A COMPREHENSIVE TRAINEES' SATISFACTION EVALUATION OF THE

CHINESE MINISTRY OF LABOR TRAINING PROGRAM

AT OKLAHOMA STATE UNIVERSITY

FALL 1996

By

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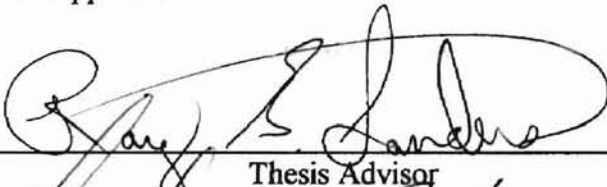
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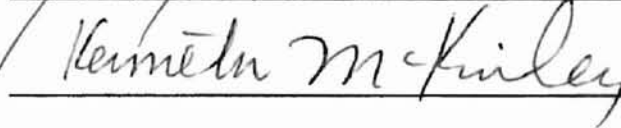CHINESE MINISTRY OF LABOR TRAINING PROGRAM

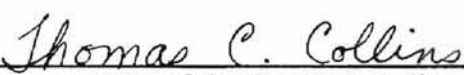AT OKLAHOMA STATE UNIVERSITY

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CHAPTER I

INTRODUCTION

New transportation and telecommunication technologies have made the world

smaller, international interdependence increased and will keep increasing in the future

(Echternact, 1991). China, the fastest economically growing country in the world and the

biggest trade country to the United States, is predicted to be "a potential economic giant"

in the next century. Current trends indicate that China's international commerce activities

will benefit the world economy (Keidal, 1988).

China's leadership has moved its economy from the Soviet-style, centrally-driven

economy to a market-driven economy since 1978, stimulating more than 10 percent

annual growth of China's gross domestic product (GDP) during 1992 through 1994

(Central Intelligence Agency, 1995). Therefore, in late 1993 China's leadership

announced an additional long-term reform program aimed at selected state-owned

enterprises (SOE) and 18 municipalities. However, the large number of surplus workers

in these enterprises is restricting the SOEs' reformation (World Bank Report, 1995).

Oklahoma State University's (OSU) School of Occupational and Adult Education

(OAED) is helping China's Ministry of Labor (MOL) to develop China's labor market. In

this pilot project, China's MOL sent 15 trainees and two interpreters to OSU to participate in an eight-week training in 1996. Several additional groups of trainees will join the training program in the next three years. Trainees' satisfaction with this training program will affect its success. If successful, the training program will help China's economic reforms and, in the foreseeable future, the world economy.

Statement of the Problem

The problem in this study was that a comprehensive trainees' satisfaction evaluation of the Chinese Ministry of Labor training program at Oklahoma State University is not available.

Purpose of the Study

The purpose of this study was to evaluate trainees' satisfaction with the Chinese Ministry of Labor training program conducted at Oklahoma State University during the Fall, 1996.

Objectives of the Study

The objectives of the study were to evaluate trainees' satisfaction with the Chinese Ministry of Labor training program at OSU in terms of the following:

a) Instructors

b) Quality of the courses

c) Living arrangements

d) Transportation

e) Trainees' social satisfaction at OSU

f) Trainees' culture adjustment

CHAPTER II

REVIEW OF LITERATURE

Background On Program Evaluation

The development of formal evaluation began as early as 2200 B. C., when **Chinese**

officials conducted the Civil Service Testing System to examine public officials' fitness for

continuing in office. However, formal educational evaluations did not exist until **Henry**

Barnard, Horace Mann, and William Torrey Harris introduced the data collecting process

for the state education departments of Massachusetts and Connecticut during the mid-

1800s (Worthen & Sanders, 1987). The purpose of this process was gathering

information to support and assist educational decision making.

Webster's College Dictionary defines evaluation as *"an act or instance that*

determines or sets the value or amount of (p.462)." However, according to Worthen and

Sanders, there is no specific definition of educational evaluation upon which people agree.

They stated that some people equate evaluation with measurement, some view evaluation

as an assessment of the extent to which particular objectives have been completed, "some

believe evaluation is the use of professional judgment, and some define evaluation as

primarily scientific inquiry" (Worthen & Sanders, 1987).

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However, two definitions for evaluation are more broadly accepted. The most popular of these was stated by the Phi Delta Kappa Commission on Evaluation: *"Evaluation is the process of delineating, collecting, and providing information useful for judging decision alternatives"* (Stufflebeam, 1971, p.19).

According to Wentling (1980), evaluation activity based on this decision-oriented definition must identify the decision situations, determine the data needed, and collect actual data for decision makers. Excellent communication between evaluators and decision makers is necessary to ensure the decision makers get data that can assist the decision making effectively.

Another popular definition of evaluation was stated by Worthen and Sanders (1973, p.12):

> *Evaluator judgment is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective or the potential utility of alternative approaches designed to attain specified objectives.*

Under this definition of evaluation, the evaluator is also required to collect and report the data. The principal difference between these two definitions is that under the decision-oriented definition, the evaluator presents the data alone to the decision maker. While under Worthen and Sanders' definition, the evaluator provides both the data and a judgment of the worth of the process or program (Wentling, 1980).

