

PN-AAS-981

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TRAINING INSTITUTION PROFILE REPORT

SPECIAL PARTICIPANTS AT

UNIVERSITY OF PITTSBURGH

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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SECTION I

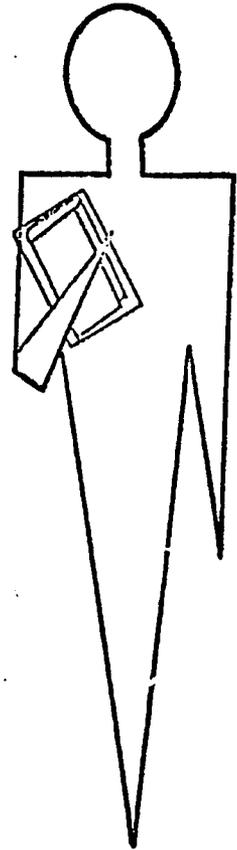
NARRATIVE

This report will describe the backgrounds and experiences of 42 A.I.D. participants who completed special courses (ranging in length from 3 to 15 weeks) at the University of Pittsburgh, Pennsylvania, and who took part in the DETRI exit interviews between July 1967 and February 1972. They came in almost equal numbers from the Near East-South Asia, the Far East, and Africa; a few came from Latin America.

Most of the participants were in their middle 30's, held public administrative positions in their home countries, and had had at least 16 years of education before they began their A.I.D. training programs.

We would like to introduce "Aidre," our hypothetical A.I.D. participant who received the classroom portion of his special training program at the University of Pittsburgh. His opinions and evaluations on any given issue are those of most of the Pittsburgh non-academic participants on that particular issue. When important differences occur on any item between Aidre, as the typical respondent, and his fellow participants, they will be mentioned. All quotes are taken from the participants' own accounts of their experiences at the University of Pittsburgh.

Aidre said he had been informed by officials in his government and USAID that he would receive some development administration courses at the University of Pittsburgh during his training program.

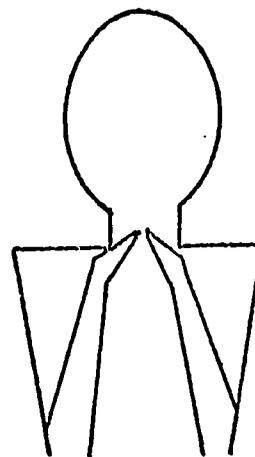


This was later confirmed to his general satisfaction by the final training plan he received in the United States.

The training programs in which Aidre and most of his fellow participants took part at Pittsburgh included courses in public administration given by the Graduate School of Public and International Administration (GSPIA). These were usually followed by several weeks of observation visits to government agencies such as TVA. (Participants' reactions to these visits are not included in this report.) A few of Aidre's fellow participants took special courses in other departments at Pittsburgh such as public health, industrial production and marketing.

Aidre indicated he had not received help from a Foreign Student Advisor at Pittsburgh. Some of his fellow participants said they had received useful assistance from their advisors (or counselors) who were usually available when they were needed.

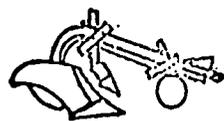
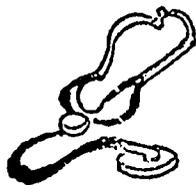
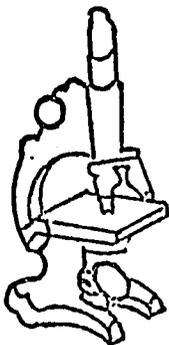
Aidre considered a list of classroom difficulties sometimes experienced by Special A.I.D. participants. Aidre indicated that too much assigned reading was a difficulty for him. He attributed this to the concentrated nature of the courses and his somewhat limited fluency in English. The time spent on assignments frequently meant "all business and no time for play." Some of Aidre's fellow participants found considerable difficulty with "too many different things covered in too short a time," and with the general nature of some of the subject matter presented.



On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), Aidre and many of his fellow participants rated the usefulness of their classroom training at "2" or "3." Typical of those who gave their courses a high rating is the participant who said:

"My training at Pittsburgh was very good, with no weaknesses at all . . . I got many new ideas which were extremely useful . . . My professors all had practical experience which they could talk about . . . They helped me with my problems." Aidre found his classroom training somewhat less useful and commented: "I learned about development in a broad way, but lectures were too heavy on general rural-urban problems. I wanted more study of public works and more time to really learn and look at more details." Some of the participants who gave lower ratings said: "I am not happy with my courses. Some of the lecturers were not full-time professors. I had difficulty contacting them after classes." "Trainees were drawn from various experiences in different countries. Each could talk only about his own field. There was little in common for discussion."

