

Using U.S. Training in the Philippines

A FOLLOW-UP SURVEY
OF PARTICIPANTS

VOLUME II: THE APPENDIX

USING U. S. TRAINING
IN THE PHILIPPINES:

A Follow-up Survey
of Participants

Volume Two

APPENDIX

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Contents

	<u>Page</u>
List of tables	ii-viii
Note for reading the tables	ix-x
Appendix A - Tables	
Tables A1 - A61 Participant sample as a whole	1-27
Tables A62 - A110 Relationships with utilization ratings	28-70
Tables A111 - A160 Eleven groups by field of training	72-124
Appendix B - Participant Oral Interview Guide	125-135
Appendix C - Participant Written Questionnaire	136-168
Appendix D - Supervisor Written Questionnaire	169-174
Appendix E - U. S. Technical Assistant Rating Sheet	175
Appendix F - Socio-economic Groups in the Philippines	176-177

List of Tables - Appendix A

Participant Sample as a Whole

		Page	
Table	A1	Participants place of birth, and of employment prior to U. S. training, by province and city	1, 2
	A2	Types of improvements made by participants: (A) in jobs prior to U. S. training, according to participants, and (B) in jobs after U. S. training, according to supervisors	3
	A3	Participants' personal preferences and attitudes on selected subjects	4
	A4	Comparison by participant of self with person of same job at time of selection	4
	A5	Help participants (A) expected from U. S. visit, (B) help actually provided, and (C) negative or loss	5
	A6	Importance of factors in participant's own selection	5
	A7	Difference of importance of factors in own selection and that of others	6
	A8	Superior's explanations for participants being unable to use their training	6
	A9	How supervisors think selection of participants can be improved	6
	A10	Experiences in the U. S. which were different from the participants' expectations	7
	A11	Superior's attitude toward U. S. training	7
	A12	TAs' estimates of U. S. training as factor preventing greater utilization by participants	8
	A13	How participants think training program could have been improved	8
	A14	Participants' satisfaction with the implementation of his training program in the U. S.	8
	A15	Amount of changes made by the participant in his training program	9
	A16	Participants' satisfaction with academic matters related to training	9
	A17	Length of training period in the U. S.	9
	A18	What participants hoped to get out of their stay in the U. S. but were not able to	10
	A19	Aspects of the training program liked most by participants	10
	A20	Aspects of the training program liked least by participants	11
	A21	Participants' satisfaction with administration of the training program	11
	A22	Supervisors' perceptions of difficulties preventing greater use of training by participant	11
	A23	Parts of the U. S. experience that participants liked best	12
	A24	Help actually provided after return, by U. S. training	12
	A25	Difference between help expected and actually provided by U. S. training	13
	A26	Factors that made participants anxious or uncomfortable during their stay in the U. S.	13
	A27	Agencies helpful in getting adjusted to the U. S.	14

Table		Page
A28	Participants' satisfaction with topics covered in orientation	14
A29	Participants comparison of themselves on selected items, with (A) friends and acquaintances in the Philippines, and (B) Americans they know in the U. S.	14
A30	What the participants liked least about their U. S. experience	15
A31	Amount of contact with home while in the U. S.	15
A32	Supervisor's description of ways he facilitates greater use of training by participant	15
A33	TA's estimate of back-home environmental barriers to utilization of training by participants	16
A34	Participants' satisfaction with selected aspects of present job	16
A35	Qualifications of others to make suggestions	16
A36	Barriers to new ways of doing things, as seen by participants	17
A37	How certain ideas helped participants' everyday work	17
A38	Disadvantages of training as seen by participants	17
A39	Participants' descriptions of people in their organization	18
A40	Index of gain or loss by participant in comparisons with non-U.S. trained co-workers	18
A41	Frequency with which participant is asked to consult with others	19
A42	Frequency of requests for information about the U. S.	19
A43	Index of approval-disapproval of participants' feelings about work relations, by other groups	19
A44	Interest of co-workers and superiors in making use of participant's training	20
A45	Co-workers' and superiors' reactions to participants when they returned to their jobs	20
A46	Ease of getting ideas across to others	20
A47	Interest of other persons in participants' suggestions	21
A48	Participants' reasons for not transmitting more training to others	21
A49	Change in attitudes toward participants: respect and recognition	21
A50	Ways participants changed, as noted by families, friends, co-workers and superiors	22
A51	Ways participants feel they have changed	22
A52	Main personal advantages of the U. S. experience	23
A53	Change in job participant returned to after training	23
A54	Participant's present grade or salary compared with that before training	23
A55	Participant's present salary	24
A56	Supervisor's comparison of participant with other subordinates who have not had U. S. training	24
A57	Criteria for promotion as seen by participant	25
A58	Subjects on which participants feel they have different attitudes than families, friends and co-workers	25
A59	Comparison by participant of self with person of same job, after U. S. training	26
A60	How selected ideas affected participant's work	26
A61	Participants' attitudes on selected value statements	27

Relationships with Utilization Ratings

		Page	
Table	A62	Participants' estimates of importance of factors in own selection and two ratings of utilization	28
	A63	Satisfaction with the training program and rating of utilization by participants and superiors	29
	A64	Participant involvement in the training program and self-rating of utilization	30
	A65	Satisfaction with planning and implementation of the training program and self-ratings of utilization	30
	A66	Participants' attitudes toward changes in the program of training and self-ratings of utilization	31
	A67	Length of training program and participants' self-ratings of utilization	31
	A68	Kind of training and participants' self-ratings of utilization	32
	A69	Participant attitudes toward academic training, and three ratings of utilization	32
	A70	Participants' satisfaction with academic experience and self-ratings of utilization	33
	A71	Maintaining back home targets for use of training and participants' self-ratings of utilization	33
	A72	Adequacy of training for job requirements, and participants' self-ratings of utilization	34
	A73	The idea that participants should be taught more about working with others, and participants' self-ratings of utilization	35
	A74	Participants' satisfaction with social life in the U. S. , and self-rating of utilization	35
	A75	Time spent with Americans, and participants' self-rating of utilization	36
	A76	National status, and three ratings of utilization	37
	A77	Difference between expected and actual benefits from the U. S. experience, and self-ratings of utilization	37
	A78	Participants', superiors', and TA's opinions of job assignments, and their ratings of utilization	38
	A79	Superiors' mentions of help to participants, and ratings of utilization by superiors and TA's	39
	A80	Participants' estimates of the ability and qualifications of others, and three ratings of utilization	40
	A81	Change in respect and recognition toward the participant by others, and participants' ratings of utilization	41
	A82	Frequency with which participant is asked to consult with others, and two ratings of utilization	41
	A83	Ease of getting ideas across to others, and three ratings of utilization	42
	A84	Participants' reports of interpersonal relations, and three ratings of utilization	43
	A85	Frequency with which people ask participant about the U. S. , and two ratings of utilization	44
	A86	Participants' estimates of their influence on others, and self-ratings of utilization	44
	A87	Participants' satisfaction with aspects of their present jobs, and three ratings of utilization	45

		Page	
Table	A88	Attitudes of people in the organizations toward new ideas, and three ratings of utilization	46
	A89	Criteria for promotion and three ratings of utilization	47
	A90	How ideas affected everyday work, and three ratings of utilization	47
	A91	TA mentions of barriers to utilization, and TA ratings of utilization	48
	A92	Superiors' mentions of problems created by participants, and ratings of utilization by superiors and TA's	49, 50
	A93	Participants' attitudes toward follow-up support, and three ratings of utilization	51, 52
	A94	Participants' estimates of transmission of training, and three ratings of utilization	52
	A95	Participant mentions of methods used to transmit training, and self-ratings of utilization	53, 54
	A96	Superiors' evaluation of what participants have done to transmit training, and three ratings of utilization	55, 56, 57
	A97	Participants' reasons for not transmitting training, and two ratings of utilization	58
	A98	Participants' sex, and self-ratings of utilization	59
	A99	Participants' income and self-ratings of utilization	59
	A100	Participants' attitudes toward the Philippines and two ratings of utilization	60
	A101	Participants' comparisons of themselves with American and Filipino friends, and self-ratings of utilization	61
	A102	Expected and actual career benefits, and participants' self-ratings of utilization	61
	A103	Participants' estimated career benefits, and three ratings of utilization	62
	A104	Changes in participant, and self-ratings of utilization	63
	A105	Participants' comparisons of themselves with others, and three ratings of utilization	64, 65
	A106	Superiors' comparisons of participants with other subordinates without training, and three ratings of utilization	66
	A107	Participants' estimates of changes in social behavior, and superiors' ratings of utilization	67
	A108	Participant attitudes toward training, and three ratings of utilization	68
	A109	Participants' ratings of opportunities to use training and three ratings of utilization	69
	A110	Participant attitudes towards the job, and three ratings of utilization	70

Eleven Groups by Field of Training

Table	A111	Participants' age, by field of training	72
	A112	Participants' fathers' occupations by socio-economic categories	73
	A113	Participant's rating of (A) parents' social position, (B) own social position, and (C) own relative gain	74, 75
	A114	Participants' self-ratings on an income scale at time of selection	76
	A115	Participants' annual salary (A) before training, (B) at present, (C) percent increase, and (D) perceived gain	77

		Page	
Table	A116	Participant's need for independence, achievement, and affiliation	78
	A117	Length of full time service before U. S. training	79
	A118	Number of memberships in organizations	79
	A119	Participant self-rating in English before training	80
	A120	Interviewer rating of participants' English facility after training	80
	A121	Political interest and influence before going to the U. S.	81
	A122	Comparison by superior of participant with other subordinates	82
	A123	U. S. Technical Assistants assigned to agencies at the time of participants selection	83
	A124	Factors considered most important by participants in own selection	84, 85
	A125	How much participants discussed project goals with their superiors	86
	A126	Length of U. S. training period	87
	A127	Received group or individual training in the U. S.	88
	A128	Type of U. S. training, academic and non-academic	89
	A129	Ways training program could have been improved	90, 91
	A130	Satisfaction with per diem	91
	A131	Participants' need for training in working with others	92
	A132	Relationship between present job and U. S. training	92
	A133	Extent of participants' contact with home during U. S. training	93
	A134	Comparison of participant's financial status with that of Americans	94
	A135	Contacts with Americans during U. S. training: selected items	95, 96
	A136	Time since return to survey	97
	A137	Utilization of U. S. training as seen by participants, supervisor, technical assistants	98
	A138	Opportunity to use U. S. training, and actual use made of training	99, 100
	A139	Participant activities to transmit training to others, according to superiors	101, 102
	A140	Participant mentions of methods of transmitting training on the job	103
	A141	Transmission of training: selected items	104, 105
	A142	Participant job improvements: expanded activities and services to people	105
	A143	Assistance by people in related jobs	106
	A144	U. S. technical assistant mentions of factors preventing greater utilization: lack of necessary facilities and equipment	106
	A145	Superior rating of importance of difficulties preventing greater use of training, in rank order	107, 108
	A146	Superior mentions of ways participant tried to use his training but was unable to	109
	A147	Organizational characteristics: political considerations	110
	A148	Importance of selected criteria for promotion, in rank order	111, 112
	A149	Helpfulness of U. S. technical assistants in back home application of U. S. training	113
	A150	Participant's present use, value, and desired use of follow-up support: selected items	114, 115
	A151	Participant expectations of help from U. S. visit: selected items	116

		Page
Table	A152	Comparison of expected help from U. S. visit with actual help - gain or loss: selected items
		117
	A153	Comparison by participant of self with person of the same job after U. S. training: selected items
		118
	A154	Main personal advantages to the participant of the U. S. experience
		119
	A155	Participant estimate of kind of job held if no U. S. training
		120
	A156	Participant satisfaction with present salary
		120
	A157	Participant attitudes: selected items
		121
	A158	Interviewer ratings of the extent of change in participants
		122
	A159	Types of help given participants by TA's in back-home application of U. S. training
		123
	A160	Superiors opinion of how long TA's are needed
		124

Note for Reading the Tables

The tables in Appendix A are shown in approximately the order in which subjects are taken up in the report volume. Below each table is the question asked and its location in one of the questionnaires, abbreviated as follows:

PBF means Participant Biographical File (USOM)

POI-Q10 means Participant Oral Interview, Question 10 (see Appendix B)

PWQ-Q10 means Participant Written Questionnaire, Question 10 (see Appendix C)

SWQ-Q10 means Supervisor Written Questionnaire, Question 10 (see Appendix D)

TAR-Q3 means U. S. Technical Assistant Rating Sheet, Question 3 (see Appendix E)

Tables A1-A61 show distributions of responses for the participant sample as a whole, using percents or actual numbers of responses in various categories. In some tables, factors are underlined, and also connected by vertical lines, to show statistically significant differences (at the .05 level or better -- see explanation below). A factor underlined is significantly more important than all factors below it, and likewise, factors connected by a vertical line are not significantly different in importance; those beyond the vertical line at either end are.

Tables A62-A110 show relationships between different measures and the criteria variables, ratings of utilization of U. S. training. There are three such ratings of the participant's utilization of U. S. training: (1) the participants self-rating, (2) the supervisor's rating, and (3) the rating by the U. S. technical assistant. Relationships are shown in the text or appendix tables for all those factors--particular characteristics, experiences, attitudes--which were significantly related to one or more of these ratings of utilization.

The degree of statistical significance is shown in the tables in terms of the value of p. The p value indicates the probability that the relationship shown could have been due to chance. For example, a p value of .05 means that the relationship could be the result of chance no more than one time in twenty in a population of the size being considered. The p value of .05 is generally referred to as significant. Similarly, a p value of .01 means chance occurrence no more than one time in one hundred in this size population. This p value is very significant.

Two measures of relationship with utilization ratings were used and are shown in these appendix tables. Where measurements provided a series of responses along a scale, these measures were usually correlated with utilization ratings. This correlation is shown by the letter r, which represents the Pearsonian product moment correlation coefficient. A minus sign (-) indicates a negative relationship. The size of the correlation coefficient r indicates the degree of association or relationship which exists between the two measures, or the degree to which the results on the two measures vary in a similar fashion. Correlations do not prove that one variable is the cause of the other. However, we have assumed that the utilization of U. S. training is the dependent variable, and the factor correlated with this rating is the causal variable influencing or determining utilization.

A second measure of association used was Chi-square (X^2), which is better for certain groupings of data. The reader who is not familiar with this procedure will find it described in any textbook on statistics.

The letter N is used to show the number of responses in categories.

Tables A111-A160 show distributions of responses for the eleven groups by field of training. The reader will note that many of these tables have one or more horizontal lines under them. These have been drawn to show statistically significant differences ($p = .05$ or better) between the mean responses for groups. Groups connected by a horizontal line do not show significantly different response groups beyond the line at either end are significantly different. For example, in Table A117, participant in the Health (He) project had significantly less full time work before training than did participants in Industrial Development Center (ID). Elementary Curriculum (EC) participants had significantly longer work experience than those in Labor Department (LD); there were no significant differences between LD, He, VI, VA and WS, all of which are connected by a line.

The eleven groups by field of training are:

AE	Agricultural Extension
EC	Elementary Curriculum Development
VI	Vocational Industrial Training
VA	Vocational Agricultural Training
He	Health
WS	Water Supply
ID	Industrial Development Center
LD	Labor Department
LU	Labor Union Leaders
PA	Public Administration
Hi	Highways

Table A1 Participants' place of birth, and of employment prior to U. S. training, by province and city.

		<u>Provinces in Luzon</u>				
		<u>Birth</u> (Number)	<u>Employment</u> (Number)	<u>Birth</u> (Number)	<u>Employment</u> (Number)	
Abra		5	1	Marinduque	2	-
Albay		10	6	Masbate	2	1
Bataan		4	1	Mindoro Occ.	2	1
Batanes		1	-	Mindoro Orient.	1	3
Batangas		15	2	Mountain Province	-	3
Bulacan		21	1	Nueva Ecija	21	5
Cagayan		4	5	Nueva Viscaya	2	1
Camarines Sur		2	2	Pampanga	19	4
Cavite		18	2	Pangasinan	22	5
Ilocos Norte		10	5	Quezon	7	2
Ilocos Sur		10	2	Rizal	25	20
Isabela		7	1	Sorsogon	4	1
Laguna		14	4	Tarlac	10	2
LaUnion		16	4	Zambales	3	1
				<u>257</u>	<u>82</u>	
		<u>Cities in Luzon</u>				
Baguio		1	3			
Manila)						
Pasay)		75	259			
Quezon)						
		<u>76</u>	<u>262</u>			
		<u>Provinces in the Visayas</u>				
Antique		1	-	Leyte	6	4
Bohol		9	2	Negros Occ.	10	5
Capiz		6	-	Negros Orient.	1	3
Cebu		8	6	Palawan	2	-
Iloilo		10	4	Samar	4	3
				<u>57</u>	<u>27</u>	
		<u>Cities in the Visayas</u>				
Bacolod		2	2			
Cebu		1	5			
Iloilo		7	8			
		<u>10</u>	<u>15</u>			

Provinces in Mindanao Region

	<u>Birth</u>	<u>Employment</u>		<u>Birth</u>	<u>Employment</u>
	(Number)			(Number)	
Agusan	3	1	Misamis Orient.	-	1
Bukidnon	2	1	Sulu	2	2
Cotabato	-	1	Surigao	1	-
Davao	-	1	Zamboanga del Norte	1	-
Lanao	2	3	Zamboanga del Sur	-	1
				<u>11</u>	<u>11</u>

Cities in the Mindanao Region

Davao	-	6
Zamboanga	<u>6</u>	<u>11</u>
	6	17

Other Provinces

Palawan	2	-
Samar	<u>4</u>	<u>-</u>
	6	0

Summary of this table:

Provinces in:		
Luzon	257	82
Visayas	57	27
Mindanao	<u>11</u>	<u>11</u>
Total in provinces	325	120
Cities in:		
Luzon	76	262
Visayas	10	15
Mindanao	<u>6</u>	<u>17</u>
	92	294
Total, provinces and cities	417	414

n. a. 3

Source: PBF-Q16-23

Table A2 Type of improvements made by participants: (A) in jobs prior to U. S. training, according to participants, and (B) in jobs after U. S. training, according to supervisors.

	<u>Percent Frequency of Mention</u>	
	<u>A. Jobs prior to U.S. training (participant estimate)</u>	<u>B. Jobs after U.S. training (supervisor's estimate)</u>
A. <u>Direct Improvements</u>		
1. <u>Improved quality of products, work methods, etc.</u> (Introduced new techniques, improved program planning, tried research, improved forms and circulars, introduced time motion studies, surveys, evaluation, etc.)	44	92
2. <u>Expanded activities and services to people</u> (Introduced new projects and products, organized more clubs, and classes, developed new programs, opened new offices, etc.)	24	16
3. <u>Improved organizational setup</u> (Improved job descriptions, systematized office or plant procedures, reorganized personnel and employment practices and standards, introduced incentive system, improved morale, etc.)	22	30
4. <u>Improved physical condition of office and plant surroundings</u> (Cleanliness, added facilities and conveniences, improved space, appearance, etc.)	12	9
5. <u>Improved public relations</u> (Better relations with people served, created favorable attitudes, more publicity, asked help of other agencies, etc.)	9	9
6. <u>Acquired better tools, machinery and equipment</u>	6	9
B. <u>Training and Transmission to Others</u>		
7. <u>Publications</u> (Bulletins, articles, circulars, manuals)	7	8
8. <u>In-service training</u> (Workshops, seminars, conferences, demonstrations, lectures)	14	24
9. <u>Consultative services</u>	<u>2</u>	<u>6</u>
	140*	203*

Number of participants: 443

Number of supervisors: 253

Question to participants: "Before you left for the States, did you have any chance to make improvements in your job? Please tell me about these improvements."

Source: POI-Q8B

Question to supervisors: "Please mention and describe briefly two or three specific examples of the kind of improvements, new techniques, or better methods which the participant has succeeded in making, which show utilization of U.S. training."

Source: SWQ-Q3

*Some respondents gave more than one reply.

Table A3 Participants' personal preferences and attitudes on selected subjects

	<u>Mean</u>
Like being in position where trying hard can do job proud of	1.62
Important to be accepted member of friendly group	2.06
Important for leaders of country to be strong and forceful	2.10
Like to create or invent something	2.22
Important that others like you	2.30
Enjoy winning game of skill	2.42
Feel badly after quarreling with friend	2.99
Believe leaders of organization have right to expect conformity in certain things	3.43
Like men forceful and dominant	5.14
Want the person who is in charge to tell group what to do	5.29
Like teachers to be forceful and dominant	5.37

Number of participants: 431

Question: "We would like to know what your personal preferences are for a number of things. Please check your answers inside the appropriate space on the scales below each of the questions."

Source: PWQ-Q36

Scale: (1) extremely, to (9) not at all

Table A4 Comparison by participant of self with person of same job at time of selection

Confidence in skills and ability	2.14
Ideas introduced	2.24
Technical know-how	2.41
Influence on co-workers	2.42
Work experience	2.43
Influence on subordinates	2.46
Social ease	2.50
Ambition to get ahead	2.54
Satisfaction with job	2.64
Favorable attitudes toward U. S.	2.67
Academic training	2.72
Chances for promotion	2.90
Knowledge of political, social and economic factors in P. I.	3.05
Influence on superiors	3.22
Personal social prestige	3.25
<u>Family connections and prestige</u>	<u>4.42</u>
Political influence	5.29

Number of participants: 423

Question: "Think of the persons who had the same, or a similar, job as you had at the time you were selected for ICA training. Choose one person of the same sex and most similar to you in age, job, etc., but who did not go to the U. S. for training (he may be a co-worker of yours now, however). How would you compare yourself at the time of your selection with this person in terms of the following items?"

Source: PWQ-Q2

Scale: (1) a great deal more, to (7) a great deal less

Table A5 Help participants (A) expected from U. S. visit, (B) help actually provided, and (C) net gain or loss

<u>Item</u>	<u>A. Help Expected</u>	<u>B. Help Actually Provided</u>	<u>C. Net gain or Loss</u>
	<u>Mean</u>		
Acquire skills and knowledge	1.25	1.85	-.60
Learn skills needed in country	n. a.	1.94	n. a.
Do something for country	1.50	<u>2.20</u>	-.70
Broaden self through travel	<u>1.58</u>	1.80	-.22
Learn about U. S.	<u>1.90</u>	2.07	-.17
Find how people in U. S. live	<u>2.36</u>	2.19	-.17
Tell people in U. S. about country	2.47	2.52	-.05
Advance my career	n. a.	2.54	n. a.
Improve promotion chances	<u>2.56</u>	<u>2.98</u>	-.42
Gain social prestige	<u>3.15</u>	<u>2.80</u>	-.35
Increase salary	3.18	3.88	-.70
Get better job	<u>3.27</u>	3.70	-.43
Obtain academic degree	<u>5.04</u>	5.34	-.30

Number of participants: 423

Questions: 1. Before leaving the Philippines for the U. S. , how much did you expect your U. S. visit to help you?

2. Now that you have returned, how much help did your U. S. training actually provide in reaching each of these objectives?"

Source: PWQ-Q37 and PWQ-Q38

Scale for A and B: (1) a great deal, to (7) not at all

Note: Each figure underlined is significantly different from the next larger figure below it.

Table A6 Importance of factors in participant's own selection

	<u>Mean</u>
Special needs of project	1.83
Previous work experience	2.00
Ability and intelligence	2.09
Leadership and ability	2.13
Academic training	2.19
Pleasing personality	2.79
Superior's initiative	2.81
Seniority	3.47
U. S. technician's initiative	3.78
Own initiative	3.93
Family and social status	4.45
Political influence	6.43

Number of interviews: 428

Question: "How important were these factors in your own selection?"

Source: PWQ-Q1B

Scale: (1) very important, to (7) not at all important

Table A7 Difference of importance of factors in own selection and that of others

	<u>Mean</u>
Political influence	4.05
Own initiative	4.78
U. S. technician's initiative	4.78
Family and social status	4.88
Superior's initiative	4.91
Seniority	5.21
Special needs of the project	5.25
Ability and intelligence	5.36
Pleasing personality	5.37
Leadership and ability	5.43
Academic training	5.44
Previous work experience	5.48

Number of interviews: 423

Questions: "How important are the following factors in the selection of the other Filipino participant you know who went to the U. S. for training?" and "How important were these factors in your own selection?"

Source: PWQ-Q1A and 1B

Scale: (1) rated less important for self, to (5) both the same, to (9) rated more important for self

Table A8 Superiors' explanations for participants being unable to use their training

	<u>Percent mentioned</u>
Lack of equipment and office space	18
Lack of funds	17
Lack of understanding, cooperation, etc. by co-workers	8
Not assigned to work in field of training	4
Lack of other trained personnel	4
Blocked by superiors	4
Lack of authority	3
Politics	2
Personality difficulties	2
Training not suited to Philippines	1

Number of interviews: 222

Question: "Please explain briefly why participants tried to use their training but were unable to."

Source: SWQ-Q5

Table A9 How supervisors think selection of participants can be improved

Attention given to ability and to relevant work experience	1.34
Responsibility given to the supervisor in selection participant	1.57
Responsibility by Philippine agencies involved	1.78
Competitive examinations	2.49
Participation in selection by U. S. technical advisers	3.02
Restrictions against candidates over 50 years old	3.14
Attention paid to the candidate's family and social status	3.35
Weight given to his political affiliation and influence	4.65

Number of supervisors: 233

Question: "In what ways do you think the process of selecting participants for U. S. training can be improved?" (Please check the appropriate place on the scale beside each item.)

Source: SWQ-Q11

Scale: (1) a great deal more, to (5) a great deal less

Table A10 Experiences in the U. S. which were different from the participants' expectations

	<u>Percent</u>	
<u>Favorable character traits of Americans</u>		57
Public relations traits (helpful, hospitable)	17	
Disposition traits (friendly, cordial)	14	
Favorable character, in general	6	
Work related traits (busy, industrious)	5	
Social ranks related (democratic, informal)	5	
Others	10	
<u>Favorable training experience</u>		31
Favorable training experience, in general	12	
Quality and nature of instruction	8	
Complete facilities at schools and organizations	7	
Others	4	
<u>Unfavorable training experience</u>		30
Did not have a chance to observe things desired	8	
Training experience was generally unfavorable	5	
Quality and nature of instruction was not good	4	
Others	13	
<u>Favorable racial attitude</u>		16
No racial discrimination	9	
Racial attitude generally favorable	7	
<u>Social relations generally favorable</u>		15
<u>Racial attitude generally unfavorable</u>		9

Number of interviews: 434

Question: "You probably had some expectations as to what you would do and see in the U. S. What things were different from what you expected?" (Probe for examples about: (a) general experience; (b) training experience; (c) the people met)

Source: POI-Q25

Table A11 Superior's attitude toward U. S. training

	<u>Percent checked</u>
Satisfactory in all respects	52
Too short	38
Too general	29
Not suited to conditions in the Philippines	9
Too academic	6
Too specialized	6

Number of interviews: 256

Question: "How satisfied were you with the U. S. training this participant received and what do you consider its weaknesses?"