Worthen and Sanders said the roles of evaluation in education are the following (1987):

1. providing bases for decision making and policy formation

2. assessing the achievement of students

3. evaluating curricula

4. accrediting schools

5. monitoring disbursement of public funds

6. improving educational materials and programs

No matter what kind of role the evaluation plays in education, it has the same purpose: to appraise or determine the worth of whatever is being evaluated (Scriven, 1973).

The role of this study is to provide the basis of decision making for and to improve the Chinese MOL training program at OSU. Since trainees are the one who participate in the program directly, their satisfaction level with the program will be an indicator of the success of the program and their opinions will provide a good source of feedback for the improvement of the program.

China's Statistics, Economy, and Labor Shifts

China, an eastern Asia country with a 9,326,410 square kilometer area and a population of 1,203,097,268 as of July 1995, has the fastest economic growth of any country in the world. According to 1995 Central Intelligence Agency records, in 1994 China's exports were $121 billion and its national product real growth rate was 11.8 percent. Because of the success of its latest economic reform efforts, the Chinese

government has already announced its plans to aim another reform program at some state-owned enterprises (SOE) and 18 municipalities in 1993 (World Bank Report, 1995).

Because of the growing economy, a surplus of unskilled workers and a large, unmet demand for skilled workers has become a problem in the Chinese labor market. According to the November 21, 1995 World Bank Report:

> These trends hide two major features of the Chinese labor market. First there is substantial degree of underemployment. This takes two forms, large numbers of redundant workers in SOEs and COEs in urban areas and large and growing surplus labor within agriculture. Second, severe shortages of skilled workers have developed in the cities, and the Township and Village Enterprises (TVEs) are also short of skilled labor. The labor market is thus characterized by an excess supply of unskilled workers and an excess demand for skill labor (p. 3).

To answer this problem, the Chinese government needs to train the unskilled labor force in the skills needed in its labor market.

The objectives of China Labor Market Development project are to

(a.)   support policy and legal reforms to facilitate the development of functioning labor markets and promote urban labor mobility;

(b.)   improve the delivery of labor market services, and training to facilitate the redeployment of, surplus workers in SOEs, the unemployed, and rural-to-urban migrant labor and thus increase labor productivity and mobility; and

(c.)   enhance the institutional capacity of project implementing agencies with a

view to promoting market-based services (p. 18).

In this Chinese Ministry of Labor training program at Oklahoma State University,

trainees were trained to use the Labor Market Information System (LMIS) network which

collects and exchanges regional employment data. They also received training on planning

and managing a complete system of in-service vocational training.

Cross-cultural Training

A trainee's cultural habits, values, and traditions can have a substantial impact on

the effectiveness of a training program (Thiederman, 1988). To overcome the cultural

barriers, the trainers first need to understand the trainees' culture. According to Solnim's

(1991) study of Asian culture, the traditional Asian family commonly did not stress

independence and autonomy. Solnim said the Chinese have been considered the most

family-oriented people in the world for many centuries. People attempted to shift their

loyalty from the family toward the state while under communism, but family was still the

major unit of the society. Families and groups were seen as more important than

individuals.

In the Chinese culture, people's relationships and behavior have been directed

toward tradition. Solnim (1991) and others cited the following guiding principles for

interaction with Chinese people based on the values taught within Chinese families.

1. Harmony: Maintaining harmony with others was very important. To avoid hurting others' feelings, Chinese usually avoid direct confrontation, saying "no" and expressing their ire is highly unusual.

2. Saving face: Losing one's face (embarrassment) meant losing the entire family's face. Therefore, it was intolerable. The disgrace of "losing face" was frequently used to control deviant behavior.

3. Proper form: Decorum and proper form were very important in social practices. For instance, love and affection could be frankly expressed only with infants.

4. Time: China had both a strong past-orientation and long-term future-orientation. Due to the strong association with the past, Chinese people commonly had a uniquely developed sense of personal identification with national and family histories (Walker, 1992). Since the Chinese were future-orientated, there was an emphasis on working very hard and achieving progress. There was also an emphasis on developing trust and relationships (Walker, 1992).

5. Language: The national language was based on Mandarin dialect, which was spoken by over 70 percent of the population. Most Chinese can speak Mandarin as well as their native dialect (Slonim, 1991).

6. Communication style: Communication was indirect and formal. Instead of amusement, a silly laugh may indicate embarrassment or distress. Chinese did not like to be touched by strangers, and touching a Chinese on the head was considered offensive (Solnim, 1991; Morrison, Conaway, & Borden, 1994). It was not unusual to see two females holding hands in public, but was unusual

between people of opposite sexes. When pointing, using an open hand instead of one finger was more polite. Although handshakes were common when greeting another person, many Chinese would nod or bow (Morrison, Conaway, & Borden, 1994). Applause was as a sign of welcome when visiting factories, theaters or schools, and an appropriate response was to applaud back.

7. Education: The literacy rate was approximately 75 percent in China. A high social value was placed on education, educational achievement, and scholarly industriousness. Memory skills were emphasized and Chinese individuals tended to surpass others in astronomical, nonverbal reasoning tasks (Slonim, 1991). The Chinese were generally cautious toward information from an outside source, and they processed information through individual perspectives (Morrison, Conaway, & Borden, 1994).

