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TRAINING INSTITUTION PROFILE REPORT
SPECIAL PARTICIPANTS AT
FEDERAL AVIATION ADMINISTRATION
NATIONAL TRAINING CENTER

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.

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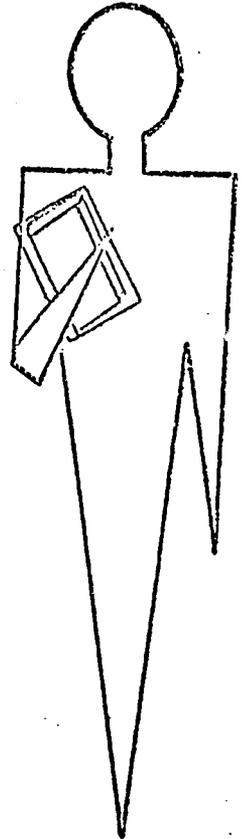
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SECTION 1

NARRATIVE

We would like to introduce you to "Aidre," a hypothetical A.I.D. participant whose training program was conducted at the Federal Aviation Administration National Training Center in Oklahoma City. His opinions and evaluations on any given issue are those of most of the A.I.D. participants at the Center in that particular issue. When important differences occur on given items 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 represents 245 A.I.D. participants who completed their programs at the FAA National Training Center and took part in the DETRI exit interview between July 1967 and February 1972. He was from the Far East; his fellow participants (in fewer numbers) were from Latin America and Africa. He was engaged in air traffic control operations in his home country, and was selected to take part in his training program to learn more advanced techniques, and the operation of new equipment. Some of the other participants were engaged in related airport operations such as equipment maintenance, airport management, etc. They came to the FAA National Training Center to upgrade their present skills, or to help prepare for positions of increased responsibility in the civil aviation activities of their countries.



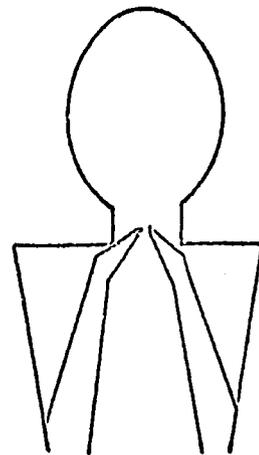
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Aidre had had more than 12 years of formal education before beginning his A.I.D. training program. He had also studied English in his home country, but had had little opportunity to use the language conversationally. When he first arrived at the FAA National Training Center, his lack of facility in English caused him difficulties in keeping up with the class assignments. Some of the other participants, however, were quite proficient in English, and did not feel at a disadvantage because of the language.

Aidre knew before he left his country that his training program would take place at the FAA National Training Center, and was pleased with this decision.

An FAA Advisor (Coordinator) was almost always available at the Center for consultation on any problems that arose. On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), Aidre and the majority of the other participants rated the usefulness of the help provided by the Advisor at either "1" or "2."

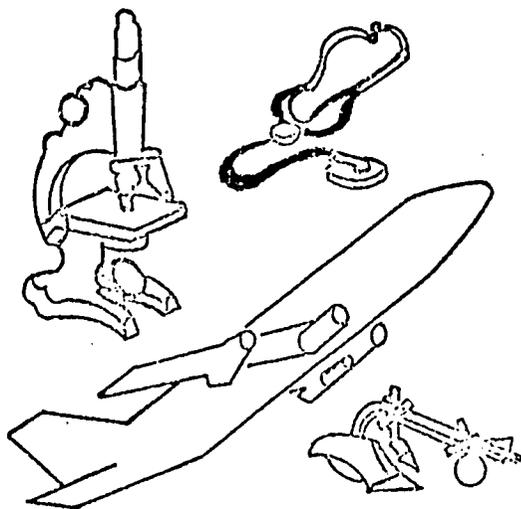
The major part of Aidre's training program consisted of classes at the FAA National Training Center. He considered a list of difficulties that Special Program participants have sometimes had with their classroom and related training (courses, seminars, briefings, and similar presentations). Aidre thought the courses had been well arranged, being neither too simple nor too advanced, and having about the right balance between discussion and lecturing. Some of his fellow participants, however, felt that some of their courses had been too advanced. They attributed this in part to the manner of instruction in courses where the class members were largely Americans. One participant explained as follows: "I was the only foreigner in a class of 22