Aidre reported that no instruments or equipment were used in his courses, as they consisted primarily of lectures and seminar discussions. The few participants who said they used instruments and equipment, claimed these were similar to those available in their home countries. In assessing the suitability of their technical training to home country conditions, Aidre and most of his fellow participants gave ratings at "2" or "3" on the 7-point scale. A few found "the emphasis in the courses at Pittsburgh



especially relevant" to their work as administrative officers. They had "received a new range of ideas" and learned new managerial tools to be applied" in their jobs at home. Aidre felt, however, that while he had "picked up a few useful ideas which he hoped to use" upon his return, he did not "know what can really be applied at home." A few participants were very skeptical about the adaptability of general concepts they had learned to their native conditions.

One said that the best thing that could be said about his program was that, "I have widened my scope, and now know people I can write to for advice. I have made good contacts."

Aidre and his fellow participants gave slightly higher ratings of satisfaction to their total technical training than they did to the usefulness of their classroom training at Pittsburgh. The inclusion of the practical field observation in the total technical training ratings may account for this difference in participant satisfaction.

Many participants were somewhat dissatisfied with their social life and living arrangements in Pittsburgh. They said satisfactory housing was very hard to find. Those who were assigned to Cambridge Hall complained that "rooms were too small for the high cost . . . cleaning service was bad and the attitude of the owner was very rude." Many who were in Pittsburgh during the winter found "the weather too cold to enjoy the little time left after study." Others thought that their "per diem was too low to pay for living costs and have anything left for social life."

SECTION 2

STATISTICS

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Table 1

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

REGION	PARTICIPANTS AT UNIVERSITY OF PITTSBURGH	ALL SPECIAL PARTICIPANTS
	% of 42	% of 4102
Near East- South Asia	30.9	34.6
Far East	31.0	33.7
Latin America	11.9	11.0
Africa	26.2	20.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT UNIVERSITY OF PITTSBURGH	ALL SPECIAL PARTICIPANTS
	% of 26	% of 2677
Agriculture	3.8	27.6
Industry & Mining	7.7	12.2
Transportation	0.0	12.7
Health & Sanitation	15.4	18.2
Education	3.8	6.5
Public Administration	69.3	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 UNIVERSITY OF PITTSBURGH % of 42	ALL SPECIAL PARTICIPANTS % of 4075
7-11	0.0	6.2
12	7.1	8.8
13-15	26.2	24.9
16	26.2	21.0
17-18	31.0	23.3
19 and over	9.5	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 UNIVERSITY OF PITTSBURGH % of 29	ALL SPECIAL PARTICIPANTS % of 2947
No	96.6	92.0
Yes	3.4	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 UNIVERSITY OF PITTSBURGH % of 29	ALL SPECIAL PARTICIPANTS % of 2947
No	93.1	92.5
Yes	6.9	7.5

Table 6

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

DIFFICULTY	UNIVERSITY OF PITTSBURGH 42 PARTICIPANTS			3207 SPECIAL PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	47.6	28.6	23.8	66.7	23.6	9.7
Subject matter too general	57.1	28.6	14.3	65.5	26.8	7.7
Subject matter too detailed	75.0	20.0	5.0	77.4	17.4	4.8
Too many different subjects presented	57.1	26.2	16.7	73.6	19.0	7.4
Too much duplication in subject matter presented	66.7	33.3	0.0	70.2	24.3	5.5
Too little discussion	71.4	23.8	4.8	75.5	18.6	5.9
Too little lecturing	71.4	23.8	4.8	79.9	14.6	5.5
Courses or presentations too simple	81.0	19.0	0.0	69.4	25.0	5.6
Courses or presentations too advanced	70.7	26.8	2.5	75.3	21.7	3.0