Quality of Training Courses

A high quality cross-cultural training course should be multicultural and provide a culturally unbiased educational environment. Dennett (1995) said *"The educational environment can greatly influence the self-worth of an adult learner depending on how that individual perceives his/her treatment and acceptance within a classroom or program* (p.30)." In a culturally biased environment, Chinese trainees may develop inadequate feelings and weak self-images. Some trainees have thought they were stupid because they could not express their thoughts in English like Americans. But they forgot

that since English was not their native language, it was allright for them to take more time to respond to trainers' questions. Furthermore, cultural bias situations may also affect the trainee's self-esteem (Dennett, 1995). For example, Chinese educators have traditionally taught using a behavioristic teaching style where there is very little interaction between the teacher and student. By contrast, American teachers have typically encouraged student participation and group discussion. It has been very difficult for some foreign trainees to adapt to the different learning style immediately and forget the one they used for in the past twenty, or even thirty years. The following are some suggestions trainers can use to help maintain trainees' self-esteem and motivate them to accomplish their learning (Dennet, 1995).

1. Be aware of different cultures and multicultural biases.

2. Discuss with your foreign trainees individually the available assistance services they might want to use.

3. Preparatory training sessions about American culture may help foreign trainees successfully adapt to the new training environment.

In order to impact all trainees' learning, it is important to develop a curriculum that is multicultural (Howe & Lisi, 1995). Howe and Lisi (1995) recommended the following process for developing a multicultural curriculum:

1. Awareness. First, trainers need to examine their own beliefs and values, including their biases and prejudices.

2. Knowledge about other cultures. In this situation, trainers need to gain a knowledge of Chinese culture that includes beliefs and values, communication and interaction styles, manner and behaviors, and histories.

3. Cross-cultural Communication Skills. Trainers need to know how to communicate with Chinese trainees effectively.

4. Action Planning. After the trainers possess a greater awareness, basic knowledge of Chinese culture, and effective cross-cultural communication skills, they can start to develop training strategies for a multicultural curriculum.

5. Understand the dynamics of cross-cultural interaction and conflict. Trainers will probably assume that letting adult trainees from different cultures get into a group and interact with each other will reduce misunderstanding (Weaver, 1995). However, the opposite is true. When adult trainees are in a multicultural classroom, differences become very important. When a trainee is surround by people different from him/her, the trainee will be more aware of his or her own culture. As a result, the Japanese will become more Japanese, and the Chinese will become more Chinese (Francis, 1995; Weaver, 1995); ironically the way to find one's culture is to leave it and interact with people from different cultures (Weaver, 1995). Therefore, trainers should be aware of the dynamics of cross-cultural interaction and conflict.

<u>Trainers</u>

After developing high quality cross-cultural training courses, the trainers need to teach the courses effectively. To do so, the trainers need to know how to communicate with trainees and understand trainees' expectations of them.

In cross-cultural training studies by Thiederman (1988) and Aguilar & Stokes (1996), 70-90 percent of communication was shown to be nonverbal. To trainers who must deal with trainees with limited English ability, nonverbal communication became even more important (Thiederman, 1988). When a trainee showed a perplexed expression or no expression at all, it meant he/she did not understand. In addition, when a trainee kept nodding, smiling, and saying "Yes, I understand," it also indicated that he/she did not get the information (Thiederman, 1988).

In Chinese culture, people typically refuse to show it if they do not understand a trainer's information. Not only are they afraid of losing face, but they are also afraid of hurting the trainer's feeling. Thiederman (1988) said some trainees have thought that showing a lack of understanding also indicated that the trainer did a poor job. The use of personal space is also an important aspect of nonverbal communication in a multicultural environment. In Chinese culture, people traditionally avoid direct eye contact and stand much further apart than Americans do when having a discussion. Trainers of Chinese trainees should let the trainee use his/her most comfortable ways to communicate. For example, if the Chinese trainee moves away from the trainer, the trainer should try not to inch forward. In additions, Aguilar & Stokes (1996) found that some American nonverbal

behaviors like putting feet up on furniture or touching someone's head were offensive

gestures in Chinese culture. Therefore, the trainers should avoid using those gestures.

The following table is adapted from Aguilar and Stokes's *Multicultural Customer*

Service (pp. 79-80). The statements on the left describe the conventional American

communication style, and statements on the right represents alternative communication

styles found in other cultures. The Chinese communication style falls in the right side of

the table.