Source: SWQ-Q9

Table A12 Technical advisers' estimates of U. S. training as factor preventing greater utilization by participants

	<u>Percent checked</u>
<u>Training was:</u>	
Not geared to job needs	4
Not well done	1
Not practical enough	1
Too short	1

Number of ratings: 399

Question: "Indicate major factors preventing greater utilization of participant's U. S. training."

Source: TAR-Q3

Table A13 How participants think training program could have been improved

	<u>Percent checked</u>
Longer stay in the U. S.	77
More emphasis on getting knowledge and techniques	71
Training more related to present job	57
More specialization in one place	51
More travel and observation	49
More careful planning of program	48
Training equipment more similar to Filipino equipment	38
More emphasis on how to gain acceptance of ideas	32
More emphasis on how to train others	30
Better administrative arrangements	25
More social life	18

Number of interviews: 432

Question: "How do you think your particular program of training could have been improved?"

Source: PWQ-Q15

Table A14 Participant's satisfaction with the implementation of his training program in the U. S.

	<u>Percent</u>
1. Very well satisfied*	1
2. Well satisfied	13
3. Somewhat satisfied	13
4. Neutral, so-so	17
5. Somewhat dissatisfied	43
6. Quite dissatisfied	8
7. Very dissatisfied*	5

Number of interviews: 421

Question: "How satisfied were you with the aspects of the program of training that was planned for you prior to your departure to the U. S.?"

Source: PWQ-Q7

*Note: Only these two extremes of the 7-point scale were described in the questionnaire; the description of the five intermediate points has been added.

Table A15 Amount of changes made by the participant in his training program

<u>Changes made</u>	<u>Percent</u>
Substantial	9
Quite a few	5
Some	47
Very few	7
None	32

Number of interviews: 432

Question: "Did you, in cooperation with the Washington agencies, make changes in your planned program of training after arriving in the U. S. ?"

Source: PWQ-Q12

Table A16 Participants' satisfaction with academic matters related to training

	<u>Mean</u>
Reputation of the university	1.82
Quality of instruction	2.07
Counseling services	2.29
Material covered in courses taken	2.39
Availability of courses desired	2.55
Recognition for previous academic works (credits)	2.61
Degree opportunities	2.85
Opportunity to change program	3.02

Number of interviews: 343

Question: "How satisfied were you with respect to the following academic matters related to your training?"

Source: PWQ-Q18

Scale: (1) completely satisfied, to (7) completely dissatisfied

Table A17 Length of training period in the U. S.

<u>Months of U. S. training</u>	<u>Percent</u>
Less than 2	5
2-4	8
4-6	10
6-8	33
8-10	8
10-12	19
12-14	16
14-16	-
16 plus	1

Number of participants: 437

Source:

Table A18 What participants hoped to get out of their stay in the U. S. but were not able to.

	<u>Percent</u>
Acquire more knowledge, earn degree	25
Observe more places related to field of training	20
Extend period of training	16
Purchase goods to take home	9
See more places	8
Others	12
None	<u>28</u>
	118*

Number of interviews: 434

Question: "Was there anything you hoped to get out of your stay in the U.S. but were not able to?"
(Probe for things in general and about training.)

Source: POI-Q33

*Adds to more than 100% as respondent was permitted more than one response.

Table A19 Aspects of the training program liked most by participants.

	<u>Percent</u>
<u>Outside activities related to academic training</u>	62
Observation and field trips	47
Workshops, seminars, etc.	10
Outside activities related to academic training	5
<u>Academic training</u>	43
Academic training in general	8
Quality of instruction	7
Materials or subjects	7
Attitude of professors	7
Training facilities	6
Others	8
<u>Non-academic (in-plant) training</u>	25
Non-academic (in-plant) training, in general	8
Field work	7
Others	10
<u>Administrative arrangements</u>	18
Administrative arrangements, in general	11
Planning, timing, and scheduling of program	7

Number of interviews: 434

Question: "What was there about your training program that you liked most?" (Probe)

Source: POI-Q38

Table A20 Aspects of the training program liked least by participants.

	<u>Percent</u>
<u>Administrative arrangements</u>	52
Planning, timing, scheduling of program	19
Length of training program	16
Others	17
<u>Academic training</u>	17
Academic training in general	6
Materials or subjects	4
Others	7
<u>Nothing liked least</u>	33

Number of interviews: 434

Question: "What was there about your training program that you liked the least?" (Probe)

Source: POI-Q39

Table A21 Participants' satisfaction with administration of the training program.

	<u>Mean</u>
Travel arrangements	1.51
Project manager	1.57
Health and accident insurance arrangements	1.70
Housing	2.07
Recreational opportunities	2.78
Social opportunities	2.78
Per diem	2.84

Number of interviews: 432

Question: "How satisfied were you with each of the following?"

Source: PWQ-Q24

Scale: (1) very satisfied, to (7) very dissatisfied

Table A22 Supervisors' perceptions of difficulties preventing greater use of training by participant.

	<u>Mean</u>
<u>Inadequate facilities, equipment, supplies</u>	2.69
Participant's characteristics	3.61
Participant lacks sufficient freedom of action	3.83
Participant's prior training and work experience	3.89
Some co-workers are indifferent and resist change	3.96
Participant did not receive proper training in U. S.	4.03
Participant's present job not closely related to his training	4.10
People the agency works with resist new ideas	4.15
Politics interfere	4.18
Some co-workers are jealous	4.26
Top management does not want change	4.27

Number of interviews: 235

Question: "How important are the following difficulties in preventing this participant from making greater use of his U. S. training?"

Source: SWQ-Q7

Scale: (1) very, to (5) not at all

Table A23 Parts of the U. S. experience that participants liked best.

	<u>Percent</u>	
<u>Cultural, recreational and educational activities</u>		71
Went sightseeing	34	
Cultural, recreational and educational activities in general	22	
Visited museums, historical places, etc.	9	
Attended concerts, shows, etc.	6	
<u>Social relationships</u>		49
Social relationships, in general	19	
Living with American families	16	
Invitations to social functions	14	
<u>Personal character traits of Americans</u>		47
Public relations traits	19	
Disposition traits	9	
Like Americans, in general	7	
Others	12	

Number of interviews: 434

Question: "What was there about your U. S. experience that you liked most?"

Source: POI-Q30

Table A24 Help actually provided after return, by U. S. training.

	<u>Mean</u>
Broaden myself through travel	1.80
Acquire skills and knowledge	1.85
Learn skills needed in country	1.94
Learn about U. S.	2.07
Find how people in U. S. live	2.19
<u>Do something for country</u>	2.20
Tell people in U. S. about country	2.52
Advance my career	2.54
Gain social prestige	2.80
<u>Improve promotion chances</u>	2.98
Get better job	3.70
<u>Increase my salary</u>	3.88
Obtain academic degree	5.34

Number of interviews: 423

Question: "Now that you have returned, how much help did your U. S. training actually provide in reaching each of these objectives?"

Source: PWQ-Q38

Scale: (1) a great deal, to (7) not at all

Table A25 Difference between help expected and actually provided by U. S. training.

	<u>Mean</u>
Social prestige	4.68
How people in U. S. live	4.88
Tell people in U. S. about country	5.01
Learn about U. S.	5.15
Broadening through travel	5.17
Academic degree	5.25
Job	5.37
Promotion	5.40
Salary	5.47
Skill and knowledge	5.51
Do something for country	5.63

Number of interviews: 422

This table is of the difference between the questions: "How much did you expect your U. S. visit to help you?" and "How much help did your U. S. training actually provide in reaching each of these objectives?"

Source: PWQ-Q37 and 38

Scale: (1) gain, to (5) same, to (9) loss

Table A26 Factors that made participants anxious or uncomfortable during their stay in the U. S.

	<u>Percent</u>
Climate	9
World political situation	8
Racial attitude	6
Living conditions	6
Social relationships	5
Others	15
None	<u>60</u>
	109*

Number of interviews: 434

Question: "What about worries because of things that were happening in the States? Was there any thing that tended to make you anxious or uncomfortable?"

Source: POI-Q27

*Adds to more than 100% because respondent was permitted more than one mention.

Table A27 Agencies helpful in getting adjusted to the U. S.

	<u>Mean</u>	<u>Number of participants</u>
ICA/Washington	1. 42	(413)
U. S. Operations Mission to the Philippines	1. 56	(395)
Philippine Government Agencies	2. 01	(322)

Question: "Looking back to the orientation and briefings that the ICA in the Philippines, Philippine agencies and ICA/Washington gave you, how helpful in getting adjusted to the U. S. were they to you personally?"

Source: PWQ-Q8

Scale: (1) very helpful, to (9) not helpful

Table A28 Participants' satisfaction with topics covered in orientation.

	<u>Mean</u>
<u>Travel arrangements</u>	1. 52
<u>Finances (allowances)</u>	1. 84
<u>Living arrangements</u>	1. 88
<u>Social habits in the U. S.</u>	2. 02
<u>Climate and clothing</u>	2. 17
<u>Recreational opportunities</u>	2. 56

Number of interviews: 394

Question: "How well were each of the topics below covered in the total orientation you received?"

Source: PWQ-Q9

Scale: (1) very well covered, to (7) very poorly, to (0) received no orientation

Table A29 Participants comparison of themselves on selected items, with (A) friends and acquaintances in the Philippines, and (B) Americans they know in the U. S.

<u>Selected items</u>	A	B	C
	Comparison of self with Filipino friends & acquaintances	Comparison of self with Americans	Personal status gain or loss (-) (A - B)
	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>
Academic standing	2. 76	3. 44	
Intelligence	2. 89	3. 54	-. 68
Personal popularity	3. 14	4. 04	-. 65
Social prestige	3. 31	4. 04	
Financial status	3. 90	4. 81	-. 73
Physical and sports ability	3. 97	4. 79	-. 91
			-. 82

Number of comparisons: 424

Question A: "How would you compare yourself to your friends and acquaintances in the Philippines?"

Question B: "How would you compare yourself to Americans you know in the U. S. ?"

Source: PWQ-Q34 and 35

Scale: (1) a great deal higher, to (4) the same, to (7) a great deal lower

Table A30 What the participants liked least about their U. S. experience.

	<u>Percent</u>
<u>Physical environment</u>	20
Climate	11
Food	7
Others	2
<u>Racial attitudes</u>	12
Racial attitudes, in general	7
Segregation in buses, restaurants, etc.	5
<u>Liked everything</u>	45

Number of interviews: 434

Question: "What was there about your U. S. experience that you liked the least?"

Source: POI-Q31

Table A31 Amount of contact with home while in the U. S.

	<u>Mean</u>
<u>Wrote letters back home</u>	1.90
<u>Told people about the Philippines</u>	2.26
<u>Felt homesick for family and friends</u>	3.87
<u>Spent time with countrymen</u>	4.04
<u>Spoke my native language</u>	4.41
<u>Read Philippine books, maps, newspapers</u>	4.84

Number of interviews: 428

Question: "While you were in the U. S. , how often did you engage in the following activities?"

Source: PWQ-Q30

Scale: (1) very often, to (7) never

Table A32 Supervisor's description of ways he facilitates greater use of training by participant.

	<u>Percent</u>
Gave assignments making use of training & responsibility	43
Gave full use of initiative and authority	34
Gave moral support and cooperation	22
Planned, discussed program of activities of participant	17
Gave necessary equipment, tools, funds, etc.	16
Recommended participant for better position	13
Approved, supported recommendations	12

Number of interviews: 246

Question: "What have you done to facilitate this participant's use of his U. S. training?"

Source: SWQ-Q6

Table A33 TA's estimate of back-home environmental barriers to utilization of training by participants.

	<u>Percent</u>
Lack of necessary facilities and equipment	35
Lack of other trained personnel	24
Participant blocked by superiors	16
Organization not set up to use participant's training	16
Moved to job using less of training	12
Others	13

Number of interviews: 360

Question: "Indicate major factors preventing greater utilization of participants' U. S. training."
(Back-home environmental barriers)

Source: TAR-Q3

Table A34 Participants' satisfaction with selected aspects of present job.

	<u>Mean</u>
Recognition of work	2.49
Acceptance as professional expert	2.53
Authority to do job	2.77
Progress towards career goals	2.78
Present job compared with similar job	2.82
Chances to do things trained for	2.91
Technical ability of people	3.05
Present salary	4.13

Number of interviews: 429

Question: "What is your degree of satisfaction or dissatisfaction with the following aspects of your present job?"

Source: PWQ-Q59

Table A35 Qualifications of others to make suggestions

	<u>Mean</u>
Immediate superior	2.55
Top level management	2.56
Upper level management	2.59
Co-workers at same level	3.05

Number of interviews: 425

Question: "How qualified are the following persons to make sound suggestions and comments on the problems on which you are working (technical, professional and work experience qualifications)?"

Source: PWQ-Q57

Scale: (1) very highly qualified, to (7) not at all qualified

Table A36 Barriers to new ways of doing things, as seen by participants.

	<u>Mean</u>
Lack of facilities	2.52
Lack of trained staff	2.97
People in agency resist new ideas	3.91
People agency works with resist ideas	4.04

Number of interviews: 429

Question: "Considering the kinds of new techniques and ways of doing things that persons like yourself might introduce, to what extent do each of the following act as a hindrance or barrier to new ways of doing things?"

Source: PWQ-Q61

Scale: (1) a great barrier, to (7) no barrier at all

Table A37 How certain ideas helped participants' everyday work.

	<u>Mean</u>
Broad outlook in field	1.57
Special techniques in field	1.77
New ways of working with people	1.82
Scientific way of thinking	1.94
Emphasis on getting ahead	2.99

Number of interviews: 424

Question: "Of the things that you learned in your U. S. training experience, how have some of the following ideas actually affected your everyday work?"

Source: PWQ-Q21

Scale: (1) helped a great deal, to (7) hindered a great deal

Table A38 Disadvantages of training as seen by participants.

	<u>Mean</u>
Associates envious	5.07
Work associates suspicious of practicability of ideas	5.58
Friends think "too American"	6.31
Learned habits and attitudes family and friends disapprove of	6.33
Lost contact	6.43
Lost opportunities for advancement	6.49

Number of interviews: 429

Question: "Some of the disadvantages of training in the U. S. are listed below. How much does each of the following apply to you personally?"

Source: PWQ-Q39

Scale: (1) a great deal, to (7) not at all

Table A39 Participants' descriptions of people in their organization.

	<u>Mean</u>
Few have had training in modern techniques	3.59
More interested in own affairs than organization	3.84
Afraid may lose out personally	4.20
Political considerations come first	4.20
Afraid of trying anything new	4.44
Not much interested in doing good job	4.58
Top management does not understand modern ways	4.69
In past, changes have not led to better ways	4.74

Number of interviews: 428

Question: "In your organization people may resist new ideas, techniques and equipment for a number of reasons. How closely does each of the following describe your organization?"

Source: PWQ-Q62

Scale: (1) very closely, to (7) not at all closely

Table A40 Index of gain or loss by participant in comparisons with non-U.S. trained co-workers.

	<u>Mean</u>
Family connections and prestige	4.28
Favorable attitudes toward the U. S.	4.32
Influence on superiors	4.40
Political influence	4.45
Academic training	4.47
Technical know-how	4.47
Personal social prestige	4.48
Interest in Philippine development	4.50
Work experience	4.52
Social ease	4.55
Confidence in skills and abilities	4.57
Chances for promotion	4.58
Influence on subordinates	4.58
Satisfaction with job	4.60
Ambition to get ahead	4.60
Influence on co-workers	4.67
Ideas introduced	4.68
Knowledge of political, social and economic factors in the Philippines	4.77

Number of interviews: 420

Question: "How would you compare yourself to a person who had the same or similar job as you had in terms of the following items, at the time of your selection and at the present time?"

Source: PWQ-Q2 and 42

Scale: (1) gain, to (5) both the same, to (9) loss

Table A41 Frequency with which participant is asked to consult with others.

	<u>Mean</u>
Subordinates	2.31
Co-workers	2.51
Immediate superior	3.06
People from other agencies	3.62

Number of interviews: 429

Question: "How often do each of the following persons ask you to consult with them on technical problems?"

Source: PWQ-Q53

Scale: (1) very frequently, to (7) not at all

Table A42 Frequency of requests for information about the U. S.

	<u>Mean</u>
Family	1.76
Friends	2.03
Co-workers	2.17
Subordinates	2.31
Acquaintances	2.33
Others at work	2.70
Superiors	3.62

Number of interviews: 430

Question: "How often did the following persons ask you for general information about the U. S. aft your return?"

Source: PWQ-Q41

Scale: (1) a great deal, to (7) not at all

Table A43 Index of approval-disapproval of participants' feelings about work relations, by other groups.

	<u>Mean</u>
His family	2.03
Americans he knows best	2.19
His co-workers	2.32
His superiors	2.33
His friends	2.35

Number of interviews: 424

Question: "How much would the groups mentioned approve or disapprove of your feelings or behav in the situations mentioned on table?"

Source: PWQ-sum of the identical groups from Q43B to Q50B

Scale: (1) high approval, to (9) high disapproval

Table A44 Interest of co-workers and superiors in making use of participant's training.

	<u>Percent co-workers</u>	<u>Percent superiors</u>
Very interested	85	81
Moderately interested	9	9
Not interested	4	8
Don't know	<u>2</u>	<u>2</u>
	100	100
Number of interviews:	429	414
Question: "How interested did your co-workers and superiors seem to be in making use of what you learned in your U. S. training?"		
Source: POI-Q38 and 40		

Table A45 Co-workers' and superiors' reaction to participants when they returned to their jobs.

	<u>Percent co-workers</u>	<u>Percent superiors</u>
Favorable	80	82
Unfavorable	4	6
Both	7	5
No reaction	7	3
Don't know	<u>2</u>	<u>4</u>
	100	100
Number of interviews:	429	414
Question: "How did your co-workers and superiors react towards you when you returned to your job? How would you describe the way they felt and acted towards you?"		
Source: POI-Q37 and 39		

Table A46 Ease of getting ideas across to others.

	<u>Mean</u>
Subordinates	2.14
Co-workers at same level	2.35
Immediate superior	2.79
Upper level management	3.23

Number of interviews: 427
 Question: "If you have a suggestion for improving the job or changing the set-up in some way, how easy is it for you to get your ideas across to the following?"
 Source: PWQ-Q58
 Scale: (1) extremely easy, to (7) extremely difficult

Table A47 Interest of other persons in participants' suggestions.

	<u>Mean</u>
Subordinates	2.02
Co-workers	2.16
Immediate superior	2.49
Upper level management	2.82
Top management	2.83

Number of interviews: 427

Question: "How interested are each of the following in having persons like yourself suggest new techniques, new ways of doing things?"

Source: PWQ-Q60

Scale: (1) a great deal of interest, to (7) not at all interested

Table A48 Participants' reasons for not transmitting more training to others.

	<u>Percent checked</u>
Load of direct work makes it more difficult	64
Arrangements with superiors prior to training	19
Training others not considered part of job	18
Subs and co-workers not interested in being trained	12
Superiors do not approve of this use of time	8
U. S. training did not prepare to train others	7

Number of interviews: 427

Question: "What do you consider the major reasons for your not transmitting more of your training to others on the job than you do?"

Source: PWQ-Q86

Table A49 Change in attitudes toward participants: respect and recognition.

	<u>Mean</u>
Subordinates	1.98
Co-workers	2.23
Friends	2.29
Family	2.46
Immediate superiors	2.48
Other superiors	2.56

Number of interviews: 430

Question: "After you returned from the U. S. , how did the following persons change in their attitude toward you?"

Source: PWQ-Q40

Scale: (1) a great deal more respect and recognition, to (7) a great deal less respect and recognition

Table A50 Ways participants changed, as noted by families, friends, co-workers and superiors.

	<u>Percent</u>	
<u>Change in personal character</u>		48
Disposition friendly, etc.	11	
Personal character, in general	9	
Busy, industrious	8	
Interest in people, helpful, hospitable	5	
Others	15	
<u>Change in professional skills</u>		45
Professional skills and knowledge, in general	33	
More informed on subject matter, mastery of field of training	12	
<u>Change in social relations</u>		19
More social prestige	8	
Social relations, in general	6	
Others	5	
<u>Change in family relations</u>		16
<u>Physical changes</u>		13
Gained or lost weight and others		
<u>No change noted by other people</u>		33

Number of interviews: 434

Question: "How about other people. In what ways did they feel you had changed?" (Probe for changes noted by family, friends, co-workers and superiors.)

Source: POI-Q35

Table A51 Ways participants feel they have changed.

	<u>Percent</u>	
<u>Social relationships</u>		47
Social relationships, in general	10	
More courage to express myself	9	
Favorable attitude toward superior	9	
Became more friendly with office mates	8	
More drive and initiative to work	6	
Others	5	
<u>Personal character traits</u>		46
Public relations traits	14	
Personal character, in general	7	
Democratic, informal	7	
Disposition traits	6	
Work related traits	6	
Others	6	
<u>Professional skills and knowledge</u>		46
Professional skills & knowledge, in general	28	
Improved technical know-how	10	
Became more expert in field of training	8	
<u>Philosophy and values</u>		20
<u>Adoption of American ways</u>		12
<u>Physical changes</u>		8
<u>No changes</u>		16

Number of interviews: 434

Question: "People who have been away from home for some time feel that they have changed in some way when they return. In what ways do you feel you have changed?"

Source: POI-Q34

Table A52 Main personal advantages of the U. S. experience.

	<u>Percent</u>
Increased knowledge, skill and competence	81
Acquired better work-related traits	44
Broadened cultural and social outlook	43
Increased prestige	33
Improved social behavior	27
Gained personally, in general	26
Better knowledge of American way of life	20
Increased job and business opportunities	19
Promotions and salary increases	13
Others	<u>10</u>
	316*

Number of interviews: 434

Question: "As a whole, what were some of the main advantages of this U. S. experience to you personally?" (Probe)

Source: POI-Q41

*Adds to more than 100% because respondent was permitted more than one mention.

Table A53 Change in job participant returned to after training.

	<u>Percent</u>
Promotion	44
Demotion	1
Transfer	8
No change in job	42
Left job	1
Other	4

Number of interviews: 430

Question: "Did the job you returned to represent a promotion, demotion, or a transfer to other responsibilities?"

Source: PWQ-Q68

Table A54 Participant's present grade or salary compared with that before training.

	<u>Percent</u>
Much higher	23
Somewhat higher	44
Same	30
Somewhat lower	2
Much lower	1

Number of interviews: 430

Question: "How does your present grade or salary compare with that before you left for U. S. training?"

Source: PWQ-Q73

Table A55 Participant's present salary.

<u>Pesos</u>	<u>Percent</u>
\$8,000 and over	10
7,000 to 7,999	6
6,000 to 6,999	14
5,000 to 5,999	11
4,000 to 4,999	15
3,000 to 3,999	25
2,000 to 2,999	16
1,000 to 1,999	3
Less than 1,000	0

Number of interviews: 428

Question: "What is your present approximate yearly salary?"

Source: PWQ-Q72

Note: One peso equals U. S. \$0.50 at the official rate of exchange.

Table A56 Supervisor's comparison of participant with other subordinates who have not had U. S. training.

	<u>Mean</u>
Contribution to improve work efficiency	1.92
Initiative	1.95
Ability and intelligence	1.97
Leadership ability & potential for promotion	1.98
Ability to work with others	2.04
Adaptability to local work conditions	2.04
Academic training	2.06
Contribution to group morale	2.08
Pleasing personality	2.29
Previous work experience	2.30
Family and social status	2.58
Political influence	3.42

Number of interviews: 245

Question: "How does this U. S. trained participant compare with other subordinates of yours in similar positions who have not had U. S. training?"

Source: SWQ-Q8

Scale: (1) a great deal more, to (5) a great deal less

Table A57 Criteria for promotion as seen by participant.

	<u>Mean</u>
Education	2.25
Quality of work (performance)	2.28
Length of service (seniority)	2.72
Civil service eligibility	2.89
Being known to management	3.08
Knowing the right people	3.37
Political influence	4.06
Family background	5.21
Province or town	5.46
Region and dialect	5.66

Number of interviews: 428

Question: "When it comes to getting an advance in salary or a promotion, how important are each of the following in your organization?"

Source: PWQ-Q63

Scale: (1) extremely important, to (7) not at all important

Table A58 Subjects on which participants feel they have different attitudes than families, friends and co-workers.

	<u>Percent</u>
<u>Work, work related, office relations</u>	38
Work and work related, in general	14
Acceptance of new ideas	8
Efficiency and speed of work	7
Labor/management relations	5
Others	4
<u>Personal habits and character traits</u>	33
Tolerance, broadmindedness, etc.	13
More confidence in work, punctual, etc.	8
Democratic behavior toward others	7
Others	5
<u>Family life and relations</u>	17
<u>Adoption of U. S. patterns</u>	13
<u>Social relations</u>	10
<u>No change in attitude</u>	41

Number of interviews: 434

Question: "After staying for some time in the States, you may have noticed that you differ with other people in the way you feel about some things. On what things did you have different attitudes and feelings?" (Probe for differences in attitude with family, friends, co-workers.

Source: POI-Q36

Table A59 Comparison by participant of self with person of same job, after U. S. training.

	<u>Mean</u>
Confidence in skills and abilities	1.70
Technical know-how	1.85
Ideas introduced	1.87
Favorable attitudes toward U. S.	1.92
Work experience	1.92
Influence on subordinates	1.96
Interest in Philippine development	2.07
Ambition to get ahead	2.11
Academic training	2.17
Satisfaction with job	2.23
Chances for promotion	2.48
Influence on superiors	2.56
Personal social prestige	2.66
Knowledge of political, social and economic factors in the Philippines	2.84
Family connections and prestige	3.54

Number of interviews: 423

Question: "Think of the persons who at present have the same or similar job as you have. Choose one person of the same sex who is most similar to you in age, job and other characteristics, but who has not received U. S. training. How would you compare yourself now to this person in terms of the following items?"

Source: PWQ-Q42

Scale: (1) a great deal more, to (7) a great deal less

Table A60 How selected ideas affected participant's work.

	<u>Mean</u>
Broad outlook in field	1.57
Special techniques in field	1.77
New ways of working with people	1.82
Scientific way of thinking	1.94
Emphasis on getting ahead	2.99

Number of interviews: 424

Question: "Of the things that you learned in your U. S. training experience, how have some of the following ideas actually affected your everyday work?"

Source: PWQ-Q21

Scale: (1) helped a great deal, to (7) hindered a great deal

Table A61 Participants' attitudes on selected value statements.

