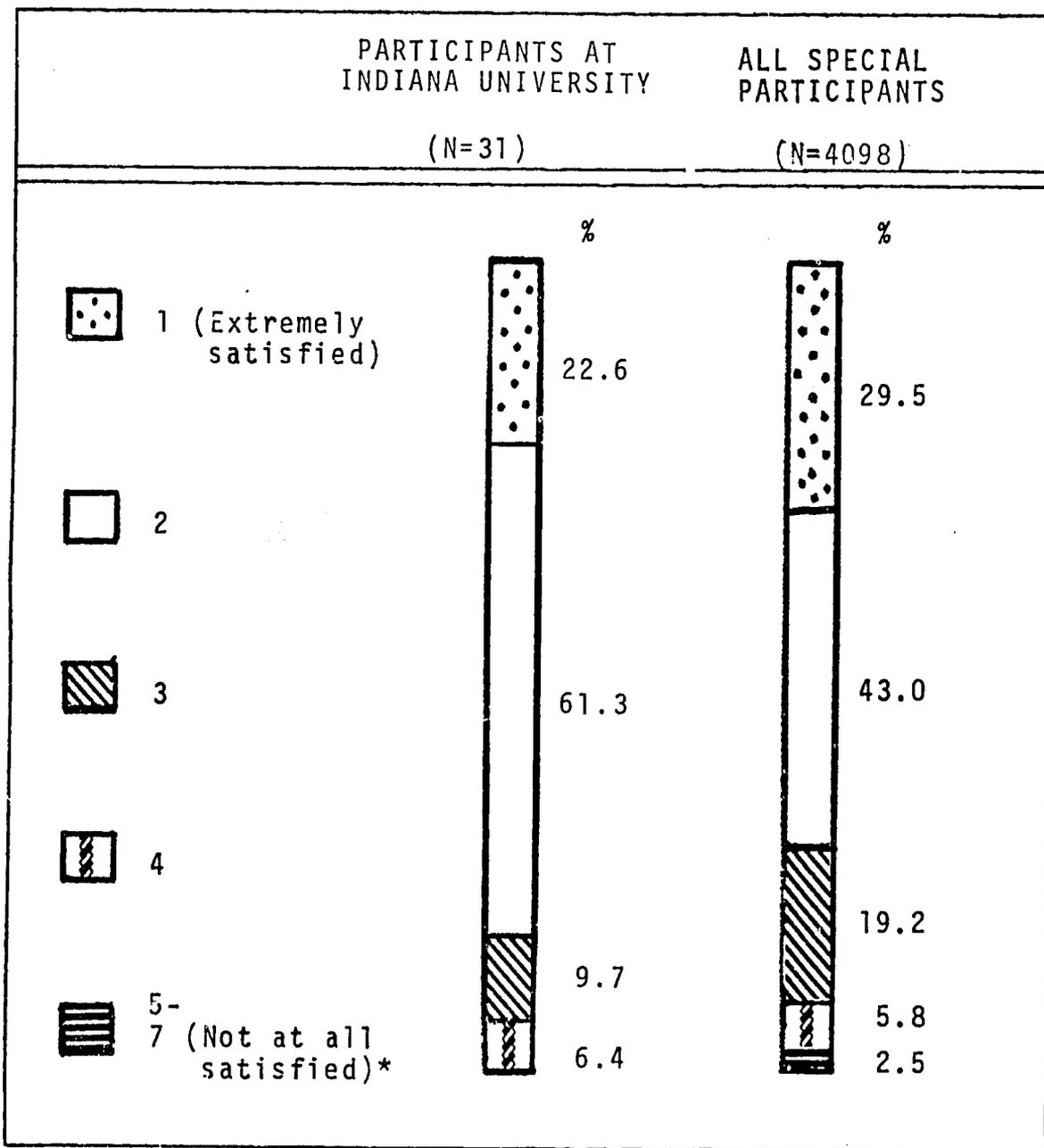
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



\* 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 13

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

There are two statistically significant differences between the experiences of participants at Indiana University and those of Special participants at other institutions. Proportionally more participants at Indiana University had training in which instruments and equipment were used than was true for Special participants generally (Table 11). This difference is probably due to the fact that audio-visual equipment is used in the special workshops conducted at Indiana University. And a greater percentage of the Special participants at Indiana University received help from a Foreign Student Advisor or Job Trainee Advisor than was true for Special participants at other institutions (Table 7).

## 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

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\* 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)