Table I How "Good" Communication Differs Across Cultures

Task orientation. It is important to take care of business without wasting excessive time on small talk and getting to know each other.	**Relationship orientation.** Building relationships is more important than completing tasks. People cannot do business together until they have taken time to establish a relationship.
Clarity. It is best to be clear and specific in expressing and requesting information. Beating around the bush is annoying or a sign that people are evading the truth.	**Complexity.** It is best to be vague and ambiguous when expressing information. Speaking in a direct, straightforward way is unnecessarily harsh and impolite.
Face-to-face communication. Two people should work out their problems directly with each other.	**Use of third party.** The best way to work out problems between two people is to use an intermediary or go-between.
Emphasis on words. If something is important or on your mind, you should speak up.	**Emphasis on context.** If something is important, it should be left unsaid. Putting everything into words weakens communication and relationships.
Importance of individual opinion. People should express their individual points of view and opinions even if they differ from the beliefs or opinions held by others in the group.	**Importance of harmony.** Disagreeing with others, pointing out mistakes, or insisting on personal opinions can undermine a group. It causes group disharmony and loss of face.
Supportive discussion. When disagreeing with or criticizing others, it is important to do so in a positive, supportive manner. A person may feel personally attacked when someone else argues with her.	**Critical discussion.** Arguing, debating, and criticizing ideas are enjoyable and acceptable conversational styles. One should point out the weakness in the other person's argument as this promotes the exchange of ideas.
Expression of emotion. It is okay to share feeling such as happiness, excitement,	**Suppression of emotion.** It is important and thoughtful to hide all personal feelings and opinions

enthusiasm, or sadness through words or facial expressions.	so that they are not evident in words or facial expressions.
Detached/objective styles. In meetings, people should stay rational and in control of their emotions. Becoming overly emotional takes away from the speaker's credibility and effectiveness.	**Animated style.** Becoming louder and animated is a sign of involvement in the discussion. A person who remains unanimated during the discussion may be insincere or not interested in the topic.
Simplicity. It's best to simplify ideas, clarify thoughts, and avoid ambiguity.	**Complexity.** Simplicity should be distrusted. Complex communication reflects the depth of the topic.
Concrete. The best way to learn or to solve a problem is to examine and discuss concrete examples.	**Theoretical.** The best way to learn or to solve a problem is to discuss the underlying theory and philosophy.

Although they are different, no one communication style is superior to another one. When the trainer communicates with a trainee who has a different communication style, a cultural misunderstanding can occur easily. Aguilar and Stokes (1996) said that accepting and respecting different communication styles and using the ones that both trainee and trainer feel comfortable with can minimize cultural misunderstanding. Furthermore, using appropriate intonation and tone of voice can also help trainers train (Thiederman, 1988). For example, a soft tone could assuage trainees' anxiety about learning.

Chinese students have found American teachers exhilarating, creative, and helpful in producing rapid, actual results when they believed in the teacher's skills (Erbaugh, 1990). The teachers' responsibilities are to lecture, to provide models that will yield notes to pass exams, to correct students frequently, and to drill intensively. Teachers who abdicate these responsibilities through laziness or incompetence may lose Chinese students' respect without knowing it (Erbaugh, 1990).

<u>Intercultural Adjustment</u>

In this study, Chinese trainees needed to adjust to another culture by living and learning in the United States for eight weeks. Hannigan (1990) found that cultural adjustment was a psychosocial modification of attitudes and behaviors. Through an adjustment process, harmony would be achieved between the individual and the environment. Most of the time, in order to achieve the harmony, individuals were the ones who made changes in their attitudes, knowledge, and emotions about the environment.

Grove and Torbiorn (1985) specified four stages in a cycle of intercultural adjustment: stage I, the individual did not realize that his or her behavior was not appropriate in a new culture but had high clarity of mental frame of reference. Stage II, the individual started to recognize inappropriate behavior, and the clarity of mental frame of reference was falling below the sojourner's personal acceptable standard. Stage III, the individual's applicability of behavior was adequate, but the clarity of mental frame of reference lagged behind. Stage IV, both the individual's behavior and understanding were well above adequate standard. Hannigan said that *"the adjustment culminates with satisfaction, feeling more at home in one's new environment, improved performance, and increased interaction with host country persons"* (p. 91).

Hullinger (1995) reviewed the literature on expatriate intercultural adjustment factors, which were prior overseas experience, cross-cultural training, job or role characteristics, social support, culture novelty, spouse/family adjustment, technical competence, ability to form relationships, willingness to communicate, nonjudgmental or

nonevaluative behavior of host nationals, expectations of daily life and work, flexibility/adaptability, and language skills.

Program Evaluation Techniques

A well-designed educational program evaluation system should be able to provide specific information for program improvement. To get the information, a combination of methods and techniques to assess a given situation is often used (Davis, 1932). Davis conducted a study of four categories of general survey methods and techniques, which were rated by 20 experts. These survey methods and techniques are listed below in order from the high to low ratings (pp. 32-33). These survey methods and techniques can be applied to most program evaluation.

A. Source of Survey Data

    1. *Documentary Sources* (records, reports, printed materials).

    2. *Functioning of Processes* (administration, teaching, supervision, integration).

    3. *Human Sources* (pupils, teachers, principals, supervisors, townspeople).

    4. *Facilities, Equipment, Supplies* (indoor and outdoor).