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

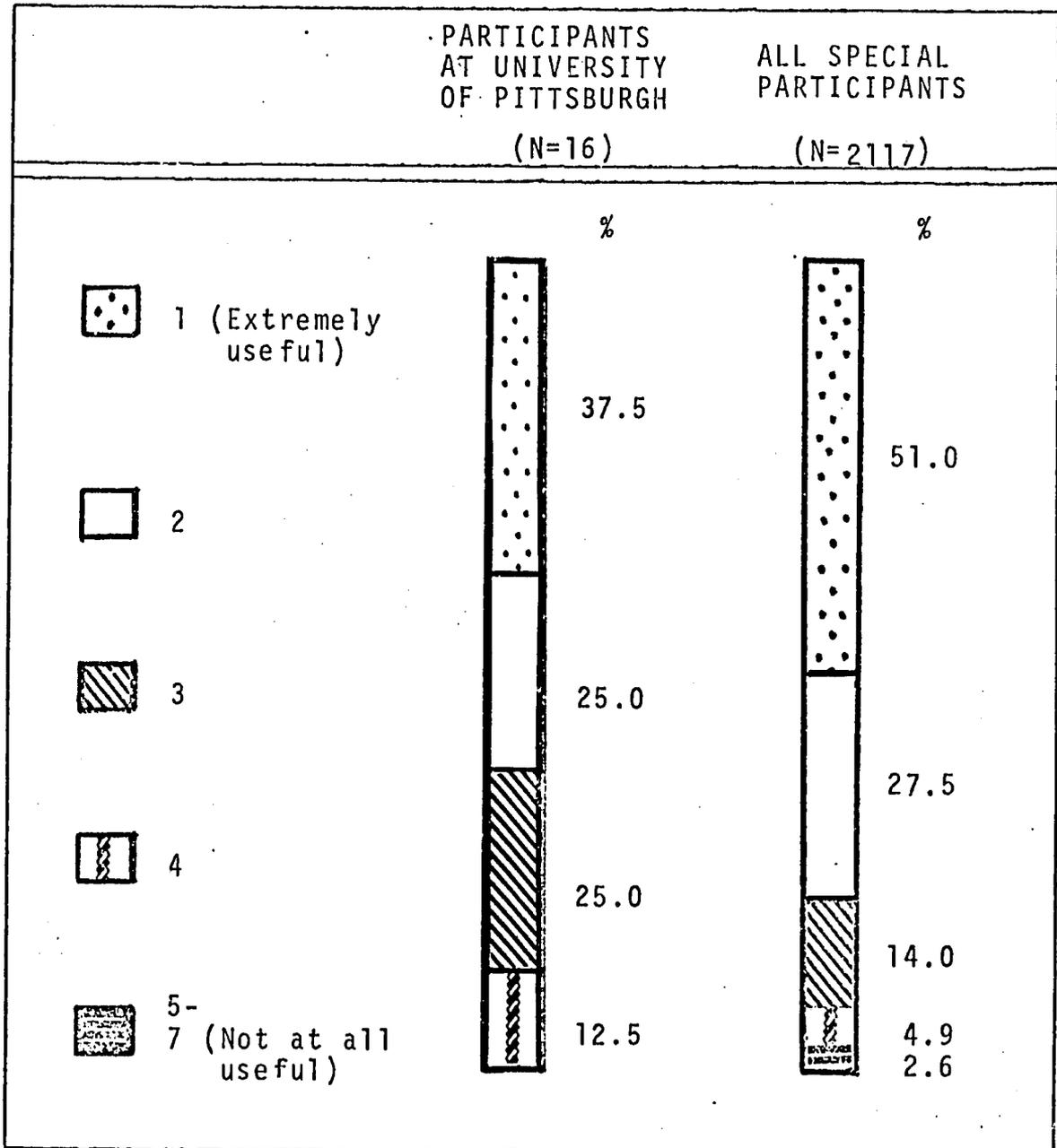
Table 7

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

HELPED BY FSA OR JTA	PARTICIPANTS AT UNIVERSITY OF PITTSBURGH % of 42	ALL SPECIAL PARTICIPANTS % of 4086
No	59.5	47.4
Yes	40.5	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 17</u>	<u>% of 2144</u>
Always	47.1	59.7
Usually	41.2	27.0
Sometimes	11.7	13.3