students. The instructors sometimes talked too fast. Maybe this was because all students except me were Americans. In other courses with more foreign students, teachers talk slowly." Another participant expressed the view that "The course was too fast and intensive for foreigners. Instructors talked fast and used slang. Better to have separate classes for foreigners and for Americans." Aidre did not share this opinion. He thought that having American and foreign students in the same class was useful and had constituted no problem for him.

Aidre thought his program had consisted of about the right number of different subjects, and that there had been no duplication of subject matter presented. He also believed that the subject matter in his courses had been neither too general nor too detailed. Some of the other participants, however, thought that part of the subject matter had been too detailed. They said they had had years of experience, and "did not need detailed information about a subject we know from working on it so long."

Although Aidre did not believe there had been too much assigned reading, some of his fellow participants felt that this had been a difficulty for them. The extent of the difficulty was related principally to their fluency in English. One commented: "It takes much time to read one lesson. I have to read it over and over before I can understand." Another said, "I was under considerable pressure to keep up with American students in class, but their different reading ability made this very difficult."



Aidre took courses where instruments and equipment were used. He reported that the equipment and instruments were similar to those now in use or soon to be available in his country. Some of his fellow participants, however, indicated that they had used instruments and equipment in their courses that were not yet available in their countries.

Aidre and most of his fellow participants felt that their classroom training had been very useful in achieving their training objectives. Three out of four rated the usefulness of this training at "1" or "2" on the 7-point scale.

Generally, Aidre was well satisfied with his technical training program. He agreed with the following comments of individual participants: "The standards of the FAA course are high." "The instructors have a lot of experience in their field, and the material is well presented." "All FAA personnel are willing to help and explain."

Some of Aidre's fellow participants thought that their technical training would have been more satisfactory if they had been given more practical experience to supplement their theoretical training. One expressed his feeling in these words: "I would like so much to have on-the-job training, to help me do well what I studied in classroom."

Aidre had had some on-the-job training at an airport following his program at the FAA National Training Center. Aidre was enthusiastic about this type of training, and felt that more time should have been allowed for it. He found his on-the-job training very useful because: "The airport size and amount of traffic were about the same as I am accustomed to in my country, and the control tower people had time to explain everything to us." Some participants who had had their practical training at a large airport were less satisfied. They found it interesting, but commented: "I only observed the personnel in the control tower, and they were too busy to answer my questions."

Aidre and his fellow participants differed on how suitable they thought their technical training programs were to their home country conditions. Most of them rated the program at "1" or "2" on the 7-point scale, feeling it would definitely be suitable to conditions in their countries. However, about one-third of the participants felt that their programs were less suitable to conditions and facilities in their home countries. One said: "In the

United States technology is advanced, and the job is simplified by the equipment. At home, we do not have the equipment." Others felt that their training had given them "practice on equipment that was different from the equipment used in our countries," and consequently, was less suitable.

One aspect of his stay in Oklahoma City which made a strong impression on Aidre was the host family program of FAA. He was assigned to a host family, and spent most of his weekends with this family. They took him sightseeing, shopping, to sports events and other social activities, and made him feel like a member of the family. Aidre said: "I have great affection for my host family. They were good and kind to me. I enjoyed myself in Oklahoma City because everywhere I felt welcome." One of Aidre's fellow participants had attended a previous course at the FAA National Training Center, and commented as follows: "As in 1961, I shared life with the same family. Their son, who was a boy then, is now grown, and he took me to the races. This family considered me their son."

Aidre felt that the host family program was very important for the foreign students. He explained that, "Except for my visits with my host family, there is not much to do in Oklahoma City on weekends. It is a quiet place with no transportation. You can't go anywhere without a car."