<u>Participants' attitude toward:</u>	<u>Mean</u>
1. Necessity of being on time for appointments	1.16
2. Efficiency as mark of a successful man	1.49
3. Making friends as a help in their job	2.02
4. The importance of being a financial success	3.48
5. Nepotism	7.51

Scale: (1) strongly agree, to (9) strongly disagree

6. Complete understanding among co-workers	1.28
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Scale: (1) essential, to (9) not necessary

7. Friendliness to strangers at work	2.89
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Scale: (1) immediately, to (9) slowly

8. Toward superior employee relations	5.06
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Scale: (1) formal, to (9) informal

Question: "How would you feel about the statements described below?"

Source: PWQ-Q43A, 44A, 45A, 46A, 47A, 48A, 49A, 50A

Table A62. Participants' estimates of importance of factors in own selection and two ratings of utilization

<u>Importance in selection:</u>	Ratings of utilization by:					
	<u>Participants</u>			<u>Superiors</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Previous work experience	.17	422	.01	.11	236	.01
Leadership and ability	.15	421	.01			
Pleasing personality	.10	420	.01			
Seniority	-.09	419	.10			
Political influence				.14	235	.05
Superior's initiative	.08	418	.10			
US Technician's initiative	-.09	417	.10			
Special needs of the project	.17	421	.01	.10	235	.20

Table A63. Satisfaction with the training program and rating of utilization by participants and superiors.

	<u>Participant satisfaction with training program</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Participant rating of utilization	.24	424	.01

		<u>Supervisor satisfaction with training</u>			
		<u>% checked</u>	<u>% unchecked</u>	<u>χ^2</u>	<u>p</u>
Participant rating of utilization	Hi	74	60	5.36	.05
	Lo	<u>26</u>	<u>40</u>		
		100	100		
	Number of cases	125	119		
Superior rating of utilization	Hi	52	30	12.10	.001
	Lo	<u>48</u>	<u>70</u>		
		100	100		
	Number of cases	128	118		

Table A64. Participant involvement in the training program and self-rating of utilization.

<u>Participant involvement</u>	<u>Participant self-rating of utilization</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Participated in the planning	.17	424	.01
Discussed with superiors project goals	.16	424	.01
Discussed with co-workers project goals	.14	424	.01
Amount of influence personally had in planning	.14	424	.01
Learned about specific objectives	.12	424	.05

Table A65. Satisfaction with planning and implementation of the training program and self ratings of utilization.

	<u>Participant self-rating of utilization</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Satisfaction with implementation	.17	424	.01
Training received was the same as requested	.13	424	.01
Satisfaction with planning of training program	.11	424	.01

Table A66. Participants' attitudes toward changes in the program of training and self-ratings of utilization.

	<u>Participant self-rating of utilization</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Satisfied with opportunity to change program	.17	373	.01
Substantial changes made in program of training	.13	424	.01

Table A67. Length of training program and participants' self-ratings of utilization.

	<u>Participant self-rating of utilization</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Actually had longer training program	.13	403	.01

Table A68. Kind of training and participants' self-ratings of utilization.

		<u>Kind of training</u>		<u>x²</u>	<u>p</u>
		<u>% mostly or all academic</u>	<u>% mostly or all non-academic</u>		
Participant self-rating of utilization	Hi	73	60	5.50	.02
	Lo	<u>27</u>	<u>40</u>		
		100	100		
Number of cases		149	207		

Table A69. Participant attitudes toward academic training, and three ratings of utilization.

		<u>Participants' attitude toward academic training</u>			<u>p</u>
		<u>% favorable</u>	<u>% unfavorable</u>	<u>x²</u>	
Participants' self-ratings	Hi	82	45	6.34	.02
	Lo	<u>18</u>	<u>55</u>		
		100	100		
Number of cases		33	22		
Superior's ratings of utilization	Hi	48	11	2.21	.20
	Lo	<u>52</u>	<u>89</u>		
		100	100		
Number of cases		21	9		
TA ratings of utilization	Hi	33	6	3.05	.10
	Lo	<u>76</u>	<u>94</u>		
		100	100		
Number of cases		27	17		

Table A70. Participants' satisfaction with academic experience and self-ratings of utilization.

<u>Satisfaction with:</u>	<u>Participant self-rating of utilization</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Availability of courses desired	.25	219	.01
Material covered in courses taken	.22	331	.01
Degree opportunities	.19	276	.01
Reputation of the university	.15	286	.05
Quality of instruction	.14	337	.01

Table A71. Maintaining back home targets for use of training and participants' self-ratings of utilization.

<u>Measure of participant back home target image</u>	<u>Participant self-rating of utilization</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Index of anticipated use of training	.19	423	.01
Communication with co-workers and superiors in the Philippines	.18	423	.01
Well-informed about what is happening in the Philippines	.14	423	.01
Discussed with others use of training upon return home	.13	423	.01

Table A72. Adequacy of training for job requirements, and participants' self-ratings of utilization.

		Participant estimate:			
		US training is directly related to job needs			
		<u>%</u>	<u>%</u>	<u>x²</u>	<u>p</u>
		<u>checked</u>	<u>unchecked</u>		
Participant ratings of utilization	Hi	69	55	673	.01
	Lo	<u>31</u>	<u>45</u>		
		100	100		
	Number of cases	277	143		
		Training not directly related to job needs			
Participant ratings of utilization	Hi	40	66	5.61	.02
	Lo	<u>60</u>	<u>34</u>		
		100	100		
	Number of cases	25	395		

Table A73. The idea that participants should be taught more about working with others, and participants' self-rating of utilization.

		Participant estimate:			
		Should be taught more about working with others			
		<u>%</u>	<u>%</u>	<u>x²</u>	<u>p</u>
		<u>checked</u>	<u>unchecked</u>		
Participant ratings of utilization	Hi	75	62	4.23	.05
	Lo	<u>25</u>	<u>38</u>		
		100	100		
Number of cases		79	341		

Table A74. Participants' satisfaction with social life in the US, and self-rating of utilization.

<u>Satisfaction with:</u>	Participant self-rating of utilization		
	<u>r</u>	<u>N</u>	<u>p</u>
Social opportunities	.19	422	.01
Recreational opportunities	.16	422	.01
Per diem	.14	423	.01
Housing	.11	423	.05
Travel arrangements	.09	423	.10

Table A75. Time spent with Americans, and participants' self-rating of utilization.

<u>Contacts with Americans in:</u>	<u>Participant self-rating of utilization</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Campus organizations	.19	402	.01
With families in their homes	.17	411	.01
Religious organizations	.16	408	.01
Shared meals, coffee, coke	.15	410	.01
Shared housing arrangements	.13	404	.01
Discussion and studies	.10	420	.05
Parties and social events	.09	419	.10
Social conversation	.09	420	.10
Borrowed and lent things	.07	418	.20

Table A76. National status, and three ratings of utilization.

Ratings of Philippine political, cultural and living standards	Ratings of utilization by:								
	Participants			Superiors			TA's		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
By participants	.09	420	.10	.10	234	.10			
By Americans (as seen by participants)	.15	422	.01	.11	234	.10	-.12	287	.05
Difference in participant and perceived American ratings	.08	421	.10				-.12	287	.05

Table A77. Difference between expected and actual benefits from the US experience, and self-ratings of utilization.

<u>Benefits of US experience:</u>	<u>Participant self-ratings of utilization</u>								
	<u>Expected</u>			<u>Actual</u>			<u>Difference</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Acquire skills and knowledge	.11	420	.05	.35	418	.01	.30	419	.01
Learn skills needed in country				.39	420	.01			
Do something for country	.16	418	.01	.36	417	.01	.27	417	.01
Find how people in US live	.10	416	.05	.21	414	.01			
Learn about US				.22	419	.01	.16	416	.01
Broaden through travel				.18	417	.01	.14	416	.01
Tell people in US about country				.19	416	.01	.08	416	.10

Table A78. Participants', superiors' and TA's opinions of job assignments, and their ratings of utilization.

Ratings of utilization by:

	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Job returned to same or different from that planned (participant)	.28	423	.01						
Job returned to offers opportunity to use training (participant)	.17	351	.01	.14	199	.01			
Opportunity to use training compared to others with similar training (participant)	.45	421	.01	.21	236	.01	.08	286	.20
Participant's job is not related to training (Superior)	-.22	227	.01	-.14	219	.05			

TA's opinion:

Participant moved to job using less of training

		<u>% checked</u>	<u>% unchecked</u>	<u>x²</u>	<u>p</u>
Participant rating of utilization	Hi	53	70	3.04	.10
	Lo	<u>47</u>	<u>30</u>		
		100	100		
Number of cases		32	280		

Table A79. Superiors' mentions of help to participants, and ratings of utilization by superiors and TA's.

		<u>What superiors did to help participants</u>			
		<u>Planned participant's program of activities</u>			
		<u>%</u>	<u>%</u>	<u>x²</u>	<u>p</u>
		<u>checked</u>	<u>unchecked</u>		
Superior rating of utilization	Hi	16	47	11.52	.001
	Lo	<u>84</u>	<u>53</u>		
		100	100		
	Number of cases	38	200		
		<u>Gave assignments using training</u>			
Superiors rating of utilization	Hi	50	36	3.83	.05
	Lo	<u>50</u>	<u>64</u>		
		100	100		
	Number of cases	104	137		
		<u>Gave full use of initiative and authority</u>			
Superior rating of utilization	Hi	54	36	6.61	.02
	Lo	<u>46</u>	<u>64</u>		
		100	100		
	Number of cases	83	158		
TA rating of utilization	Hi	34	23	2.06	.20
	Lo	<u>66</u>	<u>77</u>		
		100	100		
	Number of cases	64	128		

Table A80. Participants' estimates of the ability and qualifications of others, and three ratings of utilization.

<u>Participant attitudes toward others in organization</u>	Ratings of utilization by:								
	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Satisfaction with technical ability of people	.17	421	.01	.21	235	.01	.09	285	.20
Few have had training in modern techniques				-.18	235	.01	-.10	286	.10
Qualifications of top-level management to make suggestions	.15	415	.01				-.13	282	.05
Qualifications of upper-level management to make suggestions	.14	416	.01	.08	234	.20	-.10	283	.10
Qualifications of co-workers to make suggestions	.12	423	.01						

Table A81. Change in respect and recognition toward the participant by others, and participants' rating of utilization.

<u>Change in respect and recognition:</u>	<u>Participant self-rating of utilization</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
by co-workers	.30	421	.01
by immediate superiors	.21	419	.01
by other superiors	.20	419	.01
by friends	.19	424	.01
by subordinates	.18	420	.01
by family	.13	424	.01

Table A82. Frequency with which participant is asked to consult with others, and two ratings of utilization.

<u>Participant asked to consult by:</u>	<u>Ratings of utilization by:</u>					
	<u>Participants</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
People from other agencies	.23	421	.01			
Immediate superior	.16	419	.01	.10	287	.10
Co-workers	.13	423	.01			

Table A83. Ease of getting ideas across to others, and three ratings of utilization.

Ratings of utilization by:

<u>Ease of communicating with:</u>	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Immediate superior	.24	419	.01	.11	235	.10	.12	285	.05
Co-workers, same level	.21	421	.01				.11	286	.01
Upper level management	.20	417	.01				.11	284	.10
Subordinates							.12	285	.05

Table A84. Participants' reports of interpersonal relations, and three ratings of utilization.

	Ratings of utilization by:								
	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
<u>Support and coordination:</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Persons in related jobs assist each other	.12	424	.05						
Can rely on backing from superior	.16	378	.01				.11	258	.10
Can rely on backing from co-workers	.10	401	.05				.15	273	.05
Work associates suspicious of practicality of ideas				-.15	234	.05	-.13	284	.05
Associates envious				-.13	236	.05	-.10	286	.10
<u>Persons interested in hearing new ideas:</u>									
Subordinates	.22	423	.01	.09	235	.20			
Co-workers	.21	424	.01	.08	236	.20			
Immediate superior	.16	417	.01	.09	236	.20			
Upper level management	.13	415	.01	.12	236	.10			
Top level management	.11	416	.05						

Table A85. Frequency with which people ask participant about the US, and two ratings of utilization .

Requests for information about US from:	Ratings of utilization by:					
	<u>Participants</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Others at work	.18	420	.01			
Friends	.15	422	.01	-.09	285	.20
Co-workers	.15	420	.01			
Superiors	.15	417	.01			
Subordinates	.12	421	.05			
Acquaintances	.12	424	.05			
Family	.11	423	.05			

Table A86. Participants' estimates of their influence on others, and self-ratings of utilization.

Participants' estimate of influence on:	<u>Participant self-ratings of utilization related to:</u>					
	<u>influence at selection</u>			<u>influence after training</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Co-workers	.12	429	.05	.23	418	.01
Subordinates	.10	426	.05	.19	415	.01
Superiors				.17	416	.01

Table A87. Participants' satisfaction with aspects of their present jobs, and three ratings of utilization.

<u>Participants' satisfaction with:</u>	Ratings of utilization by:								
	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Acceptance as a professional expert	.35	422	.01						
Chance to do things trained for	.34	421	.01	.12	236	.10	.14	287	.05
Progress toward career goals	.30	423	.01	.09	236	.20	.10	287	.20
Recognition of work	.27	422	.01	.15	236	.05	.09	287	.20
Present job compared with similar jobs in other organizations	.22	423	.01				.11	287	.10
Authority to do job	.21	423	.01						
Technical ability of people	.17	421	.01	.21	235	.01	.09	285	.20
Present salary	.08	418	.10	.10	236	.20			

Table A88. Attitudes of people in the organizations toward new ideas, and three ratings of utilization.

Participant's estimate of attitudes of people in the organization	Ratings of utilization								
	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
More interested in own affairs	.13	422	.01	-.12	235	.10			
Afraid to try anything new	-.09	422	.10	-.14	235	.05	-.13	286	.05
Not much interested in doing a good job	-.08	422	.10				-.15	286	.05
Political considerations come first	-.07	418	.20	-.08	232	.20			
Few have had training in modern techniques				-.18	235	.01	-.102	286	.10
Top management does not understand modern ways				-.09	235	.20	-.09	285	.20
Afraid may lose out personally				-.12	235	.10			

Table A89. Criteria for promotion and three ratings of utilization.

<u>Participants' estimate of importance for promotion</u>	Ratings of utilization by:								
	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Education	.19	423	.01	.15	235	.05			
Quality of work	.13	422	.01	.13	236	.05			
Province or town	-.14	422	.01	-.17	236	.01			
Being known to management	-.12	422	.01						
Political influence	-.12	420	.05	-.14	236	.05			
Region and dialect	-.11	421	.05	-.10	236	.20			
Knowing the right people	-.09	422	.10	-.10	236	.20			
Length of service	-.08	423	.20	.13	236	.05	-.11	286	.10
Family background	-.07	422	.20	-.09	236	.20			
Civil service eligibility							-.09	285	.20

Table A90. How ideas affected everyday work, and three ratings of utilization.

<u>What participants said helped a great deal:</u>	Ratings of utilization by:								
	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Special techniques in field	.31	417	.01	.11	231	.10			
Broad outlook in field	.23	418	.01	.14	232	.05			
Scientific way of thinking	.20	417	.01						
New ways of working with people	.17	419	.01				-.13	285	.05

Table A91. TA mentions of barriers to utilization, and TA ratings of utilization.

		TA mentions of barriers to utilization			
		<u>Participant has personal difficulties</u>			
		<u>%</u>	<u>%</u>	<u>x²</u>	<u>p</u>
		<u>checked</u>	<u>unchecked</u>		
TA ratings of utilization	Hi	6	30	8.47	-.01
	Lo	<u>94</u>	<u>70</u>		
		100	100		
	Number of cases	36	262		
		<u>Participant does not try hard enough</u>			
TA ratings of utilization	Hi	6	30	8.17	-.01
	Lo	<u>94</u>	<u>40</u>		
		100	100		
	Number of cases	35	261		
		<u>Participant is blocked by superiors</u>			
TA ratings of utilization	Hi	9	31	9.53	-.01
	Lo	<u>91</u>	<u>69</u>		
		100	100		
	Number of cases	54	245		
		<u>Organization not set up to use participant's training</u>			
TA ratings of utilization	Hi	10	30	7.54	-.01
	Lo	<u>90</u>	<u>70</u>		
		100	100		
	Number of cases	49	249		

Table A92. Superiors' mentions of problems created by participants, and ratings of utilization by superiors and TA's.

Superiors mentioned:

		<u>Participant has too many new ideas</u>			
		<u>%</u>	<u>%</u>	<u>x²</u>	<u>p</u>
		<u>checked</u>	<u>unchecked</u>		
TA ratings of utilization	Hi	4	31	6.09	.02
	Lo	<u>96</u>	<u>69</u>		
		100	100		
Number of cases		24	150		
		<u>Does not adjust easily to job requirements</u>			
Superior ratings of utilization	Hi	24	42	2.59	.20
	Lo	<u>76</u>	<u>58</u>		
		100	100		
Number of cases		79	189		
TA ratings of utilization	Hi	4	30	5.64	.02
	Lo	<u>96</u>	<u>70</u>		
		100	100		
Number of cases		23	151		
		<u>Has difficulty in accepting direction from superiors</u>			
TA ratings of utilization	Hi	5	30	3.95	.05
	Lo	<u>95</u>	<u>70</u>		
		100	100		
Number of cases		19	155		

(continued)

Table A92. (Continued)

Superior
mentions of barriers to
utilization

Dissatisfied with promotion or assignment

		<u>% checked</u>	<u>% unchecked</u>	<u>x²</u>	<u>p</u>
TA ratings of utilization	Hi	12	30	3.33	.10
	Lo	<u>88</u>	<u>70</u>		
		100	100		
	Number of cases	32	142		

Has too good an opinion of himself

Superior ratings of utilization	Hi	27	42	1.85	.20
	Lo	<u>73</u>	<u>58</u>		
		100	100		
	Number of cases	33	185		
TA ratings of utilization	Hi	11	30	3.20	.10
	Lo	<u>89</u>	<u>70</u>		
		100	100		
	Number of cases	27	147		

Table A93. Participants' attitudes toward follow-up support, and three ratings of utilization.

Participants' attitudes toward follow-up support:	Ratings of utilization by:								
	Participants			Superiors			TA's		
	r	N	p	r	N	p	r	N	p
Present use of ICA-US technicians	.21	422	.01						
Estimated value of ICA-US technicians	.15	410	.01						
Future desired use of ICA-US technicians	.10	411	.05						
Present use of professional society in the Philippines	.08	405	.20						
Desired future use of professional society in the Philippines	.14	402	.01	.16	221	.05	-.10	267	.10
Present use of US technical publications	.13	415	.01						
Present value of US technical publications	.08	411	.10	.09	225	.20			
Desired future use of US technical publications	.07	410	.20	.13	225	.10			
Present use of Filipino technical colleagues	.09	423	.01						
Estimated value of Filipino technical colleagues	.07	405	.20						
Desired future use of Filipino technical colleagues	.06	405	.20	.08	222	.20	-.11	270	.10
Present use of professional society in the US	.10	408	.05						
Desired future use of professional society in the US				.09	221	.20			
Present use of technicians in countries other than US	.13	408	.01						

(continued)

Table A93 (Continued)

Participants' attitudes toward follow-up support:	Ratings of utilization by:								
	Participants			Superiors			TA's		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Present us of correspondence with American professionals	.10	408	.05						
Estimated value of correspon- dence with American profession- als	.07	404	.20						

Table A94. Participants' estimates of transmission of training, and three ratings of utilization.

Participants' estimates of factors in transmission	Ratings of utilization by:								
	Participants			Superiors			TA's		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Training others would help job success	.14	424	.01				.81	287	.20
Opportunity to transmit train- ing to others	.58	424	.01	.14	236	.05			
Interest of co-workers in receiving training	.25	424	.01						

Table A95. Participant mentions of methods used to transmit training, and self-ratings of utilization.

		Participant mentions			
		<u>Formal teaching part of regular job</u>			
		<u>%</u>	<u>%</u>	<u>x²</u>	<u>p</u>
		<u>checked</u>	<u>unchecked</u>		
Participant self-ratings of utilization	Hi	79	54	25.56	.001
	Lo	<u>21</u>	<u>46</u>		
		100	100		
	Number of cases	166	258		
		<u>On the job seminars and discussion groups</u>			
Participant self-ratings of utilization	Hi	73	49	24.58	.001
	Lo	<u>27</u>	<u>51</u>		
		100	100		
	Number of cases	264	160		
		<u>On the job training programs</u>			
Participant self-ratings of utilization	Hi	73	53	15.61	.001
	Lo	<u>27</u>	<u>46</u>		
		100	100		
	Number of cases	219	205		
		<u>Articles, journals, other publications</u>			
Participant self-ratings of utilization	Hi	75	58	10.46	.01
	Lo	<u>25</u>	<u>42</u>		
		100	100		
	Number of cases	149	275		

(continued)

Table A95. (Continued)

Participant mentions

Formal teaching outside regular job

		<u>% checked</u>	<u>% unchecked</u>	<u>x²</u>	<u>p</u>
Participant self- ratings of utilization	Hi	73	62	3.29	.10
	Lo	<u>27</u>	<u>38</u>		
		100	100		
	Number of cases	82	342		

Consultant activities

Participant self- ratings of utilization	Hi	67	59	1.90	.20
	Lo	<u>33</u>	<u>41</u>		
		100	100		
	Number of cases	269	155		

Table A96. Superiors' evaluation of what participants have done to transmit training, and three ratings of utilization.

Ratings of utilization by:		What participant did to transmit training			
		<u>Has given in-service training</u>			
		<u>%</u> <u>checked</u>	<u>%</u> <u>unchecked</u>	<u>x²</u>	<u>p</u>
Participant	Hi	75	48	15.29	.001
	Lo	<u>25</u>	<u>52</u>		
		100	100		
	Number of cases	171	71		
Superior	Hi	48	28	7.10	.01
	Lo	<u>52</u>	<u>72</u>		
		100	100		
	Number of cases	170	74		
TA	Hi	21	40	6.32	.02
	Lo	<u>79</u>	<u>60</u>		
		100	100		
	Number of cases	142	52		
		<u>Taught classes outside regular job</u>			
Participant	Hi	88	61	12.28	.001
	Lo	<u>12</u>	<u>39</u>		
		100	100		
	Number of cases	56	216		

(continued)

Table A96. (Continued)

What participant did to transmit training

Taught classes outside regular job

Ratings of utilization by:		%	%	χ^2	p
		checked	unchecked		
Superior	Hi	51	39	1.96	.20
	Lo	<u>49</u>	<u>61</u>		
		100	100		
	Number of cases	55	189		
TA	Hi	12	30	4.90	.05
	Lo	<u>88</u>	<u>70</u>		
		100	100		
	Number of cases	42	151		
<u>Developed educational aids</u>					
Participant	Hi	81	60	10.22	.01
	Lo	<u>19</u>	<u>40</u>		
		100	100		
	Number of cases	85	158		
Superior	Hi	54	35	7.58	.01
	Lo	<u>46</u>	<u>65</u>		
		100	100		
	Number of cases	85	160		

(continued)

Table A96. (Continued)

		What participant did to transmit training			
		<u>Held workshops or seminars</u>			
Ratings of utilization by:		<u>%</u>	<u>%</u>	<u>x²</u>	<u>p</u>
		<u>checked</u>	<u>unchecked</u>		
Participant	Hi	74	61	3.95	.05
	Lo	<u>26</u>	<u>39</u>		
		100	100		
	Number of cases	132	112		
		<u>Talked over radio or wrote for press</u>			
Participant	Hi	82	65	3.48	.10
	Lo	<u>18</u>	<u>35</u>		
		100	100		
	Number of cases	38	206		
		<u>Wrote technical material or other publications</u>			
Participant	Hi	75	65	1.98	.20
	Lo	<u>25</u>	<u>35</u>		
		100	100		
	Number of cases	65	179		
		<u>Used staff meetings and conferences</u>			
Superior	Hi	46	34	3.07	.10
	Lo	<u>54</u>	<u>66</u>		
		100	100		
	Number of cases	157	88		

Table A97. Participants' reasons for not transmitting training, and two ratings of utilization.

Ratings of utilization by:		Reasons for not transmitting training			
		Training others was not considered part of job			
		<u>% checked</u>	<u>% unchecked</u>	<u>x²</u>	<u>p</u>
Participant	Hi	50	66	5.19	.05
	Lo	<u>50</u>	<u>34</u>		
		100	100		
Number of cases		62	359		
		Subordinates and co-workers not interested in being trained			
TA	Hi	11	28	4.35	.05
	Lo	<u>89</u>	<u>72</u>		
		100	100		
Number of cases		37	267		

Table A98. Participants' sex, and self-ratings of utilization.

		<u>Sex</u>		<u>x²</u>	<u>p</u>
		<u>% Male</u>	<u>% Female</u>		
Participant self-ratings of utilization	Hi	61	81	9.37	.01
	Lo	<u>39</u>	<u>19</u>		
		100	100		
Number of cases		334	73		

Table A99. Participants' income and self-ratings of utilization.

	<u>Participant self-rating of utilization</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Income	-.19	407	.01

Table A100. Participants' attitudes toward the Philippines and two ratings of utilization.

	Ratings by:					
	<u>Participants</u>			<u>Superiors</u>		
<u>Attitudes to Philippines:</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Own rating of Philippines	.09	420	.10	.10	234	.10
Hoped to do something for country	.16	418	.01	.09	234	.20
Told people in US about Philippines	.19	431	.01	.10	232	.20
Advantage for people to know country of origin	.10	414	.05			

Table A101. Participants' comparisons of themselves with American and Filipino friends, and self-ratings of utilization.

<u>Characteristics rated:</u>	<u>Participant self-ratings of utilization</u>					
	<u>Filipinos</u>			<u>Americans</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Intelligence	.16	423	.01	.09	422	.10
Social prestige	.12	423	.05	.07	419	.20
Financial status	.11	422	.05	.09	419	.05
Physical and sports ability	.11	422	.05			
Academic standing	.11	422	.05			
Personal popularity	.10	423	.05			

Table A102. Expected and actual career benefits, and participants' self-ratings of utilization.

<u>Career Benefits</u>	<u>Participants' ratings of utilization related to:</u>								
	<u>Expected</u>			<u>Actual</u>			<u>Difference</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Improve promotion chances	-.09	411	.10	.14	411	.07	.20	411	.01
Increase salary	-.06	406	.20	.15	410	.01	.14	409	.01
Get better job				.20	411	.01	.21	409	.01
Advance career				.25	414	.01			

Table A103. Participants' estimated career benefits, and three ratings of utilization.