Table 8

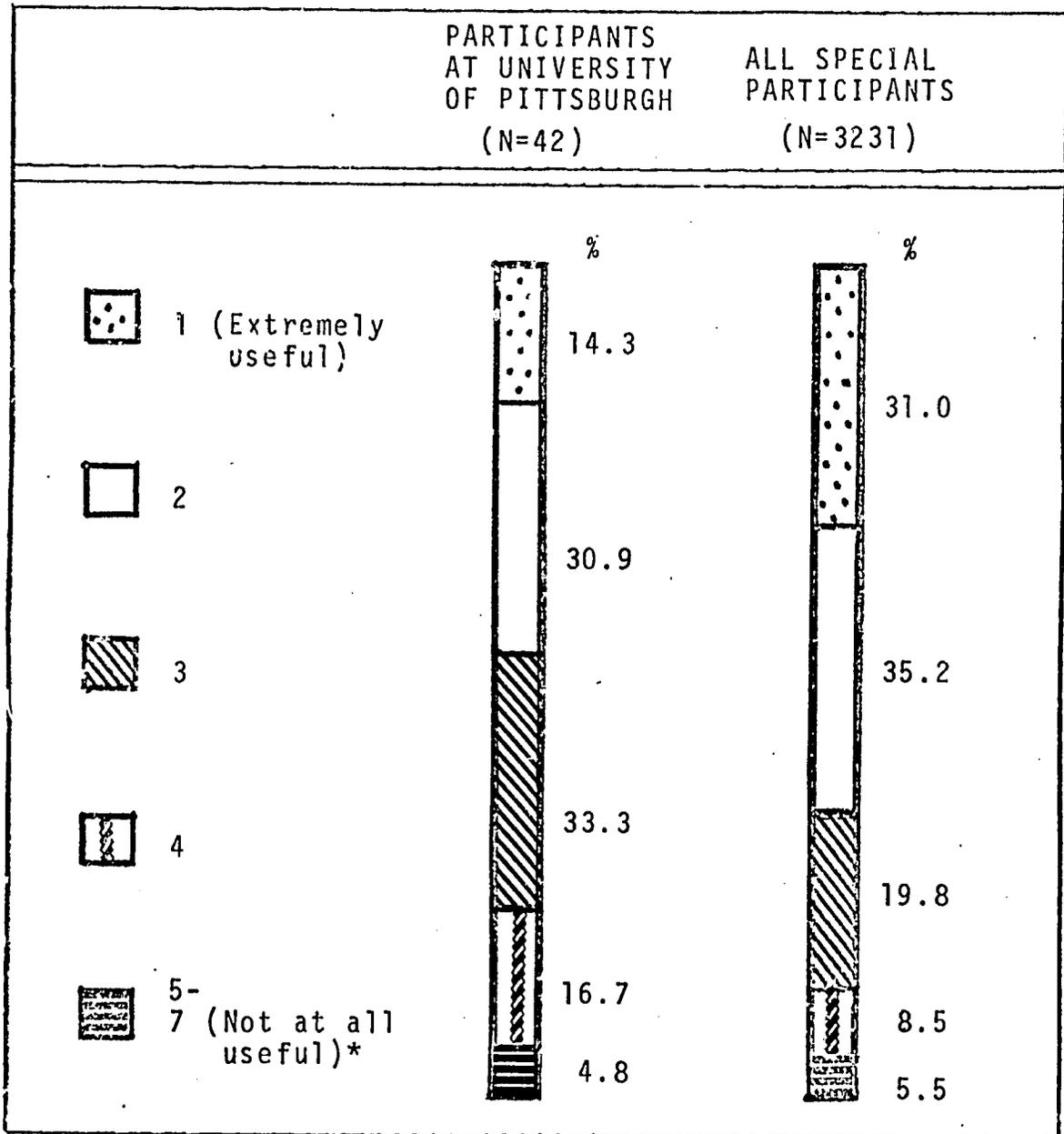
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 1.38)