B. Methods of Collecting Survey Data

    1. *Observation.*

    2. *Study of Documentary Data.*

    3. *Interview.*

    4. *Score Card.*

5. *Tests.*

6. *Inspection.*

7. *Health Examinations.*

8. *Job Analysis.*

9. *Case Study.*

10. *Health Inspection.*

11. *Moving and Sound Pictures.*

12. *Experiments.*

13. *Photography.*

14. *Questionnaire.*

C. Methods of Interpreting Survey Data. Comparison of, or by means of: Reference to:

Analysis of, or by means of:

1. *Accepted Scientific Standards.*

2. *Expert Agreement.*

3. *Accepted Standards.*

4. *Tests.*

5. *External Comparison.*

6. *Accepted Studies.*

7. *Charts, Graphs, Tables, Diagrams, and Figures.*

8. *Expert Opinions.*

9. *Statistical Data.*

10. *Descriptive Factual Materials.*

11. *Internal Comparison.*

12. *Common Sense Judgment.*

13. *Group Opinion.*

14. *Photographs.*

15. *Prevailing Practices.*

16. *Existing Conditions.*

17. *Surveyor's Own Opinion.*

18. *Hypothetical Criteria.*

19. *Someone's Opinion.*

D. Methods of Reporting Survey Data.

1. *Each phase with own summary, and general summary at end of section.*

2. *Explanation of unfamiliar terms.*

3. *Statements of sources, methods of collecting.*

4. *Standard form in using footnotes, etc.*

5. *Discussion of present status and suggested improvements (more than narration).*

6. *Organization of content.*

7. *Definite link between data used and their explanation.*

8. *Form adapted to readers.*

9. *Same report to serve both survey agency and public.*

10. *Explanation, but not repetition of tables, charts, and contents.*

11. *Use of charts, photographs, etc.*

12. *Special private report for survey agency, an another one to be made public.*

Since different educational settings or training organizations have different needs, there is no universal evaluation technique that can apply to all situations (Wentling, 1980). However, Wentling said several evaluation techniques should be included in a program evaluation system:

1. Learner Assessment. Utilizing numbers of the instruments to measure learners' performance. Comparing learners' performance to desired program outcomes will point out weakness areas.

2. Follow-up of Former Learners. The evaluators should contact former learners of the training program and request information on replacement or post-program activities. The former learners should also be asked the strengths and weaknesses of the training program and provide suggestions for improvement.

3. Employer Survey. The employer should be asked to rate former learners' on-the-job performance and to give suggestions to the training program for improvement.

4. Consultative Team Evaluation. A consultative team is formed by external experts, internal personnel, and community business and industrial personnel. This team should be invited to review organization, objectives, content, personnel, and evaluation methods of the program.

5. Evaluation of Education and Training Personnel. The assessment of personnel performance can be accomplished through peer or self-observation and rating by supervisors and learners.

6. Cost/Outcome Analysis. A cost-related assessment can help evaluators determine the worth of the program.

Evaluating services provided to special populations is a complex and varied exercise. Wentling identified (1980) a four-stage system for evaluating services provided to special populations. At the first stage, the evaluators were asked to identify special learners and their special needs. In this China Ministry Of Labor (MOL) project, the evaluator needs to identify Chinese trainees' special needs on learning, cross-cultural adjusting, living, and transporting. The evaluators were also asked to identify available services for special populations. In this study, the evaluator needs to identify what kinds of special services OSU provides to the Chinese trainees. For example, two Chinese interpreters were helping trainees deal with the language barriers. At the second stage in the evaluation system, the evaluators were asked to compare trainees' needs with available services. At the third stage, the special populations evaluated the adequacy of the service provided. In this study, the evaluator will ask Chinese trainees to fill out the Trainee Satisfaction Inventory. On the last stage, the evaluator reported the findings and plan for improvement, as did the evaluator in this study.

Summary

The literature review chapter presented samples of studies on program evaluation and intercultural adjustment. There was no definition of program evaluation and intercultural adjustment on which all scholars agree. However, there were some approaches to achieving these ends that were more accepted by researchers. Overall, program evaluation was found to be important for program improvement.

The review of literature on cross-cultural training, quality of training courses, and trainers sought to establish the framework of a comprehensive cross-cultural training program. Evaluation techniques and data gathering techniques were also reviewed in this chapter.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this quantitative study was to evaluate trainees' satisfaction of the Chinese Ministry of Labor training program conducted at Oklahoma State University during the Fall, 1996.

Problem

The problem in this study was that a comprehensive trainees' satisfaction evaluation of the Chinese Ministry of Labor training program at Oklahoma State University is not available.

Analysis of the Population

The population surveyed consisted of 15 trainees and two interpreters from the Municipalities of Deyang, Guangzhou, Shaoxing, Weifang, and Wuhan, People's Republic of China. Demographic information will be reported in the findings.

Scope of the Research

This research is designed to gather data for measuring levels of satisfaction with the training program at OSU in terms of the following:

a. Instructors

b. Quality of the Courses

c. Living Arrangements

d. Transportation

e. Social Satisfaction

f. Cultural Adjustment

Research Methods

The following are the research methods of this study. The methods are:

1. identifying Chinese trainees' needs. The literature related to cross-cultural training to Chinese trainees were reviewed. As a Chinese student who spent the past three and half years studying in a foreign country, the author also used her own experience to identify Chinese trainees' needs.