Career benefits:	Ratings of utilization by:								
	Participants			Superiors			TA's		
	r	N	p	r	N	p	r	N	p
Present salary	-.19	421	.01				.12	285	.05
Increase in salary	.15	410	.01	.12	232	.10	.11	281	.10
Present grade or salary much higher than that before leaving	.14	423	.01	.16	236	.05			
Chances for promotion compared with others after training	.21	429	.01	.19	241	.01	.08	293	.20
US training helped improve promotion chances	.14	411	.01	.08	232	.20			
US training helped get better job	.20	411	.01	.14	232	.05			
US training helped advance participants' careers	.25	414	.01						

Participant received promotion					
		% same level	% promotion	x ²	p
Superior rating	Hi	32	51	2.97	.10
	Lo	<u>68</u>	<u>49</u>		
		100	100		
	Number of cases	56	45		

Participants job when returned					
		% promotion	% no change	x ²	p
Participant rating	Hi	75	56	13.36	.001
	Lo	<u>25</u>	<u>44</u>		
		100	100		
	Number of cases	185	179		

Table A104. Changes in participant, and self ratings of utilization.

<u>Change in participant:</u>	<u>Participant self-rating</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
Extent of change - interviewer rating	.13	410	.05
Kind of change - interviewer rating	.13	410	.01

<u>Changes in superior-subordinate relations</u>					
		<u>% mentioned</u>	<u>% not mentioned</u>	<u>x²</u>	<u>p</u>
Participant rating	Hi	73	60	5.94	.02
	Lo	<u>27</u>	<u>40</u>		
		100	100		
	Number of cases	129	292		

<u>Change in rationality of behavior</u>					
		<u>% mentioned</u>	<u>% not mentioned</u>	<u>x²</u>	<u>p</u>
Participant rating	Hi	68	60	2.84	.10
	Lo	<u>32</u>	<u>40</u>		
		100	100		
	Number of cases	216	206		

Table A105. Participants' comparisons of themselves with others, and three ratings of utilization.

	<u>Participants</u>			<u>At selection</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
	Confidence in skills and ability	.10	429	.05				-.09	293
Ideas introduced	.19	428	.01						
Technical know-how	.09	426	.10						
Work experience	.14	416	.01						
Ambition to get ahead	.11	428	.05						
Satisfaction with job	.19	428	.05				.14	294	.05
Chances for promotion	.09	428	.10						
Social ease	.13	428	.01	.11	242	.10	-.09	293	.20
Personal social prestige	-.12	293	.05				-.12	293	.05
Family connections and prestige				-.12	241	.10			
Political influence	-.07	412	.20						
Favorable attitude towards US	.08	428	.20						

(continued)

Table 105. (Continued)

	<u>After training</u>									
	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>			
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	
Confidence in skills and ability	.22	418	.01				.09	284	.20	
Ideas introduced	.30	419	.01							
Technical know-how	.19	416	.01				.09	282	.20	
Work experience	.29	429	.01	.17	242	.01				
Academic training	.19	429	.01							
Ambition to get ahead	.14	418	.01	.12	233	.10				
Satisfaction with job	.32	428	.01	.12	241	.10				
Chances for promotion	.21	429	.01	.19	241	.01	.08	293	.20	
Personal social prestige	.19	429	.01							
Family connections and prestige	.15	428	.01							
Knowledge of Philippines	.09	418	.10							
Interest in Phil. development	.10	417	.05							
Favorable attitude towards US	.16	418	.01							
				<u>Difference</u>						
Work experience				.17	233	.01				
Academic training	.08	414	.20	.10	233	.20				
Satisfaction with job	.08	414	.20	.10	232	.20				
Chances for promotion				.13	232	.05				
Social ease							.09	282	.20	
Family connections and prestige	.13	415	.01							
Political influence	.08	411	.20	-.10	231	.20				
Knowledge of Philippines							.09	282	.20	
Favorable attitude towards US	.08	414	.20							

Table A106. Superiors' comparisons of participants with other subordinates without training, and three ratings of utilization.

Ratings of utilization by:

<u>Participant characteristics:</u>	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Initiative	.22	236	.01	.33	335	.01	.12	178	.10
Contribution to group morale	.20	235	.01	.29	224	.01	.11	178	.20
Contribution to improve work efficiency	.19	240	.01	.35	229	.01			
Academic training	.16	234	.05	.23	223	.01			
Pleasing personality	.15	235	.05	.25	226	.01			
Leadership ability and potential for promotion	.14	231	.05	.27	227	.01	.18	180	.05
Ability to work with others	.14	236	.05	.26	225	.01	.17	179	.05
Adaptability to local work conditions	.13	235	.05	.25	225	.01			
Previous work experience	.11	234	.10	.12	224	.10	.11	178	.20
Ability and intelligence	.10	241	.20	.27	230	.01	.15	181	.05

Table A107. Participants' estimates of changes in social behavior, and superiors' ratings of utilization.

<u>Superior rating</u>	<u>Learned habits and attitudes family and friends disapproved</u>		
	<u>r</u>	<u>N</u>	<u>p</u>
	-.16	234	.05

<u>Change in social relationships</u>					
		<u>% mentioned</u>	<u>% not mentioned</u>	<u>x²</u>	<u>p</u>
Superior rating	Hi	21	47	10.39	.01
	Lo	<u>79</u>	<u>53</u>		
		100	100		
	Number of cases	52	195		

<u>Change in relations with family</u>					
Superior rating	Hi	32	45	3.03	.10
	Lo	<u>68</u>	<u>55</u>		
		100	100		
	Number of cases	71	176		

Table A108. Participant attitudes toward training, and three ratings of utilization

<u>Participant attitudes:</u>	Ratings of utilization by:								
	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Gained more skills and knowledge than expected	.30	419	.01	.09	234	.20	.11	285	.10
Gained more from US trip than expected	.25	406	.01	.11	233	.10	.12	282	.05

Table A109. Participants' ratings of opportunities to use training and three ratings of utilization.

		Participant rating of opportunity to use training in job returned to			
		<u>% more</u>	<u>% Less</u>	<u>x²</u>	<u>p</u>
Participant rating	Hi	74	52	21.25	.001
	Lo	<u>26</u>	<u>48</u>		
		100	100		
	Number of cases	237	184		
Superior rating	Hi	46	35	2.73	.10
	Lo	<u>54</u>	<u>65</u>		
		100	100		
	Number of cases	140	108		
TA rating	Hi	31	21	3.36	.10
	Lo	<u>69</u>	<u>79</u>		
		100	100		
	Number of cases	179	126		

Ratings of utilization by:

Participant rating of opportunity to use training compared to others with similar training	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
	.45	421	.01	.21	236	.01	.81	286	.20

Table A110. Participant attitudes towards the job, and three ratings of utilization.

<u>Participant attitudes:</u>	Ratings of utilization by:								
	<u>Participants</u>			<u>Superiors</u>			<u>TA's</u>		
	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>	<u>r</u>	<u>N</u>	<u>p</u>
Satisfaction with ability of people	.17	421	.01	.21	235	.01	.09	285	.20
Ease of communication with immediate superior	.24	419	.01	.11	235	.10	.12	285	.05
Organization afraid to try anything new	-.09	422	.10	-.14	235	.05	-.13	286	.05
Satisfaction with chances to do things trained for	.34	421	.01	.12	236	.10	.14	287	.05
Satisfaction with recognition of work	.27	422	.01	.15	236	.05	.09	287	.20
Increase in salary after training	.15	410	.01	.12	232	.10	.11	281	.10
Chances for promotion	.21	429	.01	.19	241	.01	.08	293	.20
Satisfaction with progress toward career goals	.30	423	.01	.09	236	.20	.10	287	.20
Index of job satisfaction	.31	419	.01	.15	236	.05	.12	286	.05

Appendix A

The abbreviations below identify the eleven groups by field of training in Tables A111 - A160.

<u>Abbreviation</u>	<u>Group</u>
AE	Agricultural Extension
EC	Elementary Curriculum Development
VI	Vocational Industrial Training
VA	Vocational Agricultural Training
He	Health
WS	Water Supply
ID	Industrial Development Center
LD	Labor Department
LU	Labor Union Leaders
PA	Public Administration
Hi	Highways

Table Alll. Participants' age, by field of training.

Field of training	Approx. Ave. Age Years	p e r c e n t i n g r o u p							55 and above
		20-24	25-29	30-34	35-39	40-44	45-49	50-54	
AE	44			3	10	52	16	16	3
IDC	35.5	12	15	23	13	13	18	4	2
Hi	42		4	14	14	32	23	13	
LU	37.5		8	24	36	16	12	4	
LD	38.5	3	17	21	7	21	21	7	3
He	37	3	18	20	14	26	14	4	2
WS	43			31	15	8	16	15	15
VI	39	2	7	7	41	28	14		2
VA	42.5			9	27	27	27		9
EC	44.5			12	6	19	44	19	
PA	41		4	8	13	36	30	9	
Total	39.5	3	9	15	18	26	20	7	2

Number of Participants 434

From Participants' biographical files

Table All2. Participants' fathers' occupants by socio-economic categories.

<u>Group</u>	<u>High</u>	<u>Middle</u>		<u>Low</u>	<u>Total</u>
		<u>Gov't. Employees</u>	<u>Other</u>		
AE	3	10	4	16	33
IDC	15	19	17	20	71
Hi	3	11	9	18	41
LU	2	6	3	16	27
LD	4	12	6	10	32
He	8	27	12	19	66
WS	3	6	1	3	13
VI	0	17	2	33	52
VA	1	6	1	6	14
EC	3	13	2	15	33
PA	<u>2</u>	<u>14</u>	<u>7</u>	<u>26</u>	<u>49</u>
	44	141	64	182	431

Participants were asked to describe their father's occupation (POI - Q9). Occupations were grouped in categories, the details of which are given in Appendix F.

Table All3. Participant's rating of (A) parents' social position, (B) own social position, and (C) own relative gain.

Rank order	A. Participant's rating of parents social position			B. Participant's rating of own social position		C. Participant's gain over parents' social position	
	Group	(N)	Mean	Group	Mean	Group	Mean
1	AE	(33)	4.52	EC	3.59	EC	1.23
2	Hi	(41)	4.61	AE	3.64	He	1.04
3	VA	(14)	4.69	He	3.73	VI	1.03
4	ID	(71)	4.69	VA	3.92	PA	.98
5	He	(60)	4.77	Hi	4.00	AE	.88
6	EC	(34)	4.82	PA	4.00	VA	.77
7	LD	(32)	4.94	VI	4.06	LD	.73
8	PA	(48)	4.98	LD	4.21	WS	.69
9	VI	(54)	5.09	ID	4.32	Hi	.61
10	LU	(26)	5.31	WS	4.69	LU	.43
11	WS	(13)	<u>5.38</u>	LU	<u>4.88</u>	ID	<u>.37</u>
Mean, all groups			4.85	4.05		.80	

Number of Participants was 433

Scales for Columns A, B, and C.

A. Participants were shown a 1 (highest) to 10 (lowest) scale representing the range of social groups in the country and were asked to mark the place where their parents would be on this scale. (POI - Q10).

B. Separately, on the same scale, they were asked to indicate their own social standing. (POI - Q11).

(continued)

Table A113. (continued)

C. Subtracting each participant's self-rating from the rating of his parents gives the participant's relative gain or less, in scale units. Every group reported a gain in social standing over their parents, as shown in the table.

General note: It is recognized that participants may have different perceptions of what this "1 to 10 social scale" means, and that these differences may be reflected in somewhat different absolute rating levels. Comparisons within columns A and B should be made with caution. However, each participant presumably uses the same concepts in rating his parents and himself. Therefore, the relative gain or less in participant's own social position can be compared, as differences in absolute rating level have been largely eliminated. Thus both the amount of gain shown for each group in column C and the rank ordering of groups are very meaningful.

Examples: Participants in the Elementary Curriculum group rate their parents as about average for these 11 groups in social standing but rate themselves as of the highest social standing, showing the maximum relative gain of all groups over their parents' social position. Those in Vocational Industrial Training see their parents as somewhat below the overall sample average socially, rate themselves as average, and thereby show the third highest gain in social standing. Industrial Participants rate their parents somewhat above the average for all groups, rate themselves as somewhat higher (but below the average rating for the 11 groups), and thereby show the least relative gain.

Table All4. Participants' self-ratings on an income scale at time of selection.

Group in rank order	Mean score	Income categories										Total N	
		Highest- 1	2	3	4	5	-to-	6	7	8	-Lowest 9 10		
		number in each category											
PA	4.67	1	11	13	11	5	4	3					48
AE	4.70		5	13	8	3	3			1			33
VA	4.92		1	2	8	1	1						13
IDC	5.06	3	6	7	16	11	7	10	7	4			71
EC	5.09		4	9	11	3	5	1	1				34
He	5.22	2	4	9	24	10	7	4					60
Hi	5.24		2	10	14	5	4	5					41
WS	5.38	1	1	2	3	2	3			1			13
VI	5.61	1	2	9	16	14	5	4	2	1			54
LD	5.69	1	2	6	10	3	2	6			2		32
LU	5.69		3	3	5	8	2	5					26
	5.22	3	12	42	92	121	61	46	35	9	3		425

Participants were shown an income scale, in which the top line, 1, represented the highest income group in the country and the bottom line, 10, the lowest. They were asked to mark the line where they thought they stood before going for US training. (POI - Q14)

Table All5. Participants' annual salary (A) before training, (B) at present, (C) percent increase, and (D) perceived gain.

Group	N	Approximate annual salary		C Percent Increase	D Perceived gain present salary over before training mean
		A Before training	B Present		
		- - - - - pesos - - - - -			
ID	(66)	over 6,500	over 6,500	na	2.29
PA	(45)	5,340	6,280	18	1.84
WS	(13)	4,580	4,880	7	2.62
Hi	(42)	4,230	4,930	17	2.19
AE	(32)	4,010	4,780	19	2.38
LD	(30)	3,760	4,870	30	2.03
He	(65)	3,680	4,270	16	2.19
VA	(13)	3,580	4,420	23	1.54
LU	(23)	3,460	4,320	25	2.42
EC	(34)	3,060	3,740	23	2.09
VI	(59)	2,750	3,420	24	2.03

Col. A. Question: "What was your yearly salary from your main job before going to the states?" POI - Q12.

Col. B. Question: "What is your present approximate yearly salary?" PWQ-Q72

Col. C. Question: "How does your present grade or salary compare with that before you left for US training?" PWQ - Q73

Scale: 1 much higher
to
3 same
to
5 much lower

Notes: The largest perceived increase in grade or salary was by the Vocational Agriculture group followed by Public Administration and Labor Department. The largest actual increase was Labor Department. (pesos and percent increase). The second largest peso increase was Public Administration (but lower percent increase). Water supply showed the smallest perceived and actual gain.

Table All6. Participants need for independence, achievement, and affiliation.

<u>Independence</u>											
Group	EC	He	LU	ID	VI	Hi	PA	VA	LD	AE	WS
N	34	70	24	64	58	42	46	14	30	31	13
\bar{x}	5.15	5.18	5.21	5.64	5.69	5.74	5.78	5.78	5.80	5.81	6.00

<u>Achievement</u>											
Group	VI	WS	Hi	ID	VA	PA	LD	LU	AE	He	EC
N	59	13	42	67	14	46	30	26	31	70	34
\bar{x}	1.25	1.31	1.38	1.51	1.64	1.65	1.70	1.73	1.77	1.86	1.91

<u>Affiliation</u>											
Group	VA	AE	PA	He	EC	Hi	LU	WS	ID	LD	VI
N	14	31	46	70	34	42	26	13	66	30	59
\bar{x}	1.43	1.61	1.72	1.86	1.97	1.98	2.04	2.08	2.09	2.10	2.15

Scale: 1 high need

8 low need

PWQ - Q36

Table All7. Length of full time service before US training.

Group	LU	He	LD	Hi	VI	VA	WS	ID	AE	PA	EC
N	27	66	32	41	52	14	13	71	33	49	34
\bar{x}	5.37	5.55	5.69	6.29	6.63	7.21	7.23	7.34	7.55	7.78	8.56

The question was: "For how many years had you been working full time before you went on this ICA training program?"

Scale: 0 Less than two years
 5 Less than twelve years
 9 Eighteen years and above

POI - Q6

Table All8. Number of memberships in organizations.

Group	Hi	PA	LD	WS	ID	LU	VI	AE	He	EC	VA
N	21	47	29	12	68	26	58	31	66	32	11
\bar{x}	1.33	1.47	1.59	2.08	2.21	2.31	2.40	2.84	2.94	3.53	3.55

Scale: 1 one organization
 to
 8 eight or more

PBF - 27

Table A119. Participant self-rating in English before training.

Group	VA	EC	AE	He	ID	WS	VI	PA	ID	LU	Hi
N	9	32	27	66	30	13	56	45	66	23	22
\bar{x}	1.11	1.22	1.59	1.59	1.63	1.69	1.71	1.76	1.79	1.96	2.09

Scale: 1 excellent
 2 good
 3 fair

PBF-32

Table A120. Interviewer rating of Participants' English facility after training.

Group	EC	LD	He	PA	VA	WS	AE	ID	LU	Hi	VI
N	34	32	58	49	13	12	31	70	25	40	52
\bar{x}	1.91	2.16	2.43	2.53	2.54	2.67	3.03	3.10	3.24	3.40	3.44

The question was: "How would you rate the participant's facility in English?"

Scale: 1 very high
 to
 9 very low

POI - Q58

Table A121. Political interest and influence before going to the US.

<u>Interested in politics</u>												
group	LU	LD	EC	He	PA	Hi	WS	AE	ID	VA	VI	Total
N	26	33	31	61	49	41	13	33	71	13	53	424
% yes	52	45	42	29	29	27	23	21	18	14	14	27
% no	48	55	58	71	71	73	77	79	82	86	86	73

<u>Active in politics</u>												
group	LU	LD	EC	ID	VI	He	AE	WS	Ji	VA	PA	Total
N	26	33	33	71	54	61	33	13	41	13	49	427
% Active	63	33	21	11	10	9	9	8	7	7	6	15
% not Active	37	67	79	89	90	91	91	92	93	93	94	85

<u>How much political interest</u>												
group	LD	LU	AE	ID	EC	VA	Hi	VI	He	PA	WS	Total
N	33	26	33	71	34	13	41	54	61	49	13	428
% much	67	63	48	48	47	43	39	35	32	24	15	42
% none	33	37	52	52	53	57	61	65	68	76	85	58

The questions were: "Were you interested in politics before you left for the states?"

"How active would you say you were in politics?"

"How much political influence did you have at that time?"

POI - Q16, 17, 18

Table A122. Comparison by superior of participant with other subordinates.

Academic training

group	VA	He	EC	ID	LD	PA	WS	AE	Hi	VI
N	8	40	26	22	10	27	9	30	34	42
\bar{x}	1.25	1.70	1.80	1.95	2.00	2.11	2.12	2.13	2.20	2.48

Family and social status

group	ID	LD	AE	EC	PA	Hi	VI	WS	He	VA
N	23	10	30	26	27	35	42	9	40	8
\bar{x}	2.17	2.20	2.33	2.34	2.55	2.60	2.67	2.67	2.72	4.00

Political influence

group	PA	LD	ID	WS	AE	Hi	EC	He	VI	VA
N	26	8	21	9	30	35	24	39	42	8
\bar{x}	2.58	2.76	2.80	3.12	3.16	3.18	3.29	3.68	3.90	4.50

The question was: "How does this US trained participant compare with other subordinates in similar positions who have not had US training?"

Scale: 1 great deal more
to
5 great deal less

SWQ - Q8

Table A123. US Technical Assistants assigned to agencies at the time of participants selection.

Group	LD	Hi	WS	AE	PA	VI	VA	He	EC	LU	ID	Total
N	31	42	13	31	35	58	13	64	34	25	44	390
% yes	97	92	77	77	68	66	62	59	50	40	2	61
% no	3	8	15	23	24	27	31	31	35	36	25	24
% DK	0	0	8	0	9	7	7	10	15	24	73	15

The question was: "Was there an ICA technical assistant assigned to your agency at the time of your selection?"

POI - Q42

Table A124. Factors considered most important by participants in own selection.

A. Most important five factors in rank order

1. Special needs of the project

group	VA	EC	VI	AE	PA	Hi	He	LU	LD	ID	WS
N	14	34	58	32	46	41	70	25	30	66	13
\bar{x}	1.21	1.41	1.62	1.62	1.67	1.78	1.88	2.20	2.23	2.24	2.38

2. Previous work experience

group	VA	PA	EC	Hi	AE	He	LU	VI	WS	ID	LD
N	14	46	34	42	32	70	25	58	13	66	30
\bar{x}	1.43	1.61	1.62	1.88	1.91	2.01	2.08	2.17	2.26	2.26	2.47

3. Ability and intelligence

group	PA	EC	VA	VI	AE	Hi	He	LD	ID	LU	WS
N	46	34	14	57	31	41	70	30	66	26	13
\bar{x}	1.59	1.68	1.86	1.91	1.97	2.00	2.06	2.27	2.51	2.69	2.85

4. Leadership ability

group	VA	LU	EC	Hi	VI	AE	PA	He	ID	LD	WS
N	14	25	34	41	58	32	46	70	66	30	13
\bar{x}	1.36	1.56	1.85	2.02	2.03	2.12	2.13	2.13	2.39	2.67	3.00

5. Academic training

group	VA	AE	He	PA	EC	Hi	LD	VI	ID	WS	LU
N	14	32	70	46	34	40	30	58	66	13	26
\bar{x}	1.71	1.75	1.77	1.87	1.97	2.15	2.23	2.45	2.53	2.69	3.35

Table A124. (continued)

B. Next most important factors in rank order

6. Pleasing personality

group	EC	VA	AE	PA	VI	He	Hi	LD	ID	WS	LU
N	34	14	32	46	58	70	40	30	65	13	25
\bar{x}	1.85	2.14	2.56	2.56	2.63	2.73	2.97	3.17	3.23	3.31	3.56

7. Superiors initiative

group	VA	PA	Hi	EC	AE	He	LD	VI	WS	ID	LU
N	14	46	40	34	32	70	30	57	13	65	25
\bar{x}	2.00	2.24	2.37	2.50	2.50	2.56	2.57	2.77	3.15	3.45	5.08

8. Seniority

group	VA	WS	AE	EC	Hi	PA	LD	ID	VI	He	LU
N	14	13	32	34	40	46	30	66	58	70	24
\bar{x}	2.21	2.69	2.90	2.97	3.32	3.32	3.57	3.67	3.69	3.73	4.75

Note: TA's initiative, own initiative, family and social status, and political influence are not included in this table because they were shown by participants as being less important and because responses did not show significant differences between type-of-training groups.

The question was: "How important were these factors in your own selection?"

Scale: 1 very important
to
7 not at all important

PWQ - Q1B

Table A125. How much participants discussed project goals with their superiors.

group	Hi	LU	ID	VI	PA	VA	LD	He	AE	EC	WS
N	42	26	65	59	46	14	30	70	32	34	13
\bar{x}	3.04	3.23	3.29	3.33	3.36	3.64	3.73	3.97	4.50	4.50	5.00

The question was: "With respect to your planned program of training, how much did you do the following?"

Scale: 1. a great deal
to
7 not at all

PWQ - Q6

Table A126. Length of US training period

<u>Group</u>	<u>N</u>	<u>Approximate Length (months)</u>
ID	(70)	4
AE	(33)	6
LU	(27)	6.5
LD	(31)	7
PA	(48)	7
Hi	(37)	8
WS	(13)	8.5
VA	(11)	10
VI	(58)	10.5
EC	(32)	10.5
He	<u>(67)</u>	<u>11</u>
	(437)	8

PBF -37

Table A127. Received group or individual training in the US.

group	HI	WS	VI	EC	ID	HE	LD	AE	VA	PA	LU	total
N	42	13	59	34	67	65	30	32	13	46	25	426
% Indiv.	45	31	24	18	16	15	10	9	8	4	0	17
% group	33	54	20	26	72	25	27	50	31	37	36	38
% both	22	15	56	56	12	60	63	41	61	59	64	45

The question was: "Did you receive group or individual training in the US?"

FNO - Q22

Table A128. Type of US training, academic and non-academic.

<u>Group</u>	<u>N</u>	<u>All non-</u> <u>academic</u>	<u>Mostly non-</u> <u>academic</u>	<u>Mostly</u> <u>academic</u>	<u>All</u> <u>academic</u>
		----- p e r c e n t -----			
LU	(19)	95	5	0	0
IDC	(67)	85	9	6	0
Hi	(25)	80	12	4	4
LD	(18)	79	7	14	0
AE	(32)	78	9	13	0
PA	(37)	63	25	12	0
WS	(12)	42	8	50	0
VA	(9)	22	11	67	0
He	(66)	9	6	85	0
VI	(55)	5	15	76	4
EC	<u>(27)</u>	<u>0</u>	<u>4</u>	<u>96</u>	<u>0</u>
all groups	367	48	11	41	0

Participant Biographical File.

Table A129. Ways training program could have been improved.

Longer stay in the US

group	ID	VI	EC	LU	PA	VA	He	AE	ID	Hi	WS	total
N	66	58	34	25	46	13	65	32	29	42	13	423
% checked	91	84	82	80	78	77	75	72	72	55	54	77
% un-checked	9	16	18	20	22	23	25	28	28	45	46	23

More specialization in one place

group	ID	AE	LD	VI	WS	PA	Hi	LU	EC	VA	He	total
N	66	32	29	59	13	46	42	25	34	13	65	424
% checked	74	66	62	54	54	52	45	44	41	38	23	51
% un-checked	26	34	38	46	46	48	55	56	59	62	77	49

More travel and observation

group	VA	EC	He	VI	WS	PA	LU	Hi	AE	ID	ID	total
N	13	34	65	59	13	46	25	42	32	66	29	424
% checked	69	65	63	54	54	52	50	43	42	32	24	49
% un-checked	31	35	37	46	46	48	50	57	58	68	76	51

(continued)

Table A129. (continued)

<u>More careful planning of program</u>												
group	Hi	AE	VI	PA	LD	VA	LU	He	EC	ID	WS	total
N	42	32	59	46	30	13	25	65	34	67	13	426
% checked	69	59	58	54	53	50	46	40	35	34	8	47
% un- checked	31	41	42	46	47	50	54	60	65	66	92	53

The question was: "How do you think your particular program of training could have been improved?"

PWQ - Q15

Table A130. Satisfaction with per diem.

group	EC	LU	WS	LD	AE	He	VI	PA	VA	ID	Hi
N	34	26	13	30	31	70	59	46	14	67	42
\bar{x}	1.97	2.08	2.31	2.60	2.62	2.70	2.95	3.04	3.22	3.30	3.57

The question was: "How satisfied were you with the following?"

Scale: 1 very satisfied
to
7 very dissatisfied

PWQ - Q24

Table A131. Participants' need for training in working with others

group	AE	WS	LU	HE	EC	ID	VA	VI	PA	Hi	LD	total
N	32	13	25	65	33	66	13	57	46	42	30	422
% checked	56	38	28	26	18	15	14	9	9	7	7	19
% un-checked	44	62	72	74	82	85	86	91	91	93	93	81

The question was: "In what ways should your training have been more directly related to your present job needs?" The specific item was, "should have been taught more about how to work with others."