* 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

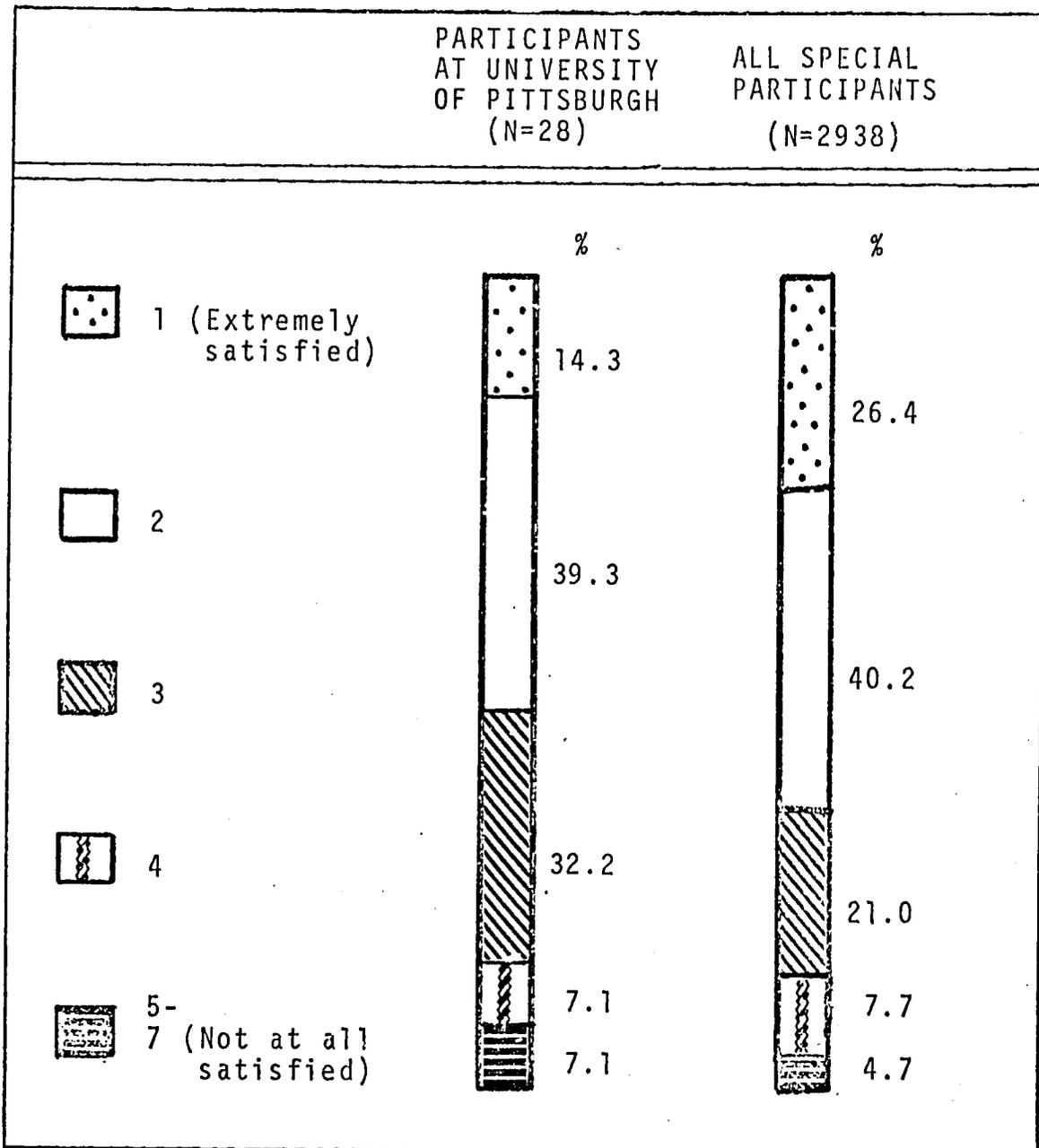
Q. How useful did the participants find their classroom and related training? (Item 62)



* 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."