Aidre lived in a hotel where "all foreign students have to stay." He felt that the "hotel was comfortable, but somewhat expensive." However, he especially appreciated the kitchen facilities available in the hotel. "I did my own cooking because it was cheaper, and I could eat the food I am accustomed to." Some of Aidre's fellow participants did not like the hotel, and felt that A.I.D. participants should not be required to stay there. In their view, the "prices were too high, the facilities inadequate, and it is too far from business and social activities." They recognized, however, that transportation might be a problem unless they could use the FAA bus that takes participants to and from the National Training Center and the hotel, because "we did not have enough money for cab fares."

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT FAA TRAINING CENTER % of 245	ALL SPECIAL PARTICIPANTS % of 4102
Near East- South Asia	2.0	34.6
Far East	65.0	33.7
Latin America	16.7	11.0
Africa	16.3	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 FAA TRAINING CENTER % of 243	ALL SPECIAL PARTICIPANTS % of 4075
7-11	11.5	6.2
12	17.3	8.8
13-15	38.3	24.9
16	14.8	21.0
17-18	13.2	23.3
19 and over	4.9	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 FAA TRAINING CENTER % of 196	ALL SPECIAL PARTICIPANTS % of 2947
No	93.9	92.0
Yes	6.1	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 FAA TRAINING CENTER	ALL SPECIAL PARTICIPANTS % of 2947
No	94.4	92.5
Yes	5.6	7.5

Table 5

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

DIFFICULTY	FAA TRAINING CENTER 240 PARTICIPANTS			3207 SPECIAL PARTICIPANTS		
	None	Some	Much	None	Some	Much
	%*	%*	%*	%*	%*	%*
Too much assigned reading	67.9	21.3	10.8	66.7	23.6	9.7
Subject matter too general	75.3	22.6	2.1	65.5	26.8	7.7
Subject matter too detailed	67.4	23.8	8.8	77.4	17.4	4.8
Too many different subjects presented	72.7	20.2	7.1	73.6	19.0	7.4
Too much duplication in subject matter presented	72.4	23.8	3.8	70.2	24.3	5.5
Too little discussion	70.5	23.7	5.8	75.5	18.6	5.9
Too little lecturing	75.0	17.9	7.1	79.9	14.6	5.5
Courses or presentations too simple	71.6	26.7	1.7	69.4	25.0	5.6
Courses or presentations too advanced	65.7	27.6	6.7	75.3	21.7	3.0