PWQ - Q17

Table A132. Relationship between present job and US training.

group	EC	Hi	He	AE	Lu	ID	VI	PA	VA	WS	LD	total
N	34	42	65	32	25	67	59	46	13	13	30	426
% A	97	93	83	81	80	76	71	70	69	62	53	76
% B	3	7	15	13	20	16	22	24	23	38	43	20
% C	0	0	2	6	0	8	7	6	8	0	4	4

The question was: "What is the relationship between your present job and your US training?"

- A. Training is directly useful in present job
- B. Training is indirectly useful
- C. My job has changed

PWQ - Q71

Table A133. Extent of participants' contact with home during US training.

Extent of direct communication with superiors and co-workers in the Philippines

group	LU	AE	EC	VI	ID	VA	PA	He	Hi	LD	WS
N	26	31	34	59	66	14	46	70	42	30	12
\bar{x}	2.65	3.41	3.73	3.76	3.92	4.07	4.28	4.31	4.50	5.00	5.33

Scale: 1 frequently

9 not at all

PWQ - Q26

Spoke native language

group	PA	LD	LU	ID	He	AE	VI	Hi	WS	EC	VA
N	48	29	25	66	65	33	58	41	12	33	13
\bar{x}	3.65	3.66	4.12	4.17	4.46	4.55	4.66	4.88	4.92	5.03	5.38

Spent time with countrymen

group	PA	LU	LD	ID	WS	He	AE	EC	Hi	VA	VI
N	46	25	29	66	12	64	33	33	40	12	58
\bar{x}	3.35	3.56	3.59	3.88	3.92	4.13	4.24	4.30	4.40	4.50	4.55

Scale: 1 very often

7 never

PWQ - Q30

Table A134. Comparison of participant's financial status with that of Americans

group	He	AE	VA	EC	Hi	LD	WS	PA	VI	ID	LU
N	68	30	14	34	42	30	13	46	59	65	26
\bar{x}	4.36	4.40	4.64	4.71	4.85	4.87	4.91	5.00	5.13	5.50	5.58

The question was: "How would you compare yourself to Americans you knew in the US on the following?"

Scale: 1 great deal higher

7 great deal lower

PWQ - Q35

Table A135. Contacts with Americans during US training: selected items.

Index of contact with Americans

group	VI	He	EC	VA	LU	AE	WS	Hi	PA	ID	LD
N	59	69	34	14	26	31	11	40	46	61	30
\bar{x}	5.20	5.30	5.56	6.00	6.04	6.16	6.36	6.55	6.65	6.74	6.90

Scale: 1 high

9 low

Free time spent with Americans or people of other countries

group	VI	Hi	LU	EC	VA	ID	He	WS	AE	LD	PA
N	59	40	25	34	13	67	65	12	33	30	46
\bar{x}	3.03	3.23	3.84	3.91	4.08	4.15	4.22	4.50	4.61	4.67	4.89

Scale: 1 most with Americans

9 most with others

Time spent with families in their homes

group	VI	Hi	LU	He	AE	VA	EC	LD	PA	ID	WS
N	59	42	25	65	32	13	34	30	46	65	11
\bar{x}	3.07	3.21	3.28	3.46	3.50	3.62	3.76	3.80	3.93	4.34	4.55

Time shared meals, coffee, coke

group	He	VI	EC	Hi	LU	LD	VA	PA	ID	AE	WS
N	64	58	34	42	25	30	13	46	64	33	12
\bar{x}	2.41	2.47	2.82	2.88	3.20	3.30	3.31	3.33	3.33	3.45	3.58

(continued)

Table A135. (continued)

Spent time in sports

group	VI	WS	VA	LU	He	EC	AE	H1	ID	PA	LD
N	57	12	14	26	70	34	31	41	63	46	30
\bar{x}	4.53	4.66	5.29	5.32	5.36	5.60	5.61	5.70	6.05	6.06	6.17

Spent time in discussion and studies

group	He	EC	LU	VI	LD	VA	ID	PA	WS	AE	H1
N	70	34	25	59	30	14	64	45	12	31	42
\bar{x}	2.55	2.62	2.76	3.16	3.20	3.36	3.38	3.44	3.58	3.72	3.84

The question was: "Some students prefer to spend most of their time studying, others prefer to engage in a number of activities. While in the US, how often did you engage in the following activities with Americans?

Scale: 1 very often

7 never

PWQ - Q31

Table A136. Time since return to survey

group	ID	He	EC	Hi	VI	PA	WS	ID	AE	LU	VA
N	69	67	32	37	57	47	13	31	33	26	11
\bar{x}	3.14	3.36	3.66	3.84	4.07	4.19	4.38	4.39	4.52	4.88	4.90

Scale: 1 less than six months
to
7 over five years

PBF - 36

Table A137. Utilization of US training as seen by participants, supervisor, technical assistants.

Group	% utilization - Mean			No. of participants rated		
	Partic. rating	Superior rating	TA rating	Partic. rating	Superior rating	TA rating
EC	80	64	52	32	26	28
LU	80	na	52	24	na	25
VA	78	73	48	13	9	11
VI	73	66	68	59	43	55
Hi	72	66	65	41	35	40
AE	72	60	54	32	30	31
He	71	65	62	65	42	52
PA	67	69	46	45	27	30
IDC	67	66	na	64	21	na
LD	65	56	67	29	12	32
WS	<u>59</u>	<u>62</u>	<u>64</u>	<u>12</u>	<u>8</u>	<u>10</u>
all groups	71	65	56	416	253	314

Scale: Full utilization 75 - 100%
 Quite a lot 50 - 74%
 Partial 25 - 49%
 Little or none Less than 25%

Participant self-rating - index from PWQ - Q66, 78, 79

Superior rating - SWQ - Q1

Technical Assistant rating - TAR - Q2

Table A138. Opportunity to use US training, and actual use made of training.

How much opportunity to use training compared to others with similar training.

group	LU	VA	Hi	PA	EC	VI	AE	ID	He	LD	WS
N	25	13	42	44	33	58	32	64	65	30	13
\bar{x}	2.12	2.38	2.60	2.66	2.67	2.76	2.81	2.86	3.01	3.37	4.08

The question was: "Compared to other participants who have had similar ICA training to yours, how much opportunity would you say you have had to use your training?"

Scale: 1 great deal more to
7 great deal less

PWQ - Q77

Actual use of training in job held since return

group	VA	LU	EC	AE	VI	Hi	He	PA	ID	LD	WS
N	13	24	32	30	59	42	65	45	64	30	13
\bar{x}	7.54	7.42	7.34	7.10	6.69	6.40	6.37	5.76	5.72	5.57	4.77

How much work actually doing required US training

group	EC	VA	LU	AE	VI	He	Hi	LD	PA	ID	WS
N	33	13	25	31	59	65	42	30	45	65	13
\bar{x}	7.70	7.23	6.80	6.68	6.61	6.55	6.19	5.83	5.76	5.55	5.15

(continued)

Table A138. (Continued)

The questions were: "How much actual use have you made of your US training in the job held since return?"

" How much of the work you are actually doing required US training?"

Scale: 0 0 - 10%
 to
 9 90 - 100%

PWQ - Q78, 79

Table A139. Participant activities to transmit training to others, according to superiors.

Gave in-service training

group	AE	VA	EC	He	VI	PA	WS	ID	He	LD	total
N	30	9	26	43	43	27	9	22	35	12	256
% checked	93	89	80	77	77	74	67	52	51	27	69
% un-checked	7	11	20	23	23	26	33	48	49	73	31

Held workshops or seminars

group	AE	EC	VA	WS	VI	He	Pa	Hi	ID	LD	total
N	30	26	9	9	43	35	27	35	22	12	248
% checked	83	76	67	58	56	56	41	31	33	18	53
% un-checked	17	24	33	42	44	44	59	63	67	82	47

Used staff meetings and conferences

group	WS	PA	AE	He	EC	LD	VI	ID	VA	Hi	total
N	9	27	30	43	26	12	43	22	9	35	256
% checked	84	78	76	67	64	64	60	57	56	34	64
% un-checked	16	22	24	33	36	36	40	43	44	66	36

Has written technical materials and publications

group	EC	AE	VI	ID	Hi	He	WS	VA	LD	PA	total
N	26	30	43	22	35	43	9	9	12	27	256
% checked	48	41	39	24	23	22	11	11	9	7	24
% un-checked	52	59	61	76	77	78	89	89	91	93	76

(continued)

Table A139. (Continued)

Developed educational aids

group	VA	VI	EC	AE	He	WS	Hi	LD	PA	ID	total
N	30	43	26	30	43	9	35	12	27	22	277
% checked	78	61	52	48	33	33	15	9	7	0	34
% un-checked	22	39	48	52	67	67	85	91	93	100	66

Talked over radio and wrote for the press

group	AE	LD	EC	WS	PA	VA	VI	Hi	ID	He	total
N	30	12	26	9	27	9	43	35	22	43	256
% checked	53	17	16	11	11	11	7	6	5	0	14
% un-checked	47	83	84	89	89	89	93	94	95	100	86

Taught classes outside regular job

group	EC	PA	WS	AE	VI	LD	VA	He	Hi	ID	total
N	26	27	9	30	43	12	9	43	35	22	256
% checked	56	30	28	28	19	18	11	11	6	5	21
% un-checked	44	70	72	72	81	82	89	89	94	95	79

The question was: "What has the participant done to transmit his training to others?" (check as many as apply)

SWQ - Q4

Table A140. Participant mentions of methods of transmitting training on the job.

Formal teaching part of regular job

group	VI	AE	VA	EC	He	Hi	WS	LU	PA	ID	LD	total
N	59	32	13	34	65	42	13	25	45	65	30	423
% checked	64	59	57	50	50	31	31	23	22	20	10	39
% un-checked	36	41	43	50	50	69	69	77	78	80	90	61

On the job seminars and discussion groups

group	VA	EC	He	AE	LU	VI	PA	LD	Hi	WS	ID	total
N	13	34	65	32	25	59	45	30	42	13	65	413
% checked	93	88	76	75	69	64	56	50	50	39	39	62
% un-checked	7	12	24	25	31	36	44	50	50	61	61	38

On the job training program

group	AE	VA	VI	Hi	He	WS	PA	EC	LD	ID	LU	total
N	32	13	59	42	65	13	45	34	30	65	25	418
% checked	91	79	61	57	56	54	47	44	43	28	27	51
% un-checked	9	21	39	43	44	46	53	56	57	72	72	49

The question was: "What methods have you actually used to transmit your technical training to others?"

Table A141. Transmission of training: selected items.

How interested co-workers and subordinates are in receiving training

group	VA	AE	Hi	VI	EC	WS	LU	ID	He	PA	LD
N	13	32	42	59	34	13	25	65	65	45	30
\bar{x}	1.46	1.66	1.69	1.76	1.85	1.92	2.08	2.11	2.22	2.53	2.63

The question was: "How interested are your co-workers and subordinates in receiving training?"

Scale: 1 very interested
to
7 not at all interested

PWQ - Q82

How much able to transmit training

group	LU	VA	EC	AE	VI	Hi	He	ID	PA	WS	LD
N	25	13	34	32	59	42	65	66	46	13	30
\bar{x}	1.84	2.31	2.38	2.50	2.51	2.52	2.63	2.65	3.13	3.38	3.77

The question was: "How much have you been able to transmit the training you have received in the US to others?"

Scale: 1 great deal
to
7 not at all

PWQ - Q84

(continued)

Table A141. (Continued)

How much of job consists of working with people outside organization

group	AE	LU	He	VI	WS	VA	Hi	EC	ID	LD	PA
N	32	26	70	59	13	14	42	34	64	30	45
\bar{x}	4.56	5.77	6.09	6.12	6.38	6.64	6.93	7.09	7.17	7.33	7.47

The question was: "How much of your job consists of working with people who are not part of your organization?"

Scale: 1 all of job
to
9 no part of job

PWQ - Q87

Table A142. Participant job improvements: expanded activities and services to people.

group	AE	WS	LU	VA	LD	Hi	EC	He	ID	VI	PA	total
N	33	13	26	13	33	41	34	61	71	54	49	428
% some	52	46	37	36	27	24	24	23	18	15	2	24
% none	48	54	63	64	73	76	76	77	82	85	98	76

The question to participants was: "Please tell me all about the improvements you made." (Probe)

POI - Q8B

Table A143. Assistance by people in related jobs.

group	LU	AE	PA	ID	LD	Hi	VI	He	VA	WS	EC
N	25	32	45	66	30	42	58	65	13	12	34
\bar{x}	2.36	2.38	<u>2.69</u>	<u>2.74</u>	<u>2.77</u>	<u>2.83</u>	<u>2.95</u>	<u>3.28</u>	<u>3.38</u>	<u>3.67</u>	<u>3.91</u>

The question was: "How frequently do people in related jobs assist each other when needed?"

Scale 1 always
to
7 never

PWQ - Q65

Table A144. US technical assistant mentions of factors preventing greater utilization: lack of necessary facilities and equipment.

group	AE	VI	EC	He	ID	WS	PA	Hi	LU	ID	total
N	41	68	33	60	37	13	57	46	32	1	388
% checked	83	56	42	32	19	15	9	9	6	0	32
% un-checked	17	41	48	68	78	77	54	91	94	100	61
% other	0	3	9	0	3	8	37	0	0	0	7

The question to technical assistants was: "Check factors preventing greater utilization of US training by the participant."

TAR - Q3

Table A145. Superior rating of importance of difficulties preventing greater use of training, in rank order.

1. Inadequate facilities, equipment, supplies

group	WS	VI	LD	ID	AE	EC	He	PA	Hi	VA
N	8	40	11	21	30	26	40	26	37	9
\bar{x}	1.25	1.77	2.18	2.57	2.70	2.84	2.85	3.11	3.22	4.22

2. Lacks sufficient freedom of action

group	AE	ID	VI	WS	He	LD	EC	PA	VA	Hi
N	30	20	40	7	36	11	24	25	9	36
\bar{x}	3.17	3.45	3.55	3.58	3.61	3.72	4.13	4.16	4.34	4.45

3. Participant's prior training and work experience

group	ID	VI	HE	EC	AE	WS	PA	Hi	VA	LD
N	19	41	38	23	30	7	26	36	9	11
\bar{x}	3.15	3.56	3.64	3.74	3.77	3.86	4.32	4.34	4.55	4.64

4. Didn't receive proper training in the US

group	ID	AE	He	WS	VI	EC	LD	PA	Hi	VA
N	19	25	34	6	40	23	11	25	35	9
\bar{x}	3.20	3.44	3.80	3.84	3.93	4.25	4.36	4.40	4.57	4.67

5. Present job not closely related to training

group	AE	ID	He	VI	VA	LD	EC	WS	PA	Hi
N	30	19	35	41	9	12	24	7	25	36
\bar{x}	3.14	3.47	3.86	4.22	4.23	4.25	4.34	4.44	4.54	4.70

(continued)

Table A145. (Continued)

6. Some co-workers are indifferent and resist change

group	AE	ID	VI	LD	He	PA	EC	WS	Hi	VA
N	29	20	40	11	36	26	25	7	36	9
\bar{x}	3.45	3.45	3.78	3.90	4.00	4.00	4.07	4.15	4.45	4.78

7. Politics interfere

group	WS	AE	He	LD	Hi	ID	PA	VI	EC	VA
N	7	30	35	11	36	20	25	38	25	9
\bar{x}	3.28	3.54	3.89	3.90	4.05	4.10	4.36	4.64	4.68	5.00

8. Some co-workers are jealous

group	ID	AE	VI	EC	Hi	LD	WS	PA	Hi	VA
N	19	30	40	24	36	11	7	26	36	9
\bar{x}	3.58	3.90	4.03	4.30	4.30	4.55	4.58	4.59	4.65	4.67

The question was: "How important are the following difficulties in preventing this participant from making greater use of his US training?"

Scale: 1 very
to
5 not at all

SWQ - Q7

Table A146. Superior mentions of ways participant tried to use his training but was unable to.

More travel

group	EC	PA	AE	ID	He	LD	VI	WS	Hi	VA	total
N	26	27	30	22	43	12	43	9	35	9	256
% checked	80	67	55	36	33	25	21	19	15	0	35
% un-checked	20	33	45	64	67	75	79	81	85	100	65

Supervision and administration

group	AE	ID	VI	PA	WS	EC	Hi	VA	He	LD	total
N	30	22	43	26	9	26	35	9	43	12	256
% checked	43	28	15	13	11	9	3	0	0	0	12
% un-checked	57	72	85	87	89	91	97	100	100	100	88

The question was: "In what ways, if any, has this participant tried to use his US training but has been unable to do so?" (Please describe briefly and comment on the usefulness of these attempts)"

SWQ - Q5

Table A147. Organizational characteristics: political considerations.

group	WS	LD	He	PA	AE	Hi	LU	EC	VA	VI	ID
N	13	30	63	45	31	41	25	34	13	57	66
\bar{x}	2.92	3.40	3.62	3.80	4.03	4.07	4.24	4.44	4.54	4.65	5.17

The question was: "In your organization people may resist new ideas, techniques and equipment for a number of reasons. How closely does the following describe your organization?"

Item - "political considerations come first."

Scale: 1 very closely
to
7 not at all closely

PWQ - Q62

Table A148. Importance of selected criteria for promotion, in rank order.

1. Education

group	VA	VI	EC	He	WS	PA	AE	ID	LU	Hi	LD
N	13	59	33	65	12	45	32	67	24	42	30
\bar{x}	1.31	1.54	1.76	2.12	2.25	2.33	2.41	2.51	2.54	2.57	3.37

2. Quality of work

group	VA	ID	LU	PA	EC	VI	He	Hi	AE	WS	LD
N	13	67	27	45	34	50	65	41	32	12	30
\bar{x}	1.77	1.82	1.87	2.09	2.09	2.22	2.26	2.39	2.63	3.08	3.47

3. Seniority

group	VI	VA	EC	AE	He	PA	Hi	WS	ID	LU	LD
N	59	13	34	32	65	45	42	12	67	24	30
\bar{x}	1.59	1.69	2.29	2.38	2.71	2.89	2.90	3.08	3.15	3.54	4.13

4. Civil service eligibility

group	VA	VI	AE	EC	PA	Hi	He	WS	LD	LU	ID
N	13	59	32	34	45	42	59	12	30	23	64
\bar{x}	1.23	1.42	2.09	2.18	2.29	2.43	2.44	3.00	3.40	5.21	5.22

5. Knowing the right people

group	LD	AE	WS	Hi	He	EC	VI	LU	ID	PA	VA
N	30	32	12	41	75	34	59	24	66	45	13
\bar{x}	1.87	1.88	2.67	2.90	3.28	3.35	3.36	4.08	4.18	4.42	4.56

(continued)

Table A148. (Continued)

6. Political influence

group	LD	AE	Hi	WS	He	EC	PA	VI	VA	LU	ID
N	30	31	41	12	65	34	45	59	13	24	65
\bar{x}	1.87	2.45	3.51	3.58	3.62	3.79	4.27	4.46	4.77	5.13	5.86

7. Region and dialect

group	AE	LD	Hi	WS	PA	EC	VI	He	ID	LU	VA
N	32	30	41	12	45	34	59	70	65	25	14
\bar{x}	4.56	5.10	5.30	5.58	5.60	5.65	5.74	5.90	6.10	1.16	6.28

The question was: "How important are the following in getting an advance in salary or promotion?"

Scale: 1 extremely important
to
7 not at all important

PWQ - Q63

Table A149. Helpfulness of US technical assistants in back home application of US training.

group	Hi	VA	AE	PA	VI	LU	ID	He	EC	WS	ID
N	38	11	27	24	44	9	28	43	20	20	0
\bar{x}	<u>1.26</u>	<u>1.45</u>	<u>1.56</u>	<u>1.58</u>	<u>1.70</u>	<u>1.78</u>	<u>1.86</u>	<u>1.88</u>	<u>2.15</u>	<u>2.15</u>	0

The question was: "How helpful was the TA in your back-home application of your US training?"

Scale: 1 very helpful
to
4 no help at all

POI - Q45A and 46

Table A150. Participant's present use, value, and desired use of follow-up support: selected items.

Present use of Filipino technical colleagues in field of training

group	VA	AE	LD	LU	VI	He	Hi	ID	WS	PA	EC
N	13	28	30	51	57	65	40	64	11	44	33
\bar{x}	1.53	2.07	2.20	2.21	2.35	2.35	2.50	2.62	2.72	2.97	3.03

Present value of technicians in countries other than the US

group	WS	ID	VA	He	VI	LD	AE	EC	Hi	LU	PA
N	11	63	13	64	54	30	28	32	39	21	44
\bar{x}	2.90	3.17	3.69	3.70	3.77	3.86	3.89	3.93	3.97	4.05	4.29

Present value of US professional society

group	He	WS	VI	ID	Hi	AE	VA	LU	PA	LD	EC
N	65	11	55	74	39	26	13	21	45	29	34
\bar{x}	2.53	2.72	2.90	3.00	3.15	3.19	3.23	3.28	3.53	3.58	4.70

Present value of professional society in the Philippines

group	VA	AE	WS	He	EC	ID	VI	Hi	PA	LD	LU
N	13	26	11	65	32	64	55	39	45	29	21
\bar{x}	1.85	2.23	2.27	2.38	2.40	2.42	2.87	2.97	3.11	3.20	3.28

Present value of correspondence with US professionals

group	ID	He	EC	LU	VI	AE	WS	VA	Hi	LD	PA
N	63	65	34	23	51	28	12	12	40	30	45
\bar{x}	2.36	2.41	2.47	2.48	2.66	2.68	2.92	3.00	3.12	3.33	3.60

(continued)

Table A150. (continued)

Desired use of ICA/US technicians and advisors

group	EC	VI	AE	ID	LU	VA	WS	He	PA	Hi	LD
N	34	55	30	64	24	13	13	65	44	39	30
\bar{x}	<u>1.76</u>	<u>1.83</u>	<u>1.86</u>	<u>1.90</u>	<u>1.91</u>	<u>2.00</u>	<u>2.23</u>	<u>2.23</u>	<u>2.40</u>	<u>2.69</u>	<u>2.70</u>

The question was: "Show the amount of present use that you make of each of the resources listed, your estimate of the present value, and the amount of desired use that you would like in the future."

Scale: 1 great deal
to
3 some
to
5 none

PWQ - Q91

Table A151. Participant expectations of help from US visit: selected items.

Improve promotion chances

group	WS	Hi	LD	VA	EC	He	PA	VI	AE	ID	LU
N	12	41	30	13	34	69	46	58	30	62	25
\bar{x}	1.50	1.95	2.03	2.16	2.38	2.42	2.45	2.64	2.70	2.86	4.65

Increase salary

group	LD	Hi	WS	ID	PA	VA	EC	He	VI	AE	LU
N	29	41	13	60	45	13	34	68	57	29	25
\bar{x}	2.38	2.39	2.46	2.84	2.92	3.15	3.15	3.19	3.57	4.07	5.21

Get better job

group	WS	Hi	LD	He	PA	VI	EC	VA	AE	ID	LU
N	13	40	29	69	44	58	34	13	29	60	25
\bar{x}	2.31	2.34	2.55	2.96	2.98	3.19	3.30	3.61	3.62	3.92	5.29

Obtain academic degree

group	He	EC	VA	WS	PA	VI	Hi	LD	LU	AE	ID
N	68	34	13	13	43	58	37	27	25	29	58
\bar{x}	2.98	3.71	4.38	4.45	5.29	5.36	5.65	5.86	5.92	6.07	6.21

The question was: "Before leaving the Philippines for the US, how much did you expect your US visit to help you?"

Scale: 1 great deal

7 not at all

PWQ - Q37

Table A152. Comparison of expected help from US visit with actual help - gain or less: selected items.

Learn about US

group	VA	EC	He	AE	LU	ID	Hi	LD	VI	PA	WS
N	13	34	69	32	25	65	41	30	58	45	12
\bar{x}	4.46	4.73	4.95	5.02	5.16	5.17	5.25	5.30	5.30	5.36	6.16

Promotion

group	LU	ID	VA	He	PA	LD	Li	EC	AE	VI	WS
N	24	62	13	69	46	30	41	34	32	58	10
\bar{x}	4.55	5.04	5.22	5.25	5.35	5.60	5.66	5.90	5.92	6.26	7.30

Job

group	LU	VA	ID	PA	He	AE	VI	EC	LD	Hi	WS
N	25	13	61	44	69	31	58	34	30	40	12
\bar{x}	4.16	4.30	5.10	5.20	5.28	5.33	5.35	5.89	5.94	6.04	6.65

Salary

group	LU	VA	VI	AE	PA	ID	He	EC	Hi	LD	WS
N	25	13	58	31	45	60	68	34	41	30	12
\bar{x}	4.04	4.46	5.17	5.26	5.31	5.43	5.64	5.65	6.10	6.10	7.16

Scale: 1 gain (actual more)
to
5 same
to
9 less (actual less)

PWQ - Q37 and 38

Table A153. Comparison by participant of self with person of the same job after US training: selected items.

Technical know-how

group	VI	EC	LD	He	VA	WS	PA	Hi	LU	AE	ID
N	58	34	28	68	14	12	45	41	26	13	66
\bar{x}	1.45	1.59	1.71	1.77	1.78	1.83	1.89	1.97	2.08	2.10	2.15

Favorable attitude toward the US

group	EC	VI	WS	LU	LD	AE	PA	He	VA	Hi	ID
N	34	59	12	26	28	32	45	69	14	40	66
\bar{x}	1.56	1.63	1.67	1.69	1.71	1.81	1.82	2.05	2.21	2.22	2.34

Interest in Philippine development

group	VI	EC	LD	LU	AE	ID	PA	Hi	He	WS	VA
N	59	34	28	25	32	66	45	40	69	12	14
\bar{x}	1.66	1.85	1.89	1.92	2.03	2.15	2.20	2.22	2.27	2.50	2.57

The question was: "Think of the persons who at present have the same, or similar, job as you have. Choose one person of the same sex who is most similar to you in age, job, and other characteristics, who has not received US training. How would you compare yourself to this person?"

Scale: 1 a great deal more
 4 about the same
 7 a great deal less

PWQ - Q42

Table A154. Main personal advantages to the participant of the US experience.