2. developing the instrument and translating it into Chinese. Several instruments that related to student satisfaction and cross-cultural adjustment survey were reviewed. The instrument was designed and translated into Chinese by the author. A Chinese version of instrument was included in appendix A.

3. pilot testing for instrument reliability. The instrument was distributed to four

OSU Chinese graduate students at different time in October, 1996. After they

read the instrument, they were asked if they could understand all questions in

the instrument easily.

4. face-to-face survey. The author scheduled a morning training session period

with the program administer and distributed the instrument to 15 trainees and

two interpreters. The author explained the problem, purpose and the

background information of this study to all Chinese trainees, the interpreters,

and the program administer. The trainees and the interpreters were asked to fill

out the paper and pencil based instrument. The author was in the class during

the whole face-to-face survey process. Refreshments were also provided by the

author as incentive.

5. data analysis. Microsoft Excel software was used as the tool for data analyzing.

6. reporting the findings.

Instrument

The instrument used to gather trainees' satisfaction level data was the

questionnaire (Appendix 1) to which all participants of this program were asked to

respond. The technique used was conducting face-to-face surveys with all trainees and

interpreters.

This questionnaire was designed by the author. It was based on the *OSU Student Satisfaction Questionnaire* (1996), the *Intercultural Interaction and Cross-Cultural Adjustment Survey* (Guan, 1996) and several other instruments related to student satisfaction and cross-cultural adjustment. There were seven parts to the questionnaire: (1) demographic data, (2) instructors, (3) quality of the courses, (4) living arrangements, (5) transportation, (6) social satisfaction, and (7) cultural adjustment. A pilot test for instrument reliability was conducted at OSU. The instrument was distributed to four OSU Chinese graduate students at different time in October, 1996. After they read the instrument, they were asked if they could understand all questions in the instrument easily.

Location of Research

This research was conducted at Oklahoma State University in Stillwater, Oklahoma during September-December 1996.

CHAPTER IV

RESEARCH OUTCOMES AND FINDINGS

Introduction

This study evaluated trainees' satisfaction level with the Chinese Ministry of Labor

training program conducted at Oklahoma State University during the Fall of 1996. The

designed satisfaction survey included 43 questions and were divided into seven segments.

The first segment asked for the respondents' demographic information, such as gender and

age while the second focused on the trainees' satisfaction with instructors in terms of

instructors' attitude toward the trainees. The third section asked for the trainees'

satisfaction with the courses, such as the feasibility of the courses. The next stage focused

on the trainees' satisfaction with the living arrangements while the fifth segment asked for

the trainees' satisfaction with the transportation. Finally, the sixth and the seven sections

focused on the trainees' social satisfaction during the entire training program and the

adjustment to the host culture respectively.

Demographics

The satisfaction survey was distributed to all 15 trainees and two interpreters. A total 17 responses were returned.

Table II shows the demographic information of the respondents involved in this study. 76.47% (n=13) of the respondents were males and 23.52% (n=4) were female. The respondents ages were 11.76% (n=2) under age 24; 58.82% (n=10), 25-40; and 29.41% (n=5), 41-55. The marital status was 29.41% (n=5) single, 58.82% (n=10) married, and 11.76% (n=2) other. 25% (n=4) of the respondents possessed an associate degree, 62.50% (n=10) possessed a bachelor's degree, and 12.50% (n=2) possessed a graduate or professional degree. There were four "no-responses" to the question of job title. 15.38% (n=2) of the respondents were assistant engineers, 30.76% (n=4) were engineers, 7.69% (n=1) were senior engineers, 23.07% (n=3) were economists, 7.69% (n=1) were instructors, 7.69% (n=1) were senior instructors, and 7.69% (n=1) were associates. 25% (n=4) of them had overseas living or working experience while 75% (n=12) of them had none.

Table II Demographic Information

Gender	N	%
Male	13	76.47%
Female	4	23.52%
Total	17	100%

Age	N	%
24 and under	2	11.76%
25-40	10	58.82%
41-55	5	29.41%
56 and over	0	0%
Total	17	100%

Marital Status	N	%
Single	5	29.41%
Married	10	58.82%
Other	2	11.76%
Total	17	100%

Education	N	%
High School	0	0%
Associate Degree	4	25%
Bachelor's Degree	10	62.50%
Graduate or Professional Degree	2	12.50%
Total	16	100%
No Response	1	

Table II   Demographic Information (continued)

Job Title	N	%
Assistant Engineer	2	15.38%
Engineer	4	30.76%
Senior Engineer	1	7.69%
Economist	3	23.07%
Instructor	1	7.69%
Senior Instructor	1	7.69%
Associate	1	7.69%
Total	13	100%
No Response	4	

Overseas Experience	N	%
Yes	4	25%
No	12	75%
Total	16	100%
No Response	1	

Satisfaction with Instructors

Table III illustrates trainees' satisfaction with instructors. On a five-point scale, five points representing Strongly Agree and one point representing Strongly Disagree.