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

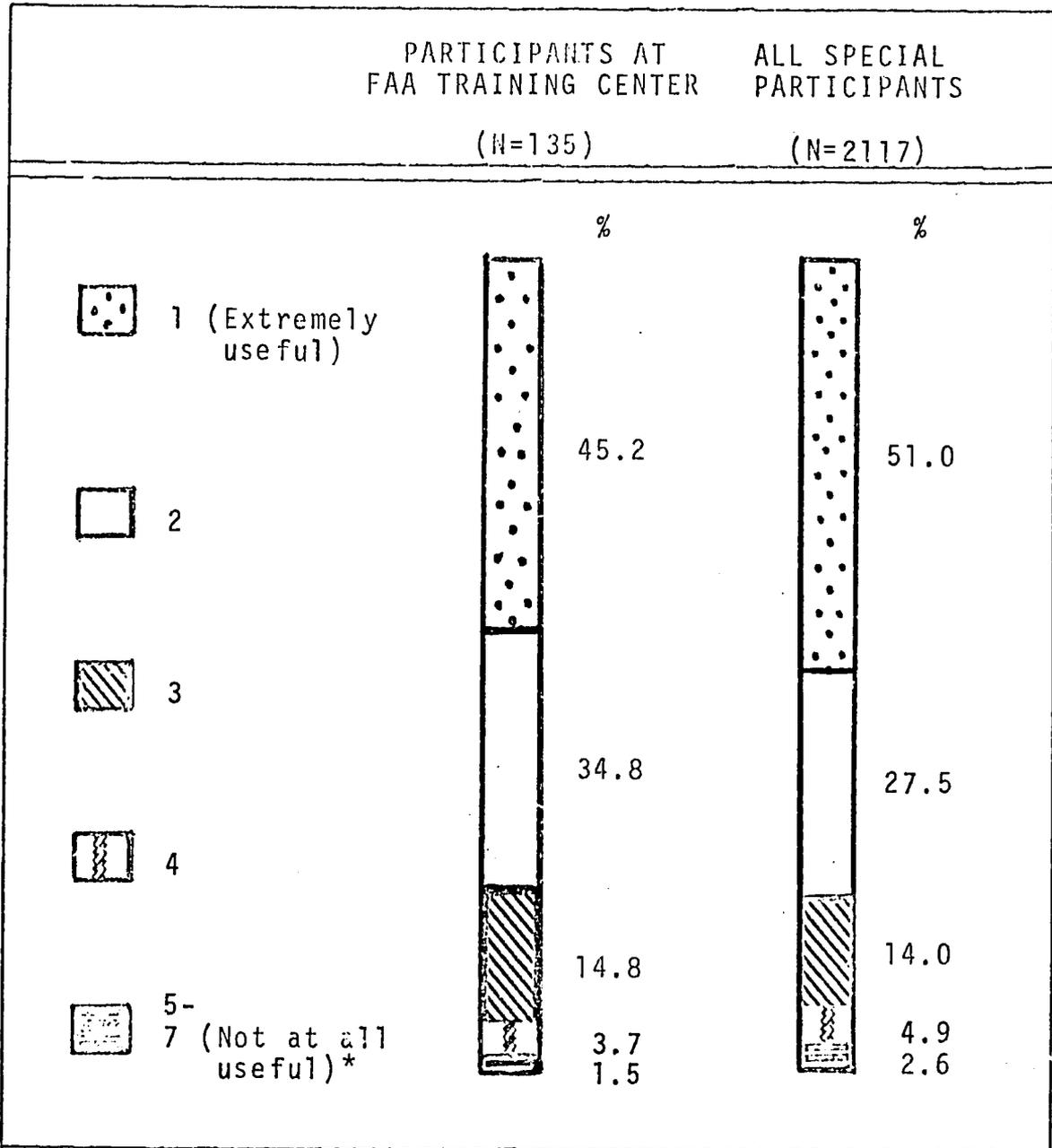
Table 6

Q. Did the participants receive help from a Foreign Student Advisor or Job Trainee Advisor at their training institution? (Item 135)

HELPED BY FSA OR JTA	PARTICIPANTS AT FAA TRAINING CENTER % of 241	ALL SPECIAL PARTICIPANTS % of 4086
No	44.0	47.4
Yes	56.0	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 135</u>	<u>% of 2144</u>
Always	60.0	59.7
Usually	22.2	27.0
Sometimes	17.8	13.3