Enabled participant to know better the American way of living

group	WS	EC	He	ID	HI	AE	VI	LD	PA	VA	LU	total
N	13	30	60	71	41	33	54	33	49	13	25	422
% checked	62	30	23	22	22	21	19	18	12	7	0	20
% un-checked	38	70	77	78	78	79	81	82	88	93	100	80

Improved social behavior

group	He	AE	VI	LD	VA	WS	EC	Ji	LU	ID	PA	total
N	60	33	54	33	13	13	32	41	25	71	49	424
% checked	43	39	36	36	31	31	25	24	15	13	10	27
% un-checked	57	61	64	64	69	69	75	76	85	87	90	73

Provided promotion and increase in salary

group	VA	LD	PA	Hi	WS	ID	VI	AE	He	LU	EC	total
N	13	33	49	41	13	71	54	33	60	25	30	422
% checked	54	21	20	19	15	14	10	9	5	4	3	13
% un-checked	46	79	80	81	85	86	90	91	95	96	97	87

The question was: "As a whole, what were some of the main advantages of this US experience to you personally?" (Probe)

POI - Q41

Table A155. Participant estimate of kind of job held if no US training.

group	LU	WS	AE	VA	VI	PA	Hi	ID	EC	He	LD
N	24	13	32	13	58	45	42	66	34	65	30
\bar{x}	3.25	3.62	3.66	3.69	3.71	3.78	3.81	3.85	3.94	4.03	4.10

The question was: "If you had not been sent abroad for training, what kind of job do you think you would have now?"

Scale: 1 much better
to
4 same
to
7 much worse

PWQ - Q74

Table A156. Participant satisfaction with present salary.

group	VA	PA	ID	AE	He	VI	LU	EC	LD	Hi	WS
N	13	45	63	32	65	59	23	34	30	41	13
\bar{x}	3.00	3.42	3.43	3.72	4.11	4.17	4.26	4.56	4.97	4.98	5.81

The question was: "Please check the place on the scale which best indicates your satisfaction or dissatisfaction with the aspects of your present job."

Scale: 1 very well satisfied
to
7 very dissatisfied

PWQ - Q59

Table A157. Participant attitudes: selected items.

Superior-employee relations should be formal

group	LU	WS	VA	Hi	ID	VI	LD	He	PA	AE	EC
N	25	13	13	42	66	59	30	65	45	32	34
\bar{x}	4.00	4.15	4.31	4.55	4.88	4.95	5.00	5.22	5.27	5.56	6.47

Attitude toward influential person securing jobs for relatives

group	Hi	LD	ID	LU	WS	EC	PA	VI	He	VA	AE
N	41	30	66	25	13	34	45	59	65	13	32
\bar{x}	6.59	6.77	7.03	7.16	7.38	7.59	7.68	7.88	7.98	8.00	8.06

The question was: "How would you feel with respect to these statements?"

Scale: 1 strongly agree
 5 neutral
 9 strongly disagree

PWQ - Q43A and 47A

Table A158. Interviewer ratings of the extent of change in participants.

group	EC	VA	He	LU	AE	Hi	VI	WS	PA	LD	ID
N	33	14	66	27	33	42	52	13	49	33	71
\bar{x}	3.79	3.86	3.92	4.00	4.03	4.19	4.23	4.38	4.41	4.58	4.61

Scale: 1 maximum change
to
7 minimum change

POI - Q64

Table A159. Types of help given participants by TA's in back-home application of US training.

<u>Field of training</u>	<u>N</u>	1	2	3	4	5
		<u>Moral support</u>	<u>Works with me</u>	<u>Material help</u>	<u>Consultative services</u>	<u>Recommends for better position</u>
(per cent frequency of mention)						
AE	32	59	45	37	0	3
EC	44	20	14	10	14	0
VI	58	36	34	34	12	7
VA	13	54	38	46	23	0
He	64	34	19	12	11	9
WS	13	23	8	15	0	15
IDC	44	2	2	0	0	0
LD	31	58	35	36	3	10
LU	25	25	8	12	0	0
PA	35	46	23	14	9	3
Hi	<u>42</u>	<u>57</u>	<u>43</u>	<u>36</u>	<u>14</u>	<u>9</u>
	391	38	26	23	9	6

Number of participants was 388

The question was: "If there was a TA assigned to your agency after your training in the US, in what ways was he helpful in your back-home application of your US training?"

POI - Q4B and 5A

Table A160. Superiors opinion how long TA's are needed.

group	LD	Hi	WS	EC	PA	ID	VA	He	VI	AE
N	11	35	7	24	20	17	8	40	37	26
mean	.12	.14	.14	.21	.30	.71	.75	.78	.84	.96

The question was: "How soon after US training will participant be able to work effectively without assistance from the TA?"

Scale: 0 immediately after
1 one year after
2 two years after
3 three years after

SWQ - Q13

Appendix B

PARTICIPANT ORAL INTERVIEW GUIDE

Interviewer's Standard Spoken Introduction to Participants

Good morning/afternoon. I am _____, one of the interviewers working on this study.

We are conducting a study sponsored jointly by the National Economic Council and the International Cooperation Administration. This is a follow-up study of the participant training program. It is the first of its kind being made here in the Philippines and it will cover some selected projects including the one of which you are a member.

The study is being conducted by the Institute for Social Research of the University of Michigan. We have two research men from the University of Michigan who will do the study and make the final report. This final report will be submitted to the NEC, to the agencies, to ICA Philippines and to ICA Washington.

Let us talk for a minute about what you are being asked to contribute to this study. First we are going to ask for your opinions and attitudes about your training experience. This will be the oral interview and it will take about an hour. Then you will be requested to fill out a questionnaire on some aspects of your training experience. That will take about two hours.

Please feel perfectly free to express anything you wish. Whatever you say will be held strictly confidential. Your replies will be combined with others for tabulation. The analysis of information will be done in terms of groups, not individuals. All information in this study will be presented in summary and percentage form. The results of these personal interviews are the property of the University of Michigan and will not be available to anyone else.

Your ideas and opinions are very important in this study. First, they will be used to determine how the training program might be improved. Second, they will be used to help determine how participants can most effectively make use of their training in their home country. Third, this study may be the basis for others to be conducted in other countries. So you see, this study is important to NEC, the agencies, ICA, future participants and to persons like yourself who have been under this training program and who are concerned with making use of this training.

There are no right or wrong answers to these questions. We are only interested in your own personal opinions and ideas.

Is there any thing you'd like to ask me before we begin?

All right. First, I'd like to ask you a few questions about yourself and your background.

Interviewer No. _____

Participant Code No. _____ (Fill in before start of interview.)

Name _____ (May I have your full name, please, to make sure our records are complete?)

Specific field of training _____

Participant Background

1. When you were sent to the U. S. for training, was that the first time you went there?
(If "Yes", go to question 2.)

_____ Yes
_____ No

1A (If "No") What was the purpose of your first trip to the U.S. ?

_____ Pleasure
_____ Study
_____ Business
_____ Others (specify) _____

1B (If "study") Did you get a degree?

_____ Yes
_____ No

2. Were there other members of your immediate family who have been to the U.S. ?
(If "No", go to question 3.)

_____ Yes
_____ No

2A (If "Yes") Who are they and how are they related to you?

_____ Father	_____ Wife/husband
_____ Mother	_____ Son
_____ Brother	_____ Daughter
_____ Sister	_____ Other (specify) _____

2B What did they go there for?

_____ Pleasure
_____ Study
_____ Business
_____ Other (specify) _____

3. Where did you live before you were sent to the U. S. for ICA training?
_____ (Barrio, town, city, province)

3A How would you classify the place where you lived? Is it any of the following:

_____ Barrio	_____ Large town near city
_____ Small town far from city	_____ Small city
_____ Small town near city	_____ Large city
_____ Large town far from city	

4. Were you in a government job before you went to the States? (If "No", go to question 6)

Yes
 No

4A. (If "Yes) On what governmental level was your job?

National City
 Provincial Municipal

5. On what governmental level is your present job?

National City
 Provincial Municipal

6. For how many years had you been working full time before you went on this ICA training program? (Please check the appropriate space below.)

Up to and including: 0 2 4 6 8 10 12 14 16 u

7. How many years of work experience did you have in the particular field in which you were trained before you went to the U. S. ?

Up to and including: 0 2 4 6 8 10 12 14 16 up

8. Before you left for the States did you have any chance to make improvements in your job?

Yes
 No
 Not employed prior to training

8A. (If "No) Why didn't you have any chance to make any improvements?

8B. (If "Yes) Please tell me all about these improvements. (Probe.)

9. May I know your father's occupation? (Please be specific) _____

10. On a social scale like this (show respondent the scale) where would you say your parents stand? (Explain scale) The top line represents the people in the highest social group in the country and the bottom line represents the people in the lowest social group in the country. Will you please mark the place where your parents would be?

10. Lowest
9.
8.
7.
6.
5.
4.
3.
2.
1. Highest

11. Now, how about your own social position. Where would you stand on this scale? Please mark it.

10. Lowest
9.
8.
7.
6.
5.
4.
3.
2.
1. Highest

12. What was your yearly salary from your main job before you went to the U.S. ? _____

13. Did you have other sources of income? _____ Yes _____ No

13A. (If "Yes") What were these sources?

- _____ Parents
- _____ Private business
- _____ Teaching
- _____ Real estate and investments
- _____ Wife/husband
- _____ Other (specify) _____

14. On this scale (show scale and explain) - the top line represents people in the highest income group in the country and the bottom line represents the people in the lowest income group in the country. Where would you say you stood, on this scale, before you went for ICA training? Will you please mark the line?

_____ 10. Lowest
 _____ 9
 _____ 8
 _____ 7
 _____ 6
 _____ 5
 _____ 4
 _____ 3
 _____ 2
 _____ 1. Highest

15. Before you left for the United States on this ICA program, who was the head of your household?

- | | |
|---------------|------------------------------|
| _____ Myself | _____ Sister |
| _____ Father | _____ Grandfather |
| _____ Mother | _____ Grandmother |
| _____ Brother | _____ Others (specify) _____ |

16. Were you interested in politics before you left for the States?

- _____ Yes
- _____ No

17. How active would you say you were in politics?

- _____ Very active
- _____ Moderately active
- _____ Very little participation
- _____ No participation at all

18. How much political influence did you have at that time?

- _____ A great deal
- _____ Some
- _____ None

Selection

19. When told that you were going to the States for ICA training, did you have any feelings of worry or anxiety over some persons or things you would leave behind? (If "No", go to question 2.)

- _____ Yes
- _____ No

19A. (If "Yes) Would you tell me about these? (Probe)

- Family Job related
- Financial worries
- Others (Specify)

20. Did you notice any change in your co-workers' attitude towards you?

- Yes
- Some, not much, etc.
- No

20A. (If "Yes) What was this change?

- Co-workers jealous
- Co-workers happy
- Both, some happy-some jealous

21. Did you notice any change in your superiors' attitude towards you?

- Yes
- Some, not much
- No

21A. (If "Yes) What was this change?

- Superiors happy
- Other (Specify)

22. Frankly speaking, what do you think were your personal qualities, attributes and characteristics that influenced your selection? (Probe)

23. Were there some persons whom you think were chiefly responsible for your being selected?

- Yes
- No
- D. K.

23A. (If "Yes) Where were these persons working?

- Own agency Other agencies (Specify)
- NEC
- ICA
- D. K. _____

24. What was their relationship to you? (Probe)

- Superiors
- Friends
- Co-workers
- Others (Specify) _____

U. S. Experience

25. You probably had some expectations as to what you would do and see in the United States. What things were different from what you expected? (Probe for examples about: a. general experience b. training experience; c. the people met.)
26. During your stay in the States, were you worried about anything back home? (Probe)
27. What about worries because of things that were happening in the States? Was there anything that tended to make you anxious or uncomfortable? (Probe)
28. What was there about your training program that you liked most? (Probe)
29. What was there about your training program that you liked the least? (Probe)
30. What was there about your U. S. experience that you liked the most?
31. What was there about your U. S. experience that you liked the least?
32. When you had any problem or difficulty, was there any person or persons you could go to for help? (Probe)

_____ Yes
_____ No

32A. (If "Yes") Who were these persons?

_____ Professor
_____ Foreign Student Advisor
_____ Landlady
_____ Personal American friends
_____ Filipino friends
_____ Others (specify)

33. Was there anything you hoped to get out of your stay in the United States but were not able to? (Probe for things in general and about training.)

Return Home

34. People who have been away from home for some time feel that they have changed in some way when they return. In what ways did you feel you had changed?
35. How about other people. In what ways did they feel you had changed? (Probe for changes noted by: a. family; b. friends; c. co-workers; d. superiors.)
36. After staying for some time in the States, you may have noticed that you differ with other people in the way you feel about some things. On what things did you have different attitudes and feelings? (Probe for differences on attitude with: a. family; b. friends; c. co-workers.)
37. How did your co-workers react towards you when you returned to your job? How would you describe the way they felt and acted towards you?
38. How interested did your co-workers seem to be in making use of what you learned in your U. S. training?

39. How did your superiors react towards you when you returned to your job? How would you describe the way they felt and acted towards you?
40. How interested did your superiors seem to be in making use of what you learned in your U. S. training?
41. As a whole, what were some of the main advantages of this U. S. experience to you personally? (Probe.)

Attitudes to TA's

42. Was there an ICA technical assistant to your agency or project at the time you were selected?
- _____ Yes
 _____ No
 _____ D. K.

(If "Yes", ask question 2)
 (If "No" proceed to 4)

43. How much did the TA have to do with your being selected? (I mean, how much did he have to do with recommending you as one of the candidates for ICA participant training?)
- _____ A great deal
 _____ Quite a bit
 _____ Some
 _____ Nothing at all
 _____ D. K.

44. How about the time you were preparing for your trip to the States? How helpful was the TA at that time?
- _____ Very helpful
 _____ Moderately helpful
 _____ No help at all
 _____ D. K.

- 44A. (If helpful) In what way?

- _____ Suggested fields of specialization
 _____ Pre-departure orientation (advised me what to bring, told me what to expect, where to go for what things, etc. . . .)
 _____ Arranged or helped in the arrangement of my program and itinerary in U.S.
 _____ Helped me relate the courses I would take in the U.S. to my job at home
 _____ Others (Specify) _____

45. When you returned home, after your training in the U. S., was there an ICA technician assigned to your agency?
- _____ Yes
 _____ No
 _____ D. K.

- 45A. (If Yes) How helpful was he in your back-home application of your U. S. training immediately after your return?
- _____ Very helpful
 _____ Moderately helpful
 _____ No help at all
 _____ D. K.

45B. (If helpful) In what ways?

- Material help (gave us facilities, tools, equipment, etc.)
- Moral help (backed up my recommendations, encouraged me to make recommendations, encouraged me to introduce new methods and ideas, etc.)
- Recommends me for better position where I can make use of my training
- Works with me (prepares calendar of work with me, works with me in my job, etc.)
- Others (Specify) _____

46. Since then, how helpful have ICA technicians been?

- Very helpful
- Moderately helpful
- No help at all
- D. K.

46A. (If helpful) In what ways?

- Material help (gave us facilities, tools, equipment, etc.)
- Moral help (backed up my recommendations, encouraged me to make recommendations, encouraged me to introduce new methods and ideas, etc.)
- Recommends me for better position where I can make use of my training
- Works with me (prepares calendar of work with me, works with me in my job, etc.)
- Others (Specify) _____

47. Frankly speaking, do you think that the ICA technicians are qualified? I mean, do they possess the necessary background, training or experience to render service in their own respective fields?

- Yes
- No
- Some are qualified, some are not qualified
- D. K. not qualified to judge

48. There may be room for improvement in the relationship between the ICA technical assistants and the projects or agencies. Can you think of ways by which the relationship between the TA's and the agencies may be further improved?

- Having frequent conferences and more close contacts between agency and TA's
- Assigning more technicians
- Providing more facilities and aid to the agencies through TA's
- Letting the TA's participate more in the selection of participants for ICA training
- Making sure that TA's assigned to agencies have genuine interest in the agencies
- Making sure that TA's are adapted to local living conditions
- Others (Specify) _____

49. In your opinion, how do most of the other people in your agency feel about ICA technicians?

- Very satisfied
- Moderately satisfied
- Moderately dissatisfied
- Very satisfied
- D. K.

49A. Why do you think so?

(If satisfied)

- _____ Close work cooperation between TA and agency people
- _____ General improvements made thru joint TA/Agency efforts
- _____ Good personal working relationship (friendliness and informality)
- _____ TA available when needed
- _____ Others (Specify)

(If dissatisfied)

Specify

Utilization of U. S. Training

50. Did you complete your ICA training program in the U. S. ?

- _____ Yes
- _____ No

(If no) Why were you not able to do so?

51. Have you completed your two years of service after training?

- _____ Yes
- _____ No
- _____ Not yet back two years

(If no) Why were you not able to do so?

52. Since your U. S. training, what jobs have you had in which you worked six months or longer? (List below)

(Job title or description)

1. _____
2. _____
3. _____
4. _____
5. _____

Now we are interested in knowing how your U. S. training has helped you in your work.

(Answers to next question should be noted down in separate sheet. Use a separate sheet for each improvement mentioned in each job, whether successfully introduced or not and improvements he hopes to introduce.)

53. In your job as (mention job), can you tell me of any improvements, new procedures or better techniques which you learned in your U. S. training that you have been able to introduce successfully?

- _____ Yes
- _____ No

(If no, skip to 54)

Examples of Utilization - Question 53

(Reminder: Use a Separate Sheet for Each Improvement ! ! ! ! !)

Job. No. _____ 1 _____ 2 _____ 3 _____ 4 _____ 5

Kind of improvement

- _____ Direct utilization (individual work methods and improved agency operations)
- _____ Transmission (to others)
- _____ Hoped or tried

Change (brief description)

Methods (Check as many as apply)

- | | |
|---|--------------------------------------|
| _____ Secure superior's approval | _____ Staff meetings and conferences |
| _____ Workshops, lectures, seminars | _____ In-service training |
| _____ Teaching | _____ Publications |
| _____ Teaching | _____ Obtained new equipment |
| _____ Educational devices, e. g. audio-visual aid | _____ Assigned duties |
| _____ Gained political support | _____ Others (Specify) |

Difficulties (Check as many as apply)

- | | |
|--|---|
| _____ Lack of funds, materials and equipment | _____ Delay in administrative procedures (red tape) |
| _____ Lack of trained personnel | _____ Jealousy of co-workers |
| _____ Indifference and lack of understanding | _____ Politics |
| _____ General resistance to change | _____ Others (Specify) |

If yes, ask the following three questions for each improvement and note answers in furnished form. Exhaust improvements he may desire to give. The sequence of questions should be repeated for three categories: (1) Individual work methods and his ways of dealing with people connected with his job, and/or operations in his agency; (2) Transmitting to others, any new procedures, better techniques, or new ideas which he learned in his U. S. training; and (3) Any improvements he hoped or tried to introduce, but couldn't.)

53A. Please give me a brief description of any improvements you have successfully introduced in your (mention first category, and so on). (Modify for third category.)

53B. How did you go about introducing this improvement? (Modify for third category.)

53C. What difficulties, if any, did you encounter in introducing this improvement? (Modify for third category.)

54. Why was it that you did not have an opportunity to use your U. S. training on this job?

55. Some of the other participants who had similar training to yours may have had a chance to introduce improvements, new procedures or better techniques based on their training. Can you give me an example of an improvement introduced by one of the participants?

55A. Could you give me the name of that participant?

55B. Can you cite another example of an improvement introduced by another participant?

55C. Who was this participant?

55D. Can you give me any other example of an improvement introduced by a participant?

55E. What is the name of this participant?

(Obtain at least 3 examples and 3 different participant names, if possible. Continue to probe for as many as you can get.)

Interviewer Rating of Participant (after completion of interview)

56. SOCIAL - THE PARTICIPANT. How tense did the participant seem to be during the interview?

Very relaxed, at ease,
laughed, joked

Very tense, uncom-
fortable, annoyed

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

57. SOCIAL EASE - THE INTERVIEWER. How did you feel about interviewing this participant?

Very relaxed, at ease,
laughed, joked

Very tense, uncom-
fortable, annoyed

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

58. ENGLISH FACILITY. How would you rate the participant's facility in English? (Difficulty in finding the right words, slow speech.)

Very high

Very low

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

59. COOPERATION. How cooperative was the participant in the interview? Did the participant seem interested in answering the questions?

Very cooperative

Very uncooperative

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

60. "AMERICANIZATION". How "Americanized" did the participant seem to be?

Very "Americanized"

Not at all "Americanized"

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

61. COMMUNICATION - INTERVIEWER. How much difficulty did you have in understanding what the participant was saying?

A great deal

None at all

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

62. COMMUNICATION - PARTICIPANT. How much difficulty did the participant seem to have in understanding you. Did he ask you to repeat questions, etc. ?

A great deal

None at all

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

63. FORMAL - INFORMAL. How formal was the participant. Did he act formal and distant or did he seem informal and casual?

Formal

Informal

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

Appendix C

PARTICIPANT WRITTEN QUESTIONNAIRE

Introductory Statement in the Questionnaire

Dear friend:

The Institute for Social Research of the University of Michigan is conducting a survey of returned participants for the National Economic Council and the ICA. This is a pilot study covering participants from selected projects.

Our study has two purposes: (1) to determine what factors help or hinder utilization of U. S. training by returned participants in the Philippines, and (2) to help develop better methods which can be used for studying the problems of returned participants in other countries. It is not a study to evaluate the performance of any individual.

Your cooperation in completing this questionnaire will make a substantial contribution to social science and to a better understanding of the process of cross-cultural education.

With regard to the questions, there are no right or wrong answers. The answers you give will not be disclosed to anyone. Your replies will be converted into code numbers and will be combined with others for tabulation by IBM machine and analysis by groups. You will not be identified by name in any way. The completed questionnaire itself becomes the property of the University of Michigan, to ensure that its confidential nature is maintained.

The instructions on the next page will help you complete this questionnaire with the least effort. We appreciate your cooperation with us in making possible this pilot study which we hope will contribute to the improvement of the participant training programs and the utilization of participant training not only in your country, but in many others as well.

Sincerely yours,

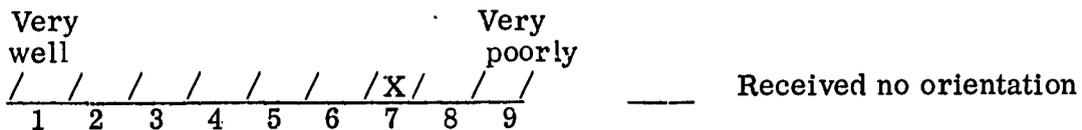
Hollis W. Peter
Lawrence E. Schlesinger
Institute for Social Research
University of Michigan

Instructions for Filling Out This Questionnaire

1. You will notice that the questions are grouped by sections, each covering a major aspect of your training experience from selection and on to your present work. We have tried to keep these sections in the order of the several stages of your training experience. These sections supplement what you have answered in your oral interview.

2. A good deal of use is made of scales on which you are asked to indicate your own feelings or opinion. We have in most cases identified only the two extreme points of the scale, rather than try to identify and describe all the intermediate points. If your feelings or opinion are not most accurately reflected by one of these extremes, check the point between the extremes which most closely represents your views. Let's use a question to illustrate this:

"How well were social habits in the U. S. covered in the orientation you received?" The scale might be as follows:



If you feel that this topic was covered rather poorly, you might check the space above the 7. The space 5 represents the midpoint between the extremes indicating that the orientation was passable, fair, or so-so. If this topic was not mentioned at all in your orientation, you would of course check the space "received no orientation."

3. Please do not answer any question more favorably than you really feel, just to be polite. Our study will mean a great deal more if you reply critically when you feel this way. For research purposes we need your honest opinion. May we repeat, your anonymity will be protected, and there are no right or wrong answers.

4. Please do not skip any question even though it may seem difficult to answer. If a question is not clear, ask one of the members of the survey team to explain its meaning.

5. Take your time in answering the questions. The questionnaire is not really as long as it looks! It should take approximately two hours. When you are through, leave the completed questionnaire with one of the members of the survey team. You don't need to put your name on this written questionnaire if you'd prefer not to. Thanks again for your cooperation.

Selection

We are interested in learning what factors are taken into account in the selection of participants for training in the U. S.

1. A. In your opinion, how important are the following factors in the selection of the other Filipino participants you know who went to the U. S. for technical training? (Please check the appropriate space on the scale beside each item under A below.)

- B. How important were these factors in your own selection? (Please check the appropriate space on the scale beside each item under B below.)

A. SELECTION OF OTHER PARTICIPANTS YOU KNOW

B. YOUR OWN SELECTION

FACTORS

Scale of Importance

Scale of Importance

a. Ability & intelligence	very / / / / / / / / 1 2 3 4 5 6 7 not at all	very / / / / / / / / 1 2 3 4 5 6 7 not at all
b. Pleasing personality	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
c. Academic training	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
d. Previous work experience	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
e. Leadership and ability	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
f. Family and social status	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
g. Political influence	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
h. Own initiative	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
i. Superior's initiative	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
j. U.S. technician's initiative	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
k. Special needs of the project	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7
l. Seniority	/ / / / / / / / 1 2 3 4 5 6 7	/ / / / / / / / 1 2 3 4 5 6 7

2. Think of the persons who had the same, or a similar, job as you had at the time you were selected for ICA training in the United States.

Choose one person of the same sex who was most similar to you in age, job and other characteristics, but who did not go to the United States for training. (He may be a co-worker of yours now, however.)

How would you compare yourself at the time of your selection with this person in terms of the following items? (Please check the appropriate space in the scale for each item.)

COMPARED TO MY CO-WORKER I HAD:

	A great deal more		About the same		A great deal less		
a. Academic training related to project needs	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
b. Work experience related to project needs	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
c. Political influence	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
d. Family connections and prestige	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
e. Chances for promotion	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
f. Satisfaction with the job	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
g. Personal social prestige	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
h. Ambition to get ahead	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
i. Ideas introduced for improvement of the job	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
j. Influence on co-workers	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
k. Influence on subordinates	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
l. Influence on superiors	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
m. Confidence in my skills and ability	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
n. Social ease in dealing with people I had not met before	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
o. Technical know-how	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
p. Knowledge of the political, social and economic factors in the Phil.	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
q. Interest in Phil. development	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
r. Favorable attitudes toward the U. S.	/	/	/	/	/	/	/
	1	2	3	4	5	6	7

Pre-departure Preparation

In this section we are asking about what you did after your selection but before you left for the U. S.

3. Were you working on a joint project between ICA and the Philippine Government at the time you were selected for U. S. training? (Please check one.)

_____ Yes
_____ No

4. After you were notified of the approval by ICA of your selection for training, how much time elapsed before your actual departure? (Please check one.)

Less than 3 months _____
3 to less than 6 months _____
6 to less than 9 months _____
9 to less than 12 months _____

5. How did you feel about the length of time which elapsed between approval by ICA of your selection and your departure for the U. S. ? (Please check one.)

Very satisfied Very dissatisfied
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 /

6. With respect to your planned program of training, did you do any of the following? (Please check the appropriate space on each scale, which is the same for every item.)