The highest mean rating in this segment was given to the question which asked whether or not "instructors had positive attitudes toward trainees." The mean value was 4.29. Two other high mean values on this section were received by the questions which asked whether or not "instructors made devoted efforts to teaching (4.06)" and "instructors were concerned about my achievement of the training program (4.00)." The lowest mean value of 3.76 was received by the question which asked if "instructors explained subject matter clearly (3.76)." The overall satisfaction with the instructors was 3.82. The average of the mean scores was calculated to be 3.96.

Satisfaction with the Courses

Table IV gives an overview of the satisfaction levels with the courses. On a five-point scale, five points representing Strongly Agree and one point representing Strongly Disagree.

The highest mean value in this segment was 3.59. This mean value was received by both question six and seven which asked whether or not "this training program was worthwhile to me" and "overall, I am satisfied with these training courses." The lowest mean value of 3.12 was received by the question which asked if "these training courses

met my current or future career needs." The average mean value of this segment was

3.34.

Table III   Trainees' Satisfaction to the Instructors

Item	N	SD	Mean
1. Instructors were knowledgeable about their subjects.	17	0.75	3.94
2. Instructors explained subject matter clearly.	17	0.83	3.76
3. Instructors were concerned about my achievement of the training program.	17	0.61	4.00
4. Instructors had positive attitudes toward trainees.	17	0.69	4.29
5. Instructors were well prepared before they came to class.	17	0.88	3.82
6. Instructors made devoted efforts to teaching.	17	0.90	4.06
7. Overall, I am satisfied with the instructors.	17	0.73	3.82

*On a five-point scale with 5=Strongly Agree and 1=Strongly Disagree
N: number of responses
SD: standard deviation

Table IV Trainees' Satisfaction with the Courses

Item	N	SD	Mean
1. I learned a lot from these training courses.	17	0.83	3.24
2. The workload was appropriate for the training program.	17	0.72	3.53
3. These training courses met my current or future career needs.	17	0.93	3.12
4. Assignments were relevant and useful.	17	0.70	3.35
5. Testing and evaluation procedures were good.	17	1.10	3.29
6. This training program was worthwhile to me.	17	0.80	3.59
7. Overall, I am satisfied with these training courses.	17	0.64	3.59

*On a five-point scale with 5=Strongly Agree and 1=Strongly Disagree
N: number of responses

SD: standard deviation

Satisfaction with Living Arrangements

Table V shows trainees' satisfaction level to the living arrangements. On the five-point scale, five points representing Strongly Agree and one point representing Strongly Disagree.

The highest mean value (4.29) was given to both question one and question three which asked whether or not "living conditions in the university apartment are comfortable" and "I feel safe in the university apartment." Another high mean value on this segment was received by the question which asked whether or not "Overall, I am satisfied with the place I live (4.12)." The lowest mean value of 3.76 was received by the question which asked if "the noise level in the university apartment is acceptable." The average mean value of this segment was 4.03.

Satisfaction with Transportation Services

Table VI illustrates trainees' satisfaction levels to the transportation system. On the five-point scale, five points representing Strongly Agree and one point representing Strongly Disagree.

The highest mean value (4.29) was received by both question two and question three which asked whether or not "I feel comfortable in the transportation van" and "I feel safe in the transportation van." A 4.00 mean value was received by the question which asked if "Overall, I am satisfied with the transportation arrangement." The lowest mean

value of 3.65 was received by the question which asked if "the transportation system is convenient to me." The average mean value of this segment was 4.20.

Table V   Trainees' Satisfaction with Living Arrangements

Item	N	SD	Mean
1. Living conditions in the university apartment are comfortable. (Lighting, air conditioning, heat, space, etc.)	17	0.47	4.29
2. I feel that I have adequate privacy while living in the university apartment.	17	0.66	3.94
3. I feel safe in the university apartment.	17	0.59	4.29
4. The noise level in the university apartment is acceptable.	17	0.90	3.76
5. Overall, I am satisfied with the place I live.	17	0.49	4.12

*On a five-point scale with 5=Strongly Agree and 1=Strongly Disagree
N: number of responses
SD: standard deviation

Table VI Trainees' Satisfaction with Transportation Services

Item	N	SD	Mean
1. The transportation system is convenient to me.	17	0.93	3.65
2. I feel comfortable in the transportation van.	17	0.59	4.29
3. I feel safe in the transportation van.	17	0.59	4.29
4. Overall, I am satisfied with the transportation arrangement.	17	0.71	4.00

*On a five-point scale with 5=Strongly Agree and 1=Strongly Disagree
N: number of responses
SD: standard deviation

Social Satisfaction

Table VII shows trainees' social satisfaction during the entire training program. On the five-point scale, five points representing Strongly Agree and one point representing Strongly Disagree.

The highest mean value (3.94) was received by both questions which asked whether or not "I am satisfied about my relationship with trainers and other trainees" and "when I face problems during this training program, I feel comfortable to discuss of them with somebody in this group." The lowest mean value of 3.35 was received by the question which asked if "I generally know what's happening in this group." The average mean value of this segment was 3.73.

Cultural Adjustment

Table VIII shows trainees' cultural adjustment to the host culture. Items one to five were on a five-point scale, five points representing Very Positive and one point representing Very Negative. Items six to nine were on a five-point scale, five points representing Strongly Agree and one point representing Strongly Disagree.