Table 7

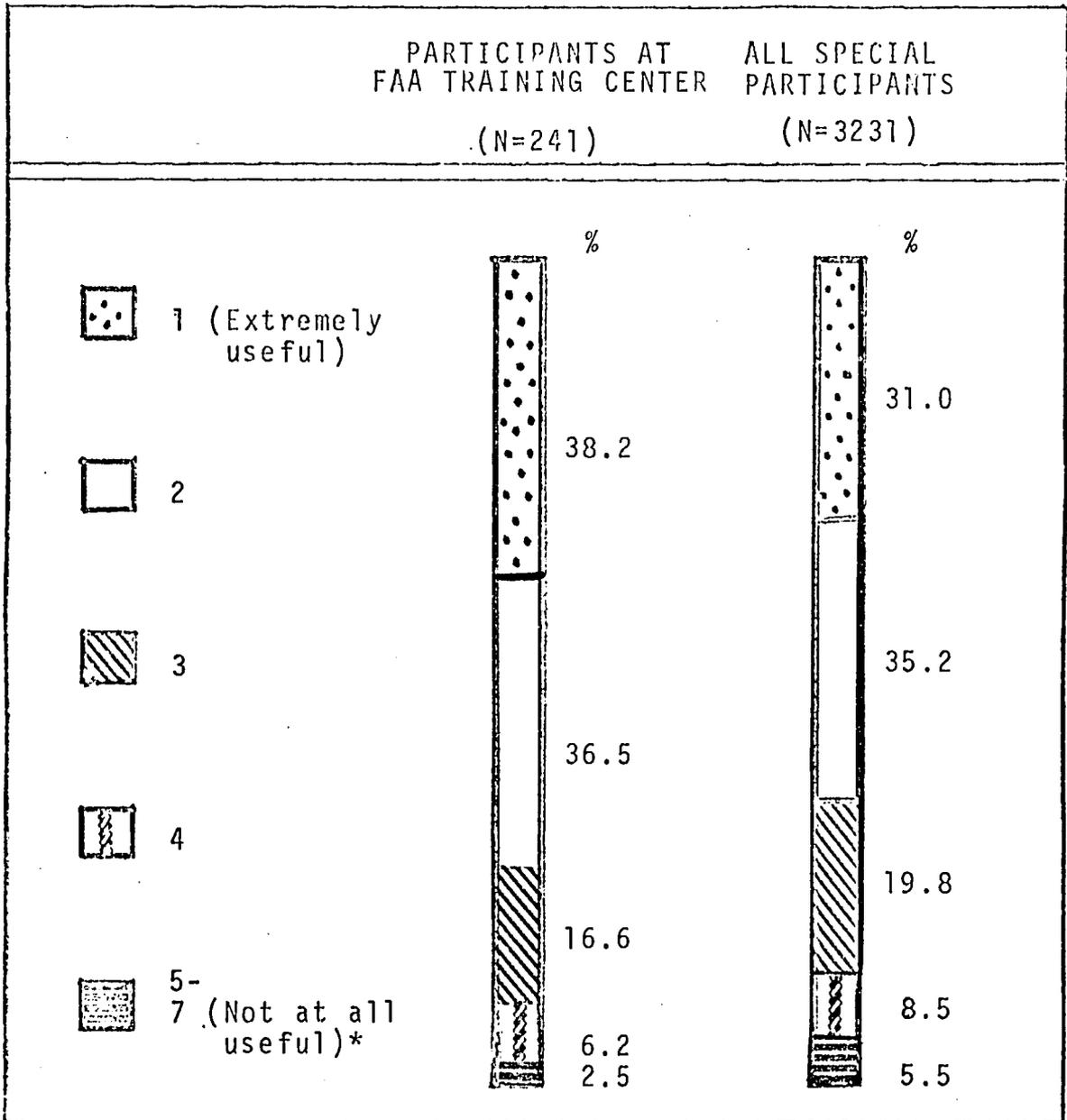
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



* 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."