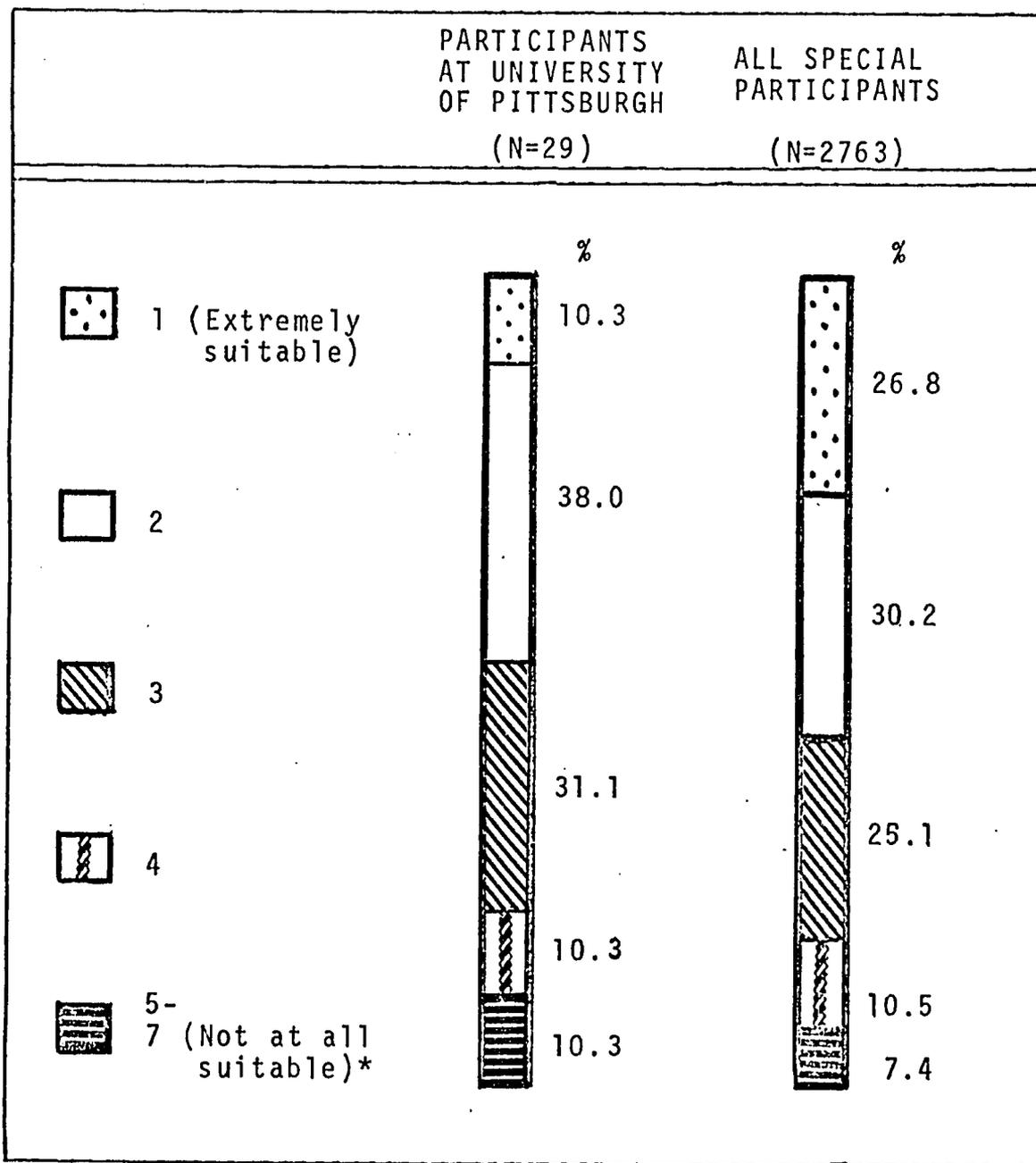
Table 11

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT UNIVERSITY OF PITTSBURGH % of 41	ALL SPECIAL PARTICIPANTS % of 3869
No	63.4	40.4
Yes	36.6	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 15</u>	<u>% of 2320</u>
No	13.3	17.5
Yes	86.7	82.5