	A great deal							Not at all
a. Participated in planning the program	/	/	/	/	/	/	/	/
	1	2	3	4	5	6	7	
b. Learned about the specific objectives of the project	/	/	/	/	/	/	/	/
	1	2	3	4	5	6	7	
c. Discussed with your superiors your training plans in relation to the project goals	/	/	/	/	/	/	/	/
	1	2	3	4	5	6	7	
d. Discussed with co-workers your training plans in relation to the project goals	/	/	/	/	/	/	/	/
	1	2	3	4	5	6	7	
e. Discussed with your superiors your future job after training	/	/	/	/	/	/	/	/
	1	2	3	4	5	6	7	
f. Discussed with co-workers your future job after training	/	/	/	/	/	/	/	/
	1	2	3	4	5	6	7	

7. How satisfied were you with the following aspects of the program of training that was planned for you prior to your departure to the U. S. ? (Please check the appropriate spaces on each scale, which is the same for every item.)

- | | Very well
satisfied | Very
dissatisfied |
|--|------------------------|----------------------|
| a. The amount of influence you personally had in the planning | / / / / / / / / | |
| | 1 2 3 4 5 6 7 | |
| b. The details of your training and the clear establishing of priorities | / / / / / / / / | |
| | 1 2 3 4 5 6 7 | |
| c. Implementation of this program in the U.S. | / / / / / / / / | |
| | 1 2 3 4 5 6 7 | |

Orientation

This section is to tell us about the orientation you received and how useful it was to you personally.

8. Looking back to the orientations and briefing that the ICA in the Philippines, Philippine agencies and ICA/Washington gave you, how helpful in getting adjusted to the U.S. were they to you personally? (Please check the appropriate spaces on the 3 scales below.)

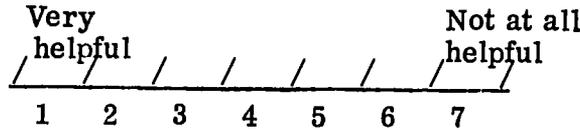
- | | Very
helpful | Not
helpful | |
|------------------------|---------------------|----------------|-------|
| a. ICA/Philippines | / / / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 8 9 | | |
| b. ICA/Washington | / / / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 8 9 | | |
| c. Philippine agencies | / / / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 8 9 | | |

9. How well were each of the topics below covered in the total orientation you received? (Please check the appropriate spaces on each scale.)

- | | Very
well | Very
poorly | |
|---|-----------------|----------------|-------|
| a. Travel arrangements | / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 | | |
| b. Finances (your allowances) | / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 | | |
| c. Living arrangements | / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 | | |
| d. Recreational opportunities | / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 | | |
| e. Climate and clothing | / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 | | |
| f. Social habits in U.S. (riding buses, ordering at restaurants, tipping, etc.) | / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 | | |
| g. Other (specify) | / / / / / / / / | | _____ |
| | 1 2 3 4 5 6 7 | | |

- Very well Very poorly
- f. Social habits in U. S. (riding buses, ordering at restaurants, tipping, etc.) Received no orientation
- / / / / / / / /
1 2 3 4 5 6 7
- g. Other (specify) _____
- / / / / / / / /
1 2 3 4 5 6 7

10. How helpful would it be to have an orientation in a place like Hawaii, intermediate between the Philippines and the U.S.? (Please check the appropriate point on the scale.)



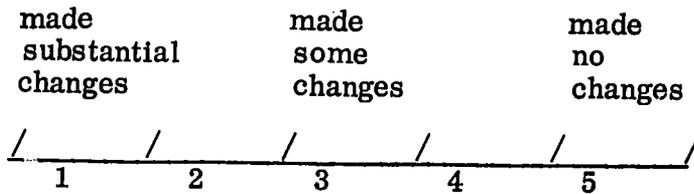
Training in the U. S.

The questions here relate to your technical or professional training in the U. S.

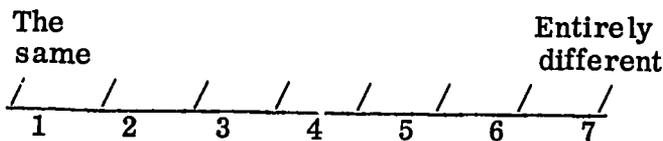
11. How would you describe the program of training planned for you when you arrived in the U. S.? (Please check one.)

- _____ Program of training was well planned when you reached the U.S. in accordance with USOM request
- _____ Program was a hit-or-miss proposition pulled together after you arrived in Washington
- _____ Other (specify) _____

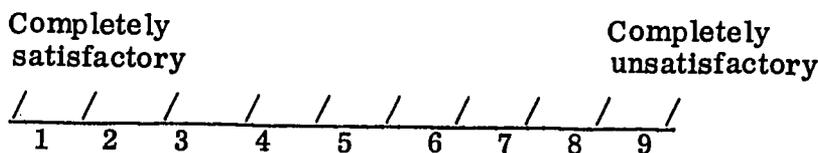
12. Did you, in cooperation with the Washington agencies, make changes in your planned program of training after arriving in the U. S.? (Please check the appropriate space on the scale.)



13. Was the training you actually received in the U. S. the same or different from that requested for you when you were still in the Philippines? (Please check the appropriate space on the scale.)



14. From an overall viewpoint, how satisfactory was your training program in the U. S.? (Please check the appropriate space on the scale.)



15. How do you think your particular program of training could have been improved?
 (Please check as many as you think are really important.)

IMPROVEMENT NEEDED

- Longer stay in the U.S.
- Shorter stay in the U.S.
- More specialization in one place
- More travel and observation
- More social life
- Less social life
- Better administrative arrangements
- More careful planning of training courses
- English training
- Training more directly related to present job needs
- More emphasis on getting knowledge and techniques to fit the situation in the Philippine
- More emphasis on how to train others
- More emphasis on how to gain acceptance of ideas by co-workers and superiors
- Training should have been with equipment more similar to that used in the Philippine
- Others (specify) _____

16. In your opinion, how well did your previous academic training and work experience prepare you for the U.S. training you received? (Please check one.)

- Would have learned more if training and experience in the Philippines had been greater
- Had just about the right background
- Previous training and work experience was more advanced than U.S. training

17. In what ways should your training have been more directly related to your present job needs? (Please check one or more.)

- Should have been more general and theoretical
- Should have been more technical and specific
- Should have been taught more about how to work with people
- U.S. training not directed to present job needs
- Training was directly related to present job needs

18. How satisfied were you with respect to the following academic matters related to your training? (Please check the appropriate space beside each item.)

	Completely satis- fied		Com- pletely dissatisfied		Not rele- vant to training				
a. Degree opportunities	/ 1	/ 2	/ 3	/ 4	/ 5	/ 6	/ 7	/	_____
b. Opportunity to change your program to fit your job needs	/ 1	/ 2	/ 3	/ 4	/ 5	/ 6	/ 7	/	_____
c. Recognition for previous academic work (credits)	/ 1	/ 2	/ 3	/ 4	/ 5	/ 6	/ 7	/	_____

Completely
satis-
fied

Com-
pletely
dissatisfied

Not rele-
vant to
training

d. Material covered in the courses taken

/ / / / / / / /
1 2 3 4 5 6 7

e. Availability of courses desired

/ / / / / / / /
1 2 3 4 5 6 7

f. Quality of instruction

/ / / / / / / /
1 2 3 4 5 6 7

g. Reputation of the university in
your field

/ / / / / / / /
1 2 3 4 5 6 7

h. Counseling services (personal,
academic) in the academic
institution

/ / / / / / / /
1 2 3 4 5 6 7

19. Did you have any difficulty understanding the way Americans spoke? (Please check the appropriate space on each scale.)

Considerable
difficulty

No
difficulty

a. In social situations

/ / / / / / / /
1 2 3 4 5 6 7

b. In classrooms and lectures

/ / / / / / / /
1 2 3 4 5 6 7

20. Did you have any difficulty communicating your own ideas? (Please check the appropriate space on each scale.)

Considerable
difficulty

No
difficulty

a. In social situations

/ / / / / / / /
1 2 3 4 5 6 7

b. In classrooms and lectures

/ / / / / / / /
1 2 3 4 5 6 7

21. Of the things that you learned in your U. S. training experience, how have some of the following ideas actually affected your everyday work? (Please check the appropriate space on each scale.)

Helped
a great deal

Hindered a
great deal

a. New ways of working with people

/ / / / / / / /
1 2 3 4 5 6 7

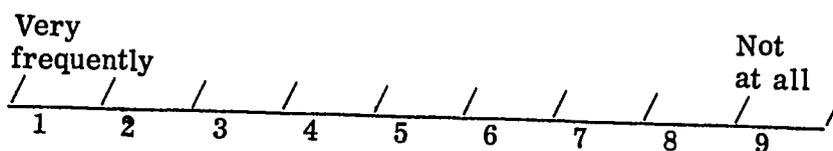
b. Special techniques in my field

/ / / / / / / /
1 2 3 4 5 6 7

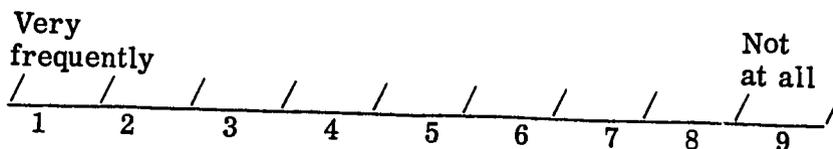
c. Broad outlook in my field

/ / / / / / / /
1 2 3 4 5 6 7

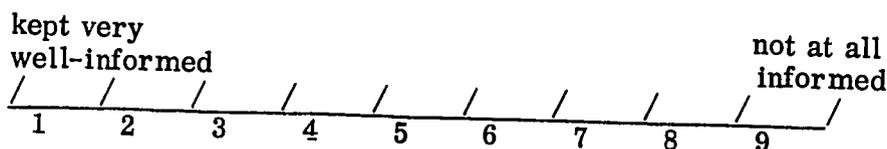
25. During your training experience in the U. S. , how frequently did you discuss with other persons how your training would be used back home? (Please check the appropriate space on the scale below.)



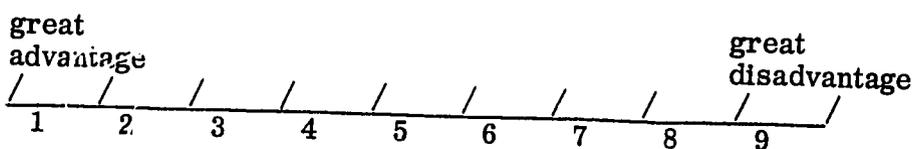
26. While training in the U. S. , to what extent did you communicate directly with your co-workers and superiors here in the Philippines? (Please check the appropriate space on the scale below.)



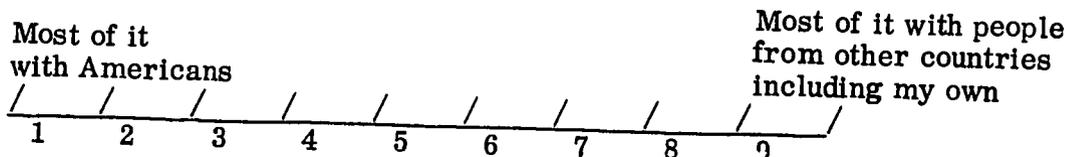
27. To what extent were you able to keep informed about what happened in the Philippines while you were in the U. S. ? (Please check the appropriate space on the scale below.)



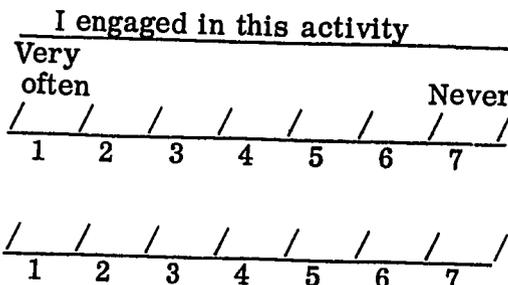
28. Did you feel it was an advantage to you to have people in the U.S. know from which country you came? (Please check the appropriate space on the scale below.)



29. How did you spend your free time when you were not attending classes, working or studying? Did you spend most of it with Americans or with people from other countries? (Please check the appropriate space on the scale below.)



30. While you were in the U. S. , how often did you engage in the following activities? (Please check the appropriate space on the scale beside each item.)



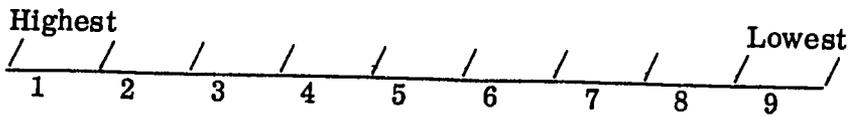
	<u>I engaged in this activity</u>						
	Very often						Never
c. Spoke my native language	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
d. Spent time with my countrymen	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
e. Felt homesick for family and friends	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
f. Told people about the Philippines	/	/	/	/	/	/	/
	1	2	3	4	5	6	7

31. Some students prefer to spend most of their time studying. Others prefer to engage in a number of activities. While in the U. S., how often did you engage in the following activities with Americans? (Please check the appropriate space on the scale beside each item.)

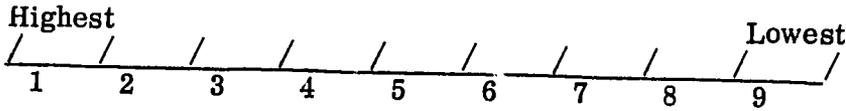
	<u>I engaged in this activity with Americans</u>						
	Very often						Never
a. Spent with families and in their homes	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
b. Shared housing arrangements	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
c. Shared meals, coffee, coke	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
d. Spent in campus organizations	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
e. Spent in religious organizations	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
f. Spent in sports or athletics	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
g. Spent in parties and social events	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
h. Spent in discussion & studies	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
i. Borrowed and lent things, such as money, clothes, books	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
j. Spent in social conversation	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
k. Talked about literature, music, etc.	/	/	/	/	/	/	/
	1	2	3	4	5	6	7

32. Comparing your country with other Asian countries on such things as the standards of living, cultural standards and political standards, what rating would you give your country? (Pleas

check the appropriate space on the scale below.)



33. When Americans compare your country to other Asian countries on such things as the standards of living, cultural standards and political standards, what rating do you think would they give your country? (Please check the appropriate space on the scale below.)



34. How would you compare yourself to your friends and acquaintances in the Philippines on the following? (Please check the appropriate space on the scale beside each item.)

- | | A great
deal higher | The
same | A great deal
lower |
|------------------------------|------------------------|-------------|-----------------------|
| a. Personal popularity | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |
| b. Financial status | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |
| c. Social prestige | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |
| d. Intelligence | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |
| e. Physical & sports ability | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |
| f. Academic standing | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |

35. How would you compare yourself to Americans you knew in the U. S. on the following? (Please check the appropriate space on the scale beside each item.)

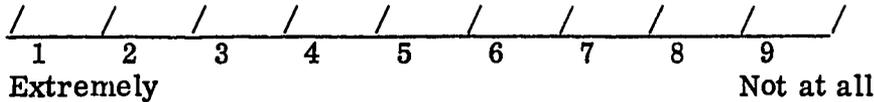
- | | A great
deal higher | The
same | A great deal
lower |
|------------------------------|------------------------|-------------|-----------------------|
| a. Personal popularity | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |
| b. Financial status | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |
| c. Social prestige | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |
| d. Intelligence | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |
| e. Physical & sports ability | / / / / / / / / / | | |
| | 1 | 2 | 3 |
| | 4 | 5 | 6 |
| | 7 | | |

Preferences and Attitudes

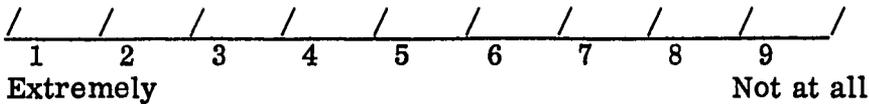
This section asks some questions about your preferences, expectations, feelings and attitudes.

36. We would like to know what your personal preferences are for a number of things. Please check your answers inside the appropriate space on the scales below each of the questions.

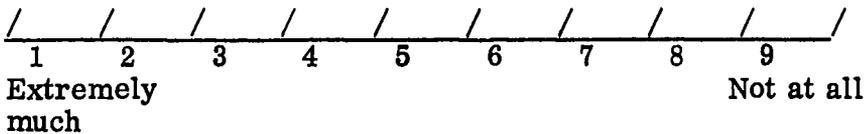
a. How important do you think it is for the leaders of a country to be strong and forceful?



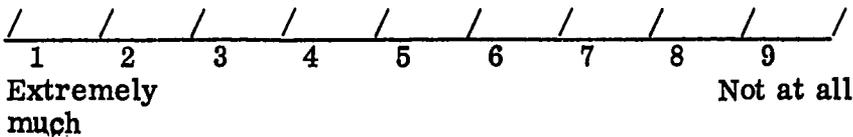
b. How important is it for you that you be an accepted member of a friendly encouraging group of people?



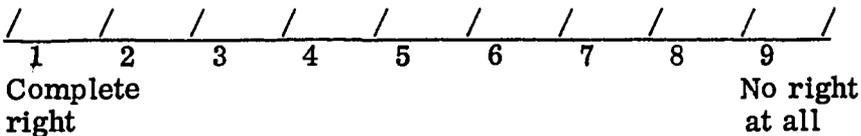
c. How much do you like men who are forceful and dominant?



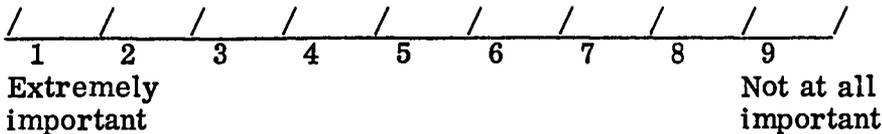
d. How much would you like to create or invent something that would make you a great success?



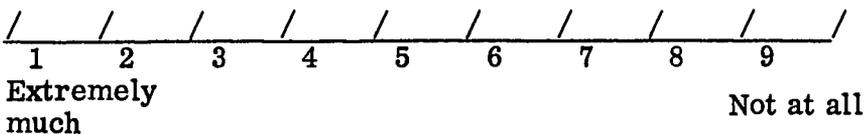
e. How much do you think that the leaders of organizations to which you belong have the right to expect certain things from you to which you should conform?



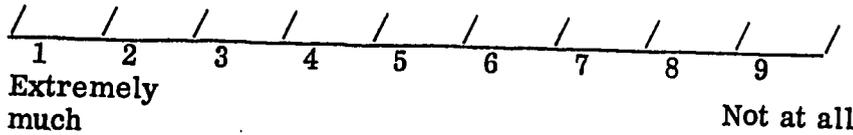
f. How important is it to you to feel that others like you?



g. How much do you usually want the person who is in charge of a group you are in to tell you what to do?



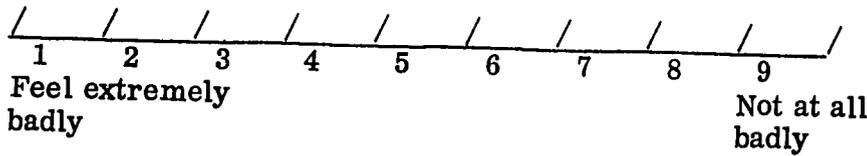
h. How much do you enjoy winning a game that requires skill?



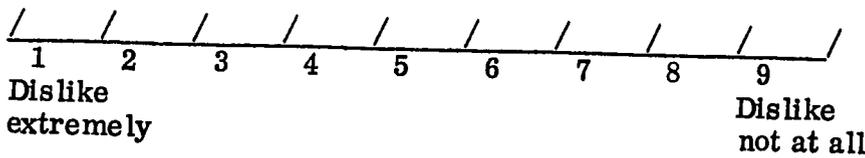
i. Under which of these conditions would you learn best? (Check one.)

- 1. If I were left completely alone to seek out whatever I wanted.
- 2. If I were given suggestions from teachers as to what might be best to study.
- 3. If I were given some suggestions and some assignments to complete.
- 4. If I were instructed, given assignments and tested occasionally.
- 5. If I were given daily instructions, daily assignments and frequent tests.

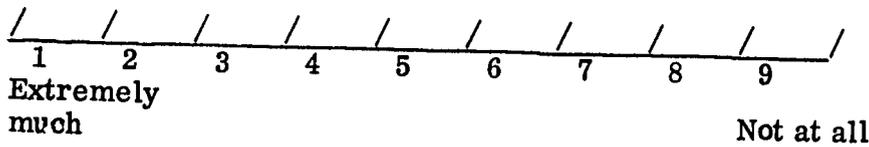
j. How badly do you feel when you have a quarrel with a friend?



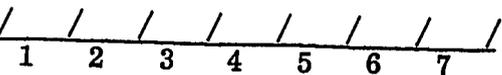
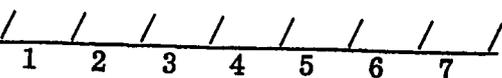
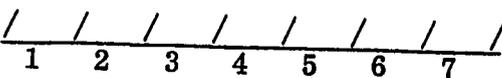
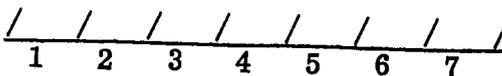
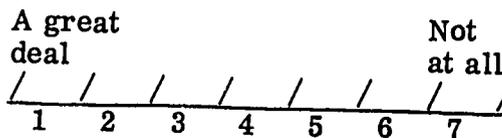
k. In school how much do you dislike teachers who have forceful and dominant personalities?



l. How much do you like being in a position where, by trying very hard you can do a job that you are really proud of?



37. Before leaving the Philippines for the U.S., how much did you expect your U.S. visit to help you? At that time I expected to: (Check the appropriate space on the scale beside each item.)



- | | | | | | | | | |
|---|-----------------|---|---|---|---|---|---|---------------|
| | A great
deal | | | | | | | Not
at all |
| f. Learn about the U. S. | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| g. Broaden myself through travel | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| h. Gain social prestige | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| i. Be able to do something for my
country | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| j. Find out how people in the U. S. live | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| k. Tell people in the U. S. about my
country | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

38. Now that you have returned, how much help did your U. S. training actually provide in reaching each of these objectives? (Check the appropriate space in the scale beside each item.)

- | | | | | | | | | |
|---|-----------------|---|---|---|---|---|---|---------------|
| | A great
deal | | | | | | | Not
at all |
| a. Obtain an academic degree | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| b. Get better job | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| c. Acquire skills and knowledge
important for my job | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| d. Advance my career | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| e. Increase my salary | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| f. Improve promotion chances | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| g. Learn skills that are needed in
my country | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| h. Learn about the U. S. | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| i. Broaden myself through travel | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| j. Gain social prestige | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| k. Be able to do something for my
country | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| l. Find out how people in the U. S. live | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| m. Tell people in the U. S. about my
country | / | / | / | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

39. Some of the disadvantages of training in the U. S. are listed below. How much does each of the following apply to you personally? (Check the appropriate space on the scale beside each item.)

	A great deal						Not at all
a. I lost contact with persons of influence	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
b. I lost opportunities for advancement	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
c. I learned habits and attitudes my family and others do not approve of	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
d. My associates are envious of my experience	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
e. My friends think I have become "too American"	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
f. My work associates are suspicious of the practicability of my ideas	/	/	/	/	/	/	/
	1	2	3	4	5	6	7

40. After you returned from the U. S., how did the following persons change in their attitudes toward you? (Please check the appropriate spaces on the scale for each item.)

	A great deal more respect & recognition	No change			A great deal less respect & recognition		
a. My co-workers	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
b. My immediate superiors	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
c. My other superiors	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
d. My subordinates	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
e. My friends	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
f. My family	/	/	/	/	/	/	/
	1	2	3	4	5	6	7

41. How often did the following persons ask you for general information about the U. S. after your return? (Please check the appropriate spaces on the scale for each item.)

	A great deal						Not at all
a. Co-workers	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
b. Superiors	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
c. Subordinates	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
d. Others at work	/	/	/	/	/	/	/
	1	2	3	4	5	6	7

41. How often did the following persons cont'd

	A great deal						Not at all
e. Friends	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
f. Family	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
g. Acquaintances	/	/	/	/	/	/	/
	1	2	3	4	5	6	7

42. Now think of the persons who at present have the same, or a similar, job as you have.

Choose one person of the same sex who is most similar to you in age, job and other characteristics, but who has not been to the United States for training. This may be the same person you were thinking of in the question in the section on selection.

How would you compare yourself now to this person in terms of the following items? (Please check the appropriate space on the scale beside each item.)

	<u>COMPARED TO THIS CO-WORKER, I HAVE:</u>						
	A great deal more						A great deal less
a. Academic training related to project needs	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
b. Work experience related to project needs	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
c. Political influence	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
d. Family connections and prestige	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
e. Chances for promotion	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
f. Satisfaction with the job	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
g. Personal social prestige	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
h. Ambition to get ahead	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
i. Ideas introduced for improvement of the job	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
j. Influence on co-workers	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
k. Influence on subordinates	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
l. Influence on superiors	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
m. Confidence in my skills & ability	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
n. Social ease in dealing with people I had not met before	/	/	/	/	/	/	/
	1	2	3	4	5	6	7

42. Now think of the persons . . . cont'd.

COMPARED TO THIS CO-WORKER, I HAVE:

A great deal more A great deal less
 / / / / / / / / / /
 1 2 3 4 5 6 7

o. Technical know-how

/ / / / / / / / / /
 1 2 3 4 5 6 7

p. Knowledge of the political, social and economic factors in the Philippines

/ / / / / / / / / /
 1 2 3 4 5 6 7

q. Interest in the Philippine development

/ / / / / / / / / /
 1 2 3 4 5 6 7

r. Favorable attitudes toward the United States

(For Questions 43-50)

A. How would the following persons or groups feel or act with respect to the statements described below?

B. How much would your family, your friends and the other groups named below approve or disapprove of your feelings or behavior in these situations?

(Please check the appropriate place on the scales below for yourself and then for each group named. Each scale is the same.)

(Please check the appropriate place on the scales below to show how each group named would judge your feelings or behavior as shown under yourself in Column A. Each scale is the same.)

43. Superior-employee relations should be:

Formal Informal

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

Yourself

Approve Strongly Disapprove Strongly
 Your Position Don't Care Your Position
 / / / / / / / / / /
 1 2 3 4 5 6 7 8 9

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

Your Family

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

Your Friends

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

Your Co-Workers

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

Your Superiors

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

Americans You Know Best

/ / / / / / / / / /
 1 2 3 4 5 6 7 8 9

44. Complete understanding and confidence among co-workers is

Essential Not
Necessary

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

Yourself

Your Family

Your Friends

Your Co-Workers

Your Superiors

Americans You Know Best

Approve Strongly Disapprove Strongly
 Your Position Don't Care Your Position

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

45. When you meet strangers in the course of your work, should show friendliness

Immediately Slowly

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

Yourself

Your Family

Your Friends

Your Co-Workers

Your Superiors

Americans You Know Best

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

/	/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9	

50. You should develop friendships with other persons if these friendships help you do your job.

Strongly Agree

Strongly Disagree

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

Yourself

Strongly Approve Don't Care Strongly Disapprove

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

Your Family

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

Your Friends

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

Your Co-Workers

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

Your Superiors

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

Americans You Know Best

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9

The Work Situation

This section has questions about the organization in which you work, and your job.