Table 8

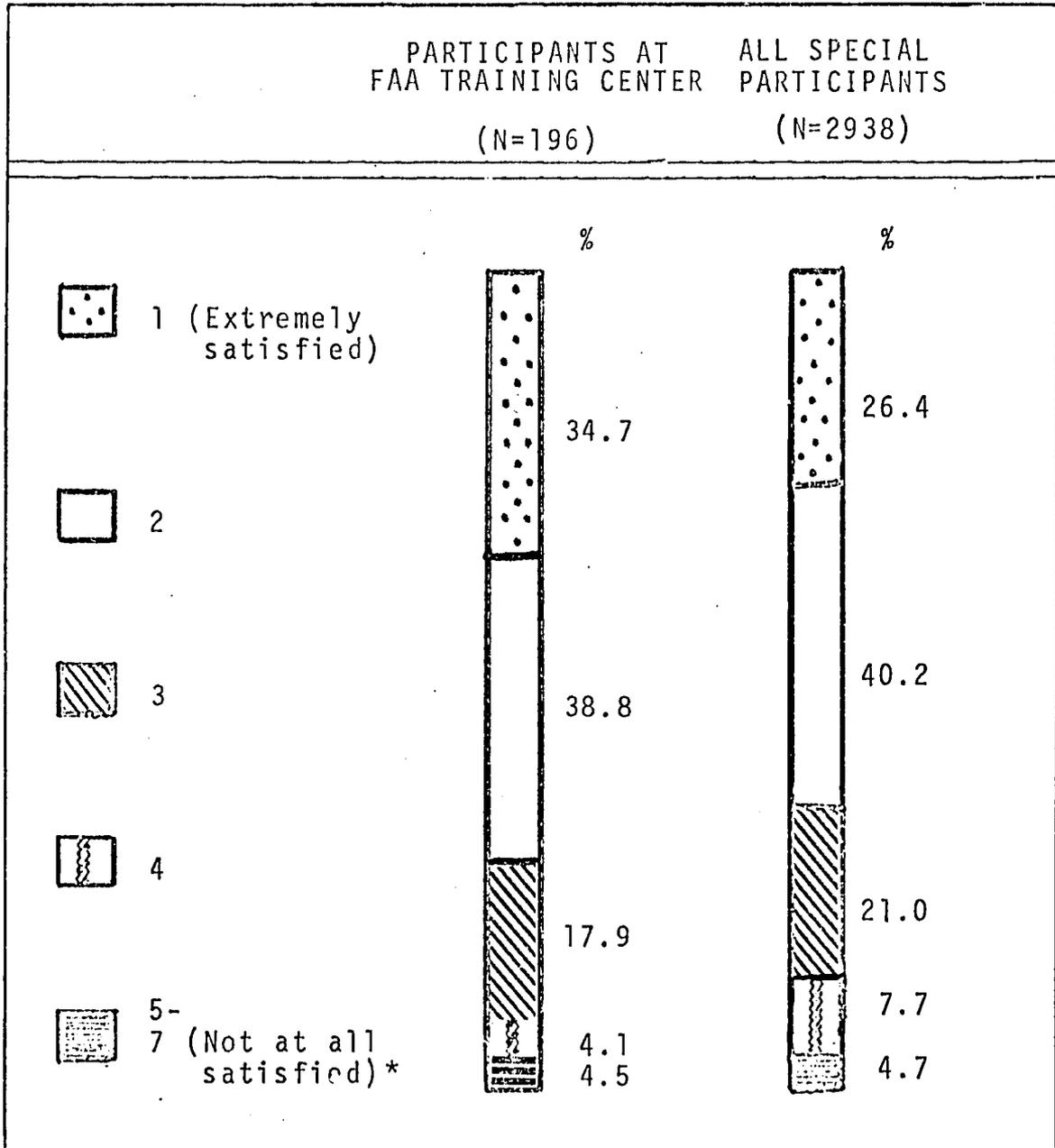
Q. How useful did the participants find their classroom and related training?



* 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."