Table 12

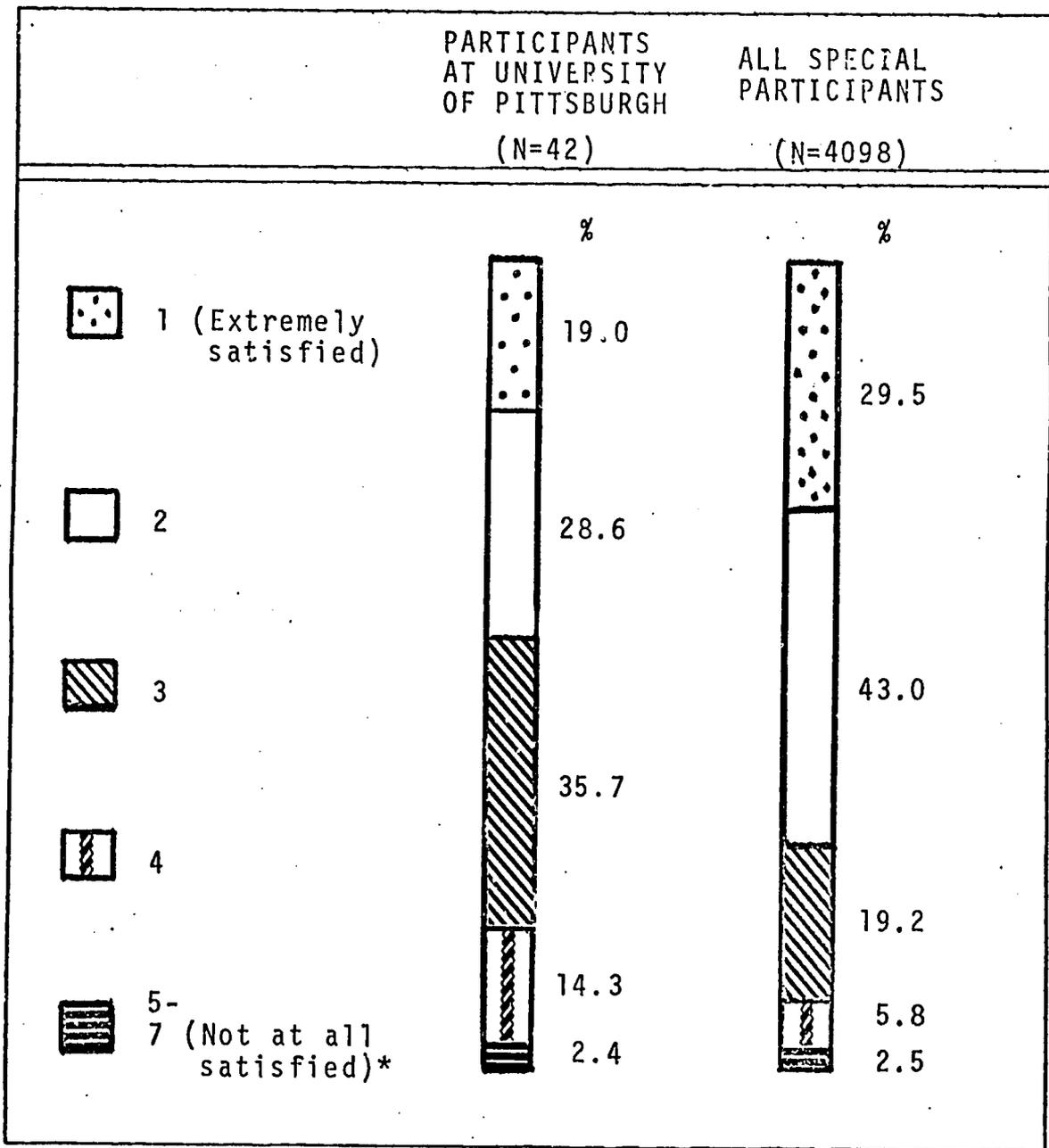
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* 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

The purpose of this section of the report is to compare aspects of A.I.D. participants' experiences in the special programs at the University of Pittsburgh with the same aspects reported on by participants in all other A.I.D. special programs for which we have data. The tables and graphs in Section 2 list the aspects and show percentage comparisons. Here we will highlight only those comparisons which show significant differences, either positive or negative, between participants in the Pittsburgh programs and participants in all other A.I.D. special programs. It is not possible to account for these significant differences statistically, as the size and composition of the group of participants vary greatly in these training programs.

A higher percentage of Pittsburgh participants indicated they had had difficulty with too much assigned reading and too many different subjects presented than did all other Special participants (Table 6). Conversely, proportionately fewer Pittsburgh participants found their courses or presentations too simple than did all other Special participants (Table 6).

A smaller proportion of Pittsburgh participants gave high ratings to the usefulness of their classroom training than did Special participants at all other training institutions (Table 9).

The percentage of Pittsburgh participants having had courses in which instruments and equipment were used was lower than that of all other Special participants (Table 11).

In the overall ratings of satisfaction with their total experience as A.I.D. participants, a smaller proportion of Pittsburgh Special participants gave "1" and "2" ratings (25% less) than did all other Special participants (Table 13).

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)