51. Did you return to a joint ICA-Philippine Government project after your U. S. training? (Please check one.)

- Yes, returned to a joint ICA-Philippine Government project
- Returned to work in such a project for the first time
- No, did not go to work in a joint ICA-Philippine Government project
- Other (specify) _____

52. In your job, how free do you feel to introduce techniques and ideas you learned in the U. S. ? (Please check the appropriate space on the scale.)

Feel completely free Have no freedom at all

/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7

53. How often do each of the following persons ask you to consult with them on technical problems? (Please check the appropriate space on the scale for each item.)

a. Your subordinates Very frequently Not at all
/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7

b. Your co-workers
/ / / / / / / / / / / / / / /
1 2 3 4 5 6 7

- | | | |
|-------------------------------|--------------------|---------------|
| | Very
frequently | Not
at all |
| c. Your immediate superior | / / / / / / / / | |
| | 1 2 3 4 5 6 7 | |
| d. People from other agencies | / / / / / / / / | |
| | 1 2 3 4 5 6 7 | |

54. If a person in your job introduces useful new techniques and ideas, would these help him in getting ahead in his job, getting raises, promotions, etc.? (Please check the appropriate space on the scale.)

- | | | |
|-----------------------|------------------------|-------------------------|
| Helps a
great deal | Makes no
difference | Hinders a
great deal |
| / / / / / / / / / / | | |
| 1 2 3 4 5 6 7 8 9 | | |

55. How much can you rely on your immediate superior to help you out when you want to introduce useful new techniques and ideas? (Please check one.)

- _____ (1) I can rely on him to back me up very effectively.
- _____ (2) I can rely on him to do his best.
- _____ (3) I can rely on him to back me up a little.
- _____ (4) I do not expect him to back me up.
- _____ (5) I have no idea whether I could rely on him or not.

56. How much can you rely on your co-workers to help you out when you want to introduce useful new techniques and ideas? (Please check one.)

- _____ (1) I can rely on them to back me up very effectively.
- _____ (2) I can rely on them to do their best.
- _____ (3) I can rely on them to back me up a little.
- _____ (4) I do not expect them to back me up.
- _____ (5) I have no idea whether I could rely on them or not.

57. How qualified are the following persons to make sound suggestions and comments on the problems on which you are working (technical, professional and work experience qualifications)? (Please check the appropriate space on each scale.)

- | | | |
|-----------------------------|--------------------------|-------------------------|
| | Very
highly qualified | Not at all
qualified |
| a. Co-workers at same level | / / / / / / / / | |
| | 1 2 3 4 5 6 7 | |
| b. Immediate superior | / / / / / / / / | |
| | 1 2 3 4 5 6 7 | |
| c. Upper level management | / / / / / / / / | |
| | 1 2 3 4 5 6 7 | |
| d. Top level management | / / / / / / / / | |
| | 1 2 3 4 5 6 7 | |

60. How interested are each of the following in having persons like yourself suggest new techniques, new ways of doing things? (Please check the appropriate space on the scale beside each group of persons.)

- | | A great deal
of interest | Not at all
interested |
|----------------------------|----------------------------------|--------------------------|
| a. Your subordinates | / / / / / / / /
1 2 3 4 5 6 7 | |
| b. Your co-workers | / / / / / / / /
1 2 3 4 5 6 7 | |
| c. Your immediate superior | / / / / / / / /
1 2 3 4 5 6 7 | |
| d. Upper level management | / / / / / / / /
1 2 3 4 5 6 7 | |
| e. Top management | / / / / / / / /
1 2 3 4 5 6 7 | |

61. Considering the kinds of new techniques and ways of doing things that persons like yourself might introduce, to what extent do each of the following act as a hindrance or barrier to new ways of doing things? (Please check the appropriate space on the scale for each item.)

- | | A great
barrier | No barrier
at all |
|--|----------------------------------|----------------------|
| a. Lack of facilities (library, supplies, machinery, laboratories, etc.) | / / / / / / / /
1 2 3 4 5 6 7 | |
| b. Lack of trained staff to carry out the changes | / / / / / / / /
1 2 3 4 5 6 7 | |
| c. People in the agency resist new ideas and approaches | / / / / / / / /
1 2 3 4 5 6 7 | |
| d. People the agency works with resist new ideas and approaches | / / / / / / / /
1 2 3 4 5 6 7 | |

62. In your organization people may resist new ideas, techniques and equipment for a number of reasons. How closely does each of the following describe your organization? (Please check the appropriate place on the scale for each item.)

- | | Very
closely | Not at all
closely |
|---|----------------------------------|-----------------------|
| a. People here are not much interested in doing a good job. | / / / / / / / /
1 2 3 4 5 6 7 | |
| b. People are afraid of trying anything new | / / / / / / / /
1 2 3 4 5 6 7 | |

62. In your organization people cont'd.

- | | Very
closely | Not at all
closely |
|--|----------------------------------|-----------------------|
| c. Top management doesn't understand the modern ways of doing things | / / / / / / / /
1 2 3 4 5 6 7 | |
| d. People are afraid they may lose out personally if things are changed | / / / / / / / /
1 2 3 4 5 6 7 | |
| e. Political considerations come first | / / / / / / / /
1 2 3 4 5 6 7 | |
| f. People are more interested in their own affairs than helping the organization | / / / / / / / /
1 2 3 4 5 6 7 | |
| g. In the past these changes have not led to better ways of doing things | / / / / / / / /
1 2 3 4 5 6 7 | |
| h. Few people in the organization have had training in modern techniques | / / / / / / / /
1 2 3 4 5 6 7 | |

63. When it comes to getting an advance in salary or promotion, how important are each of the following in your organization? (Please check the appropriate space on the scale for each item.)

- | | Extremely
important | Not at all
important |
|----------------------------------|----------------------------------|-------------------------|
| a. Civil service eligibility | / / / / / / / /
1 2 3 4 5 6 7 | |
| b. Length of service (seniority) | / / / / / / / /
1 2 3 4 5 6 7 | |
| c. Political influence | / / / / / / / /
1 2 3 4 5 6 7 | |
| d. Family background | / / / / / / / /
1 2 3 4 5 6 7 | |
| e. Province or town | / / / / / / / /
1 2 3 4 5 6 7 | |
| f. Region and dialect | / / / / / / / /
1 2 3 4 5 6 7 | |
| g. Education | / / / / / / / /
1 2 3 4 5 6 7 | |
| h. Being known to management | / / / / / / / /
1 2 3 4 5 6 7 | |
| i. Quality of work (performance) | / / / / / / / /
1 2 3 4 5 6 7 | |
| j. Knowing the right people | / / / / / / / /
1 2 3 4 5 6 7 | |

64. How easy is it for you to get together and exchange information and ideas about the work with people from other bureaus or departments whose jobs are related to yours? (Please check the appropriate space on the scale.)

Very easy Very difficult

/ / / / / / / /

1 2 3 4 5 6 7

65. How frequently do people in related jobs assist each other when needed? (Please check the appropriate space on the scale.)

Always Never

/ / / / / / / /

1 2 3 4 5 6 7

66. Since you returned home, approximately what percentage of the time have you been working in the area in which you received training in the U. S. ? (Please check the appropriate space on the scale.)

100 90 80 70 60 50 40 30 20 10 0

/ / / / / / / / / / /

67. Was the job you returned to about the same or different from that planned for you before training? (Please check the appropriate space on the scale.)

Exactly the same Completely different

/ / / / / /

1 2 3 4 5

68. Did this represent a promotion, a demotion, or a transfer to other responsibilities? (Please check one.)

promotion

demotion

transfer

no change in job

left job

Other (specify) _____

69. Did the job you returned to offer more, less, or the same opportunity to use your training than the one you held before training? (Please check one.)

more

same

less

no change in job

other (specify) _____

70. How helpful is your U. S. training in your present job? (Please check the appropriate space on the scale.)

Extremely helpful	Not at all helpful
/ / / / / / / / / 1 2 3 4 5 6 7	

71. What is the relationship between your present job and your U. S. training? (Please check the answer which fits your situation most closely.)

- training is directly useful in present job
- training is indirectly useful to present job
(job is different but training helps me)
- training not helpful in my job because job has changed
- have found a better job where training is not helpful
- my interests have changed
- Other (specify) _____

72. What is your present approximate yearly salary? (Please indicate in the space below.)

73. How does your present grade or salary compare with that before you left for U. S. training? (Please check the appropriate space on the scale.)

Much higher	Same	Much lower
/ / / / / / / / / 1 2 3 4 5		

74. If you had not been sent abroad for training, what kind of job do you think you would now have? (Please check the appropriate space on the scale.)

Much better	Same	Much worse
/ / / / / / / / / 1 2 3 4 5 6 7		

75. How does your present position compare in terms of salary and responsibility with the position of your colleagues of similar age and experience who have not had U. S. training? (Please check the appropriate space on the scale.)

Much better	Same	Much worse
/ / / / / / / / / 1 2 3 4 5 6 7		

76. For each year since you have returned from your U. S. training, indicate how much opportunity you have had to put your training to use each year you have been back. (Please check the appropriate space on the scale.)

	A great deal	None at all
First year	/ / / / / / / / / 1 2 3 4 5 6 7	

76. For each year since you have returned cont'd.

	A great deal						None at all
Second year	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
Third year	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
Fourth year	/	/	/	/	/	/	/
	1	2	3	4	5	6	7
Fifth year	/	/	/	/	/	/	/
	1	2	3	4	5	6	7

77. Compared to other participants you know who have had similar ICA training to yours, how much opportunity would you say you have had to use your training? (Please check the appropriate space on the scale.)

A great deal more							A great deal less
/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

78. How much of ICA training have you actually used in the jobs which you have had since returning? (Please check in the appropriate space on the scale.)

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0%
/	/	/	/	/	/	/	/	/	/	/

79. How much of the work that you actually have been doing since your return required the training you have had in the U. S. ? (Please check the appropriate space on the scale.)

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0%
/	/	/	/	/	/	/	/	/	/	/

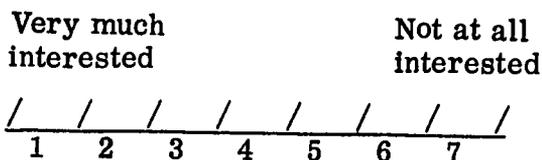
80. How important do you feel obtaining a degree in the U. S. is to you in utilizing training successfully? (Please check the appropriate space on the scale.)

Very important							Not at all
/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

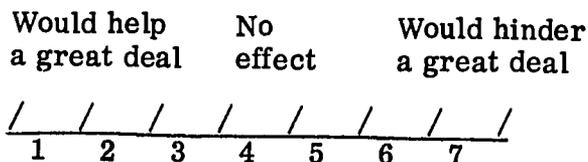
81. How interested are you in training others in your office in the skills and techniques you learned in the U. S. ? (Please check the appropriate space on the scale.)

Very much interested							Not at all interested
/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

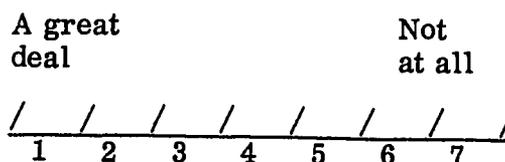
82. How interested are your co-workers and subordinates in receiving such training?
 (Please check the appropriate space on the scale.)



83. Would it help or hinder your chances of job success and promotion to give your co-workers and subordinates some of the training you received in the U. S. ? (Please check the appropriate point on the scale.)



84. How much have you been able to transmit the training you received in the U. S. to others with whom you work? (Please check the appropriate point on the scale.)



85. What methods have you actually used to transmit your technical training to others?
 (Please check as many as apply.)

- consultant activities
- informal discussions
- formal teaching part of your regular job
- formal teaching outside your regular job
- on the job seminars and discussion groups
- on the job training program
- articles, journals and other publications
- not applicable to me

86. What do you consider the major reasons for your not transmitting more of your training to others on the job than you do? (Please check as many as apply.)

- arrangements with superiors were not made for this prior to training
- your load of direct work makes it difficult
- superiors do not approve of this use of your time
- subordinates and co-workers are not interested in being trained
- training others is not considered part of your regular job
- training others through outside teaching pays better
- your U. S. training did not adequately prepare you to train others
- Others (specify) _____

B. Your estimate of the present value of each source which you have used.

C. The amount of desired use or contact that you would like in the future with each, whether or not you have already used them.

For each of the sources listed below, and in each of the three columns (present use, present value, and desired use), place a number from 1 to 5 corresponding to the appropriate phrase from the scale under each column heading.

Scale for A and B

1. a great deal
2. quite a bit
3. some
4. a little
5. none

Scale for C

1. a good deal more
2. quite a bit more
3. somewhat more
4. about the same
5. less

Technical or Professional Resources

A. Present Use	B. Present Value	<u>Technical or Professional Resources</u>	C. Desired Use
_____	_____	ICA-US technicians and advisors	_____
_____	_____	Filipino technical colleagues in your field	_____
_____	_____	Technicians in other countries other than US	_____
_____	_____	Professional society in the U. S.	_____
_____	_____	Professional society in the Philippines	_____
_____	_____	U. S. technical publications in your field	_____
_____	_____	Correspondence with American professional persons in the U. S.	_____
_____	_____	Correspondence courses	_____
_____	_____	Other (specify) _____	_____

HAVE YOU FILLED OUT ALL OF THE QUESTIONS?

PLEASE GO OVER THE QUESTIONNAIRE TO MAKE SURE

THAT YOU HAVEN'T MISSED ANY.

Leave your completed questionnaire with one of the survey team.

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix D

SUPERVISOR WRITTEN QUESTIONNAIRE

(The questionnaire to supervisors of participants was mailed with letter below.)

Republic of the Philippines
NATIONAL ECONOMIC COUNCIL
Manila

Dear

The Institute for Social Research of the University of Michigan is conducting a survey of returned participants for the National Economic Council and the ICA. This is a pilot study covering participants from selected projects.

The study has two purposes: (1) to determine what factors help or hinder utilization of U. S. training by returned participants in the Philippines, and (2) to help develop a better method which can be used to study the training program and the performance of returned participants in other countries

So far, approximately 400 returned participants have been interviewed and have completed a written questionnaire. Among these individuals is _____ (Name), _____ (Position), _____ (Bureau), one of your subordinates.

The attached written questionnaire is to obtain your views on the utilization of U. S. training by this participant, and on certain related questions which will provide guidance to the survey group in their interpretation of the data they have been gathering.

The answers you give will not be disclosed to anyone, but will be converted into code numbers and combined with others in the analysis. You will not be identified by name in any way. The questionnaire itself becomes the property of the survey, to ensure that its confidential nature is maintained. You do not need to sign or initial the questionnaire.

It would be appreciated if full cooperation could be given to the survey team by the accomplishment of the attached questionnaire and submission thereof directly to the Survey Team at the ICA address shown in the enclosed self-addressed envelope at your earliest convenience, preferably within 5 days from the receipt of this letter.

Sincerely yours,

(signed)

Cornelio V. Crucillo
Director of Foreign Aid Coordination

**QUESTIONNAIRE FOR SUPERIORS OF
NEC-ICA PARTICIPANTS WHO
HAVE RECEIVED TRAINING
IN THE UNITED STATES**

1. To what extent has _____ been able, in his present job, to utilize the technical training he received in the U. S. ? (Please check one.)

- 1. fully, 75-100%
- 2. quite a lot, 50-75%
- 3. partially, 25-50%
- 4. very little or none, less than 25%
- 5. don't know or can't judge

2. (If answer to question 1 is 1, 2, or 3) How would you describe the way in which he utilizes his U. S. training? (Please check one.)

- 1. direct utilization on the job
- 2. transmission of his training to others
- 3. both direct utilization and transmission

3. Please mention and describe briefly two or three specific examples of the kind of improvements, new techniques, or better methods which he has succeeded in making, which show utilization of U. S. training.

4. What has this participant done to transmit his training to others? (Please check as many as apply)

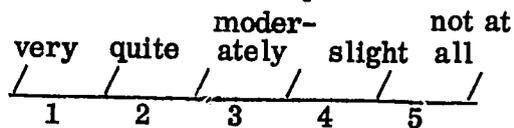
- has given in-service training of others
- held workshops or seminars
- used staff meetings and conferences
- has written technical materials and publications
- developed educational aids
- talked on the radio, or wrote for the press
- taught classes outside his regular job
- other (name) _____

5. In what ways, if any, has this participant tried to use his U. S. training but has been unable to do so? (Please describe briefly and comment on the usefulness of these attempts.)

6. What have you done to facilitate this participant's use of his U. S. training? (Please give specific examples of the kind of support and help you have given.)

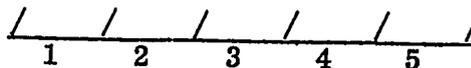
7. How important are the following difficulties in preventing this participant from making greater use of his U. S. training? (Please check the appropriate space on the scale beside each item below, and add others which you think are important.)

Scale of importance



a. Participant's characteristics

b. Participant's prior training and work experience



- | | Scale of importance | | | | |
|---|---------------------|-------|-----------------|--------|---------------|
| | very | quite | moder-
ately | slight | not at
all |
| c. Participant did not receive proper training in the U. S. | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| d. Participant's present job is not closely related to his training | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| e. Participant does not have sufficient freedom of action | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| f. Some co-workers are jealous | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| g. Some co-workers are indifferent and resist change | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| h. Inadequate facilities, supplies, equipment | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| i. Politics interfere | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| j. People the agency works with resist new ideas | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| k. Top management does not want to change | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| l. Other (name) _____ | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |

8. How does this U. S. trained participant compare with other subordinates of yours in similar positions who have not had U. S. training? (Please check the appropriate space on the scale beside each item below.)

- | | Compared to those in similar jobs
this U. S. trained participant has: | | | | |
|--|--|-----------------------|----------------------|-----------------------|-------------------------|
| | a great
deal
more | some-
what
more | about
the
same | some-
what
less | a great
deal
less |
| a. Ability and intelligence | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| b. Pleasing personality | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| c. Contribution to improve work efficiency | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| d. Contribution to group morale | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| e. Academic training | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |
| f. Previous work experience | / | / | / | / | / |
| | 1 | 2 | 3 | 4 | 5 |

Compared to those in similar jobs
this U. S. trained participant has:

a great deal more some-what more about the same some-what less a great deal less

g. Leadership ability and potential
for promotion

/ / / / /
1 2 3 4 5

h. Family and social status

/ / / / /
1 2 3 4 5

i. Political influence

/ / / / /
1 2 3 4 5

j. Initiative

/ / / / /
1 2 3 4 5

k. Ability to work with others

/ / / / /
1 2 3 4 5

l. Adaptability to local work
conditions

/ / / / /
1 2 3 4 5

m. Other (name) _____

9. How satisfied were you with the U. S. training this participant received and what do you consider its weaknesses? (Please check as many as apply.)

Training was:

- _____ satisfactory in all respects
- _____ too short
- _____ too general
- _____ too specialized
- _____ too academic
- _____ not suited to conditions in the Philippines
- _____ don't know
- _____ other (name) _____

10. In what ways is this U. S. trained participant not doing all that is expected from him, or doing things which create problems for the agency. (Please check as many as apply.)

- _____ does not have practical ideas
- _____ has too many new ideas
- _____ doesn't adjust easily to job requirements
- _____ has difficulty accepting direction from superiors
- _____ has difficulty working without advanced equipment
- _____ is not accepted by co-workers
- _____ is too demanding and expects too much from the job
- _____ dissatisfied with respect to promotion and/or assignment
- _____ participant has too good an opinion of him(her)self
- _____ other (please name)

11. In what ways do you think the process of selecting participants for U. S. training can be improved? (Please check the appropriate space on the scale beside each item below, and add any other you think is important.)

There should be:

a great deal more some-what more about the same some-what less a great deal less

- a. Responsibility by the Philippine agencies involved / 1 / 2 / 3 / 4 / 5 /
- b. Responsibility given to the supervisor in selecting the participant / 1 / 2 / 3 / 4 / 5 /
- c. Participation in selection by the U. S. Technical Advisers / 1 / 2 / 3 / 4 / 5 /
- d. Attention given to ability and relevant work experience / 1 / 2 / 3 / 4 / 5 /
- e. Attention paid to the candidate's family and social status / 1 / 2 / 3 / 4 / 5 /
- f. Weight given to his political affiliation and influence / 1 / 2 / 3 / 4 / 5 /
- g. Competitive examinations / 1 / 2 / 3 / 4 / 5 /
- h. Restrictions against candidates over 50 years old / 1 / 2 / 3 / 4 / 5 /
- i. Other (name) _____ / 1 / 2 / 3 / 4 / 5 /

12. In general, how well satisfied are you with the assistance provided this participant and his work, since his return, by the U. S. Technical Advisers? (Please check the appropriate space on the scale.)

very satisfied moderately satisfied not at all satisfied No U. S. T. A. 's

/ 1 / 2 / 3 / 4 / 5 / _____

13. How soon after his U. S. training do you think this participant was or will be able to do his work effectively without assistance from a U. S. Technical Advisor? (Please check one.)

- Participant had, or will have no need for a U. S. T. A. :
- _____ immediately after U. S. training
 - _____ one year after U. S. training
 - _____ two years after U. S. training
 - _____ three years after U. S. training
 - _____ other (specify) _____

14. In what ways should the ICA and U. S. TA's improve their relationship with this participant and his work? (Please check the appropriate space on each scale, and add others you think are important.)

	There should be:				
	a great deal more	some- what more	about the same	some- what less	a great deal less
a. Supplies and equipment	/	/	/	/	/
	1	2	3	4	5
b. Contacts and work conferences with the participant	/	/	/	/	/
	1	2	3	4	5
c. Joint planning of work programs	/	/	/	/	/
	1	2	3	4	5
d. Moral support, encouragement, backing for recom- mendations	/	/	/	/	/
	1	2	3	4	5
e. Inspection and check-up	/	/	/	/	/
	1	2	3	4	5
f. Consultation and advice by U. S. TA's on specific prob- lems as they arise	/	/	/	/	/
	1	2	3	4	5
g. Attention given to qualifications of U. S. TA's	/	/	/	/	/
	1	2	3	4	5
h. Participation by U. S. TA in selection of participants	/	/	/	/	/
	1	2	3	4	5
i. U. S. TA's involvement in politics	/	/	/	/	/
	1	2	3	4	5
j. U. S. TA's adaptation to local conditions	/	/	/	/	/
	1	2	3	4	5
k. Other (name) _____	/	/	/	/	/
	1	2	3	4	5

Appendix E

U. S. TECHNICAL ASSISTANT RATING SHEET

PROJECT: _____

PARTICIPANT
CODE NO. : _____ NAME: _____

1. Participant's Own Efforts to Utilize His U. S. Training: (How hard is he trying to use his training and to transmit to others what he has learned?) (Check one)

He is trying:

- | | |
|--|---|
| <input type="checkbox"/> 1. extremely hard | <input type="checkbox"/> 4. a little |
| <input type="checkbox"/> 2. quite hard | <input type="checkbox"/> 5. not at all |
| <input type="checkbox"/> 3. fairly hard | <input type="checkbox"/> 6. don't know or can't judge |

2. Participant's Actual Utilization of U. S. Training: (His success and effectiveness in putting what he has learned into practice.) (Give the appropriate number from the rating code for each part, a, b, c.)

Rating

Rating code

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> a. direct utilization on the job | 1. Full - 75-100% |
| <input type="checkbox"/> b. transmission to others | 2. High - 50-75% |
| <input type="checkbox"/> c. overall rating | 3. Some - 25-50% |
| | 4. Little or none - less than 25% |
| | 5. D.K. or can't judge |

3. Major Factors Preventing Greater Utilization: (Check appropriate groups that apply and underline specific reasons, or explain in comments if desired.)

- a. Selection and Personal Characteristics: (Too old, too immature, inadequately trained prior to training, inadequate work experience, not very intelligent, does not try hard enough, is not adaptable, has personality difficulties)
- b. Deficiencies in U. S. Training: (Training not geared to job needs, not well done, too long, too short)
- c. Back-Home Work Environment: (Participant blocked by superior, by co-workers, organization not properly set up to use participant's training, he lacks necessary facilities and equipment, lacks other trained personnel, moved to a job using less of his training)

Comments or other Factors:

4. I found the following most useful in making this rating: (Please check one.)

1. Personal knowledge of the participant, his work and environment.
2. Examples of utilization given by the participant.
3. Both more or less equally.

Rating done by:

Appendix F

SOCIO-ECONOMIC GROUPS IN THE PHILIPPINES
(as developed and used in the survey)

Highest Socio-economic group

Proprietors of big businesses
Proprietors of big landed estates (hacenderos)
High Government Officials

Secretaries
Senators
Congressmen
Justices
Generals
Under-Secretaries
Commissioners
Bureau Directors and Assistant Directors
Etc.

Officers of the Board of Directors of big business concerns
Managers of big business concerns

Middle Socio-economic group

Physicians (medical related professions included)
Lawyers
Engineers
Pharmacists
Chemists
Military officers
Professors and teachers
Writers and artists
Government Employees

Staff Level

Legal Assistants	Budget Accounting Officers
Training Officers	Time and motion study man
Safety Engineers	Inspectors and Investigators
Researchers	Comptrollers
Technicians	Registrars
Economists	Technical Assistants
Analysts	Coordinators
Specialists	Members of boards, committees
Consultants	Etc.

Operating Level

- Chiefs of Division
- Assistant or Acting Chiefs of Division
- Superintendents
- Assistant or Acting Superintendent
- Hospital Directors
- Section Chiefs
- Heads of departments
- Heads of regional officers
- Supervisors - Principals of schools
- Head teachers
- Etc.

- Proprietors of medium-sized business firms
- Land owners (medium-sized estates - for Mindanao, 100 Has. ; Luzon, 10-25 has.)
and farmers (medium-sized farms)
- Managers of medium sized business firms
- Board of Directors and officers of medium-sized business firms
- Salesmen of big business concerns

Low Socio-Economic Group

Government employees

- Clerks
- Foremen
- Equipment operators
- Mechanics
- Repair men
- Janitors
- Laborers
- Etc.

- Salesmen of medium-sized business concerns
- Owners of small stores (sari-sari stores)
- Small farmer, independent
- Farm workers (tenants)
- Fishermen
- Workers (lumbermen, miners, workers in operating transport occupations, food and copra workers, workers in mechanical operations, factory operative workers, manual workers and laborers, etc.)
- Craftsmen, mechanics, carpenters, sewers, finishers of garments, textiles and leather products, etc.
- Service workers (cooks, bartenders, waiters, janitors, etc.)
- Service workers in private households