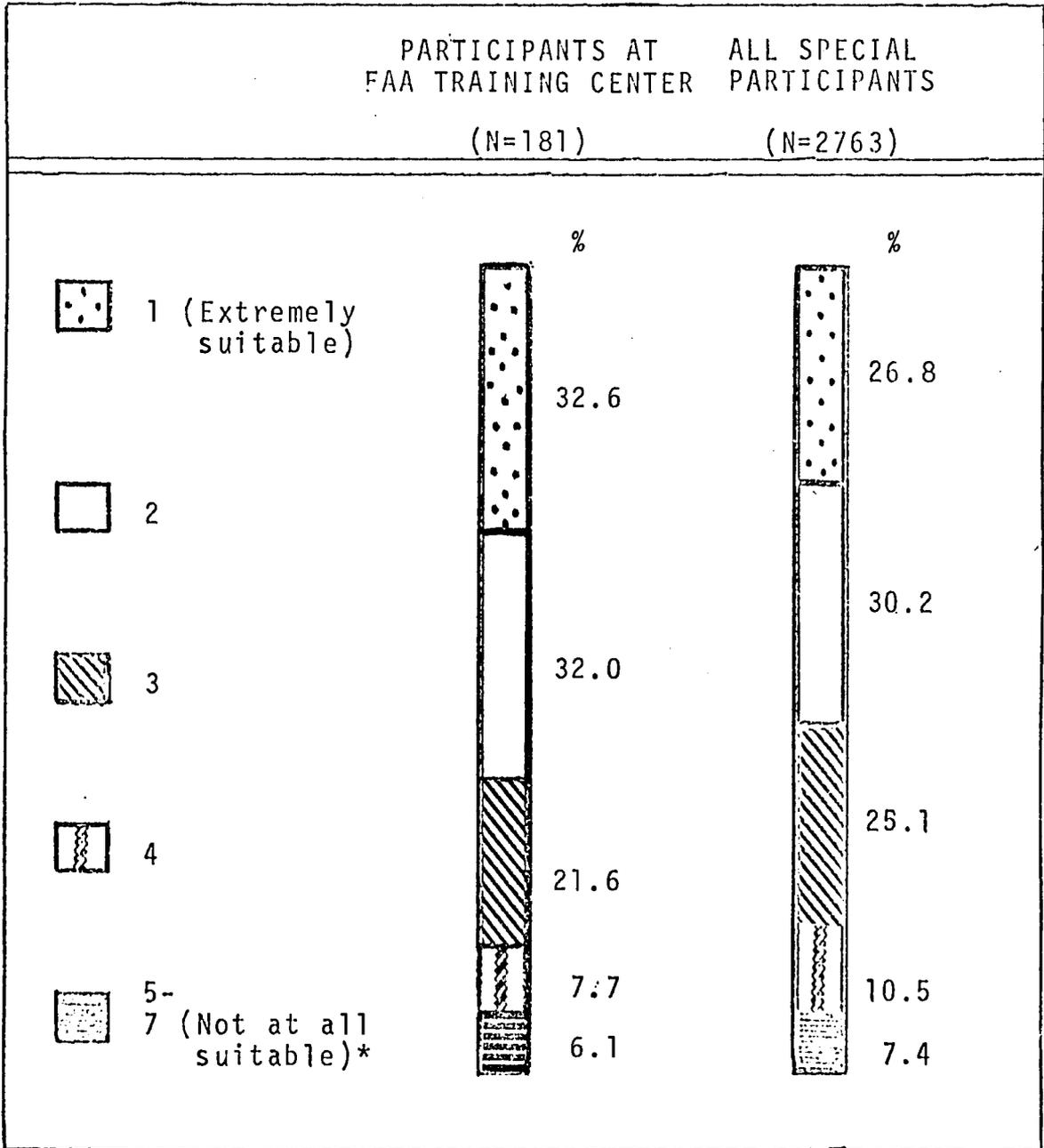
Table 10

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT FAA TRAINING CENTER % of 239	ALL SPECIAL PARTICIPANTS % of 3869
No	8.4	40.4
Yes	91.6	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 217</u>	<u>% of 2320</u>
No	16.1	17.5
Yes	83.9	82.5

Table 11

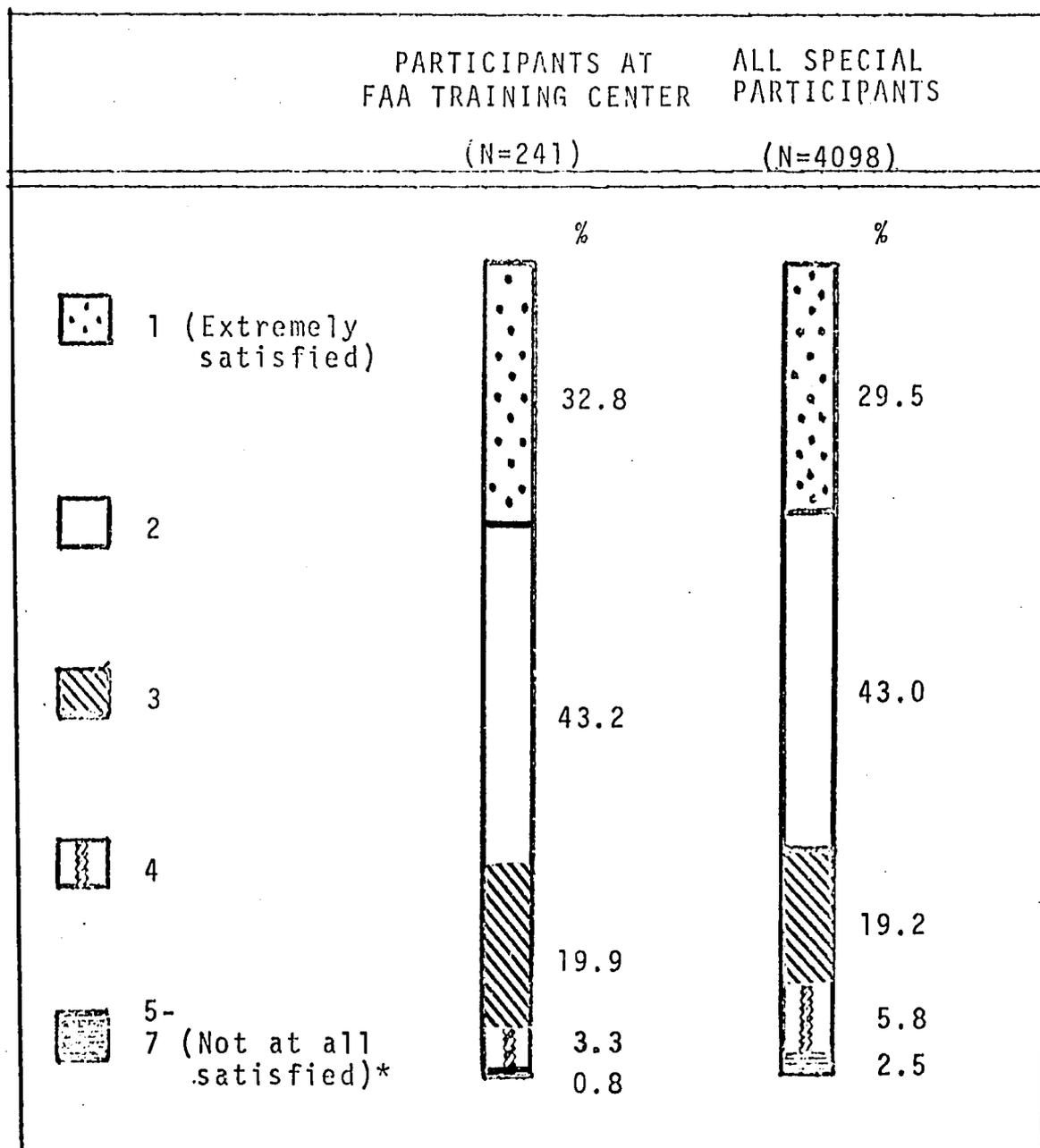
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* 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 the FAA National Training Center, and the experiences of Special Program participants at 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 FAA 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 participants in Special Programs have sometimes had with their classroom and related training, FAA participants less often found the subject matter too general, and the courses too simple than did all other Special Program participants. The FAA participants more often considered their subject matter too detailed, and their courses too advanced than did all other participants in Special Programs (Table 5).

The FAA participants gave higher ratings to the usefulness of their classroom and related training in achieving their training objectives than did all other Special Program participants (Table 8).

The FAA participants gave higher ratings of satisfaction with their total technical training than the combined average ratings of all other participants in Special Programs (Table 9).

Over 90% of the FAA participants indicated that they had had courses where instruments and equipment were used (Table 10). This was a much higher proportion than for all other Special Program participants.

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. (Cut of print)