The highest mean value was given to the question which asked whether or not "Chinese cultural values are different from American cultural values (4.06)." The lowest mean value of 3.12 was received by the question which asked "in what way has your stay

in the U.S. affected your view of Chinese culture." The average mean value of this

segment was 3.49.

Table VII Trainees' Social Satisfaction

Item	N	SD	Mean
1. I feel a sense of belonging in this group.	17	0.44	3.76
2. I generally know what's happening in this group.	17	0.79	3.35
3. I am satisfied about my relationship with trainers and other trainees.	17	0.43	3.94
4. I involve myself in most social activities with other trainees.	17	0.61	3.65
5. When I face problems during this training program, I feel comfortable to discuss of them with somebody in this group.	17	0.43	3.94

*On a five-point scale with 5=Strongly Agree and 1=Strongly Disagree
N: number of responses
SD: standard deviation

Table VIII Trainees' Cultural Adjustment

Item	N	SD	Mean
1. In what way has your stay in the U.S. affected your view of American culture?	17	1.06	3.59
2. In what way has your stay in the U.S. affected your view of Chinese culture?	17	1.41	3.12
3. What is the general attitude of American people toward China?	17	1.30	3.24
4. What is the general attitude of American people toward Chinese culture?	17	1.05	3.29
5. In what way has your stay in the U.S. affected your ability to communication?	17	1.26	3.71
6. Chinese cultural values are different from American cultural values.	17	1.14	4.06
7. I learn from Americans in doing things.	17	1.12	3.47
8. I make necessary adjustments to Americans' ways of behaving.	17	1.24	3.18
9. I am happy living in a culture with a world view different than mine.	17	1.20	3.76

*Item 1-5 are on a five-point scale with 5=Very Positive and 1=Very Negative
*Item 6-9 are on a five-point scale with 5=Strongly Agree and 1=Strongly Disagree
N: number of responses
SD: standard deviation

Table IX shows the trainees' satisfaction with the entire training program . The highest satisfaction level was the transportation (mean=4.20). Living arrangements were the second highest (mean=4.03), instructors were the third (mean=3.96), social satisfaction was the forth (mean=3.73), cultural adjustment was the fifth (mean=3.49) and the courses was the sixth (mean=3.34). The average satisfaction of the entire program was 3.79.

Non-Statistical Findings

Some of the trainees opted to express their personal observation of the training program in the back of the survey.

One respondent said that "most trainees were engineers, and expected to learn more about the computer information system. However, there were not enough computer courses in the training program."

Another respondent said that "the differences between Chinese and American culture was a fact. The differences between two cultures were not necessarily bad. Chinese teaching styles and American teaching styles were different. It was difficult for Chinese trainees to adapt to an American teaching style in such a short period of time."

There was a respondent who said that "the computer I was using was not working. However, there was nobody came to fix it. I ended up sharing a computer with another person."

Table IX   How Satisfied are the Trainees with the Training Program

How satisfied are the trainees with the training program

Category	Value
Overall average	3.79
Courses	3.34
Cultural adjustment	3.49
Social satisfaction	3.73
Instructors	3.96
Living arrangement	4.03
Transportation	4.20

0.00   0.50   1.00   1.50   2.00   2.50   3.00   3.50   4.00   4.50   5.00

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

Summary

The purpose of this study was to evaluate trainees' satisfaction with the Chinese Ministry of Labor training program conducted at Oklahoma State University during the Fall of 1996.

The objectives of the study were to evaluate trainees' satisfaction with the Chinese Ministry of Labor training program at OSU in terms of the following:

a. Instructors

b. Quality of the courses

c. Living arrangements

d. Transportation

e. Trainees' social satisfaction at OSU

f. Trainees' cultural adjustment

The population of this training program was consisted of 15 trainees and two interpreters from Municipalities of Deyang, Guangzhou, Shaoxing, Weifang, and Wuhan,

People's Republic of China. A total of 17 individuals involved in this training program were surveyed.

Literature sources indicated that evaluation played different roles in different educational settings. No matter what role evaluation played, the purpose of evaluation was to appraise or determine the worth of whatever was being evaluated (Scriven, 1973). The role of this study was to provide the basis of decision making for and to improve the Chinese MOL training program at OSU. Since trainees were the one who participated in the program directly, their satisfaction level with the program was an indicator of the success of the program and their opinions provided a good source of feedback for the improvement of the program.

A trainee's cultural habits, values, and traditions could had a substantial impact on the effectiveness of a training program (Thiederman, 1988). A high quality cross-cultural training course was multicultural and provided a culturally unbiased educational environment. In ordered to impact all trainees' learning, it was important to develop a curriculum that was multicultural (Howe & Lisi, 1995). In a culturally biased environment, Chinese might developed inadequate feeling and weak self-images. Furthermore, cultural bias situations might also affected the trainee's self-esteem (Dennett, 1995).

After developed high quality cross-cultural training courses, the trainers needed to teach the courses effectively. The trainers needed to know how to communicate with trainees and understand trainees' expectations of them.

In this study, Chinese trainees needed to adjust to another culture by living and learning in the United States for eight weeks. Hannigan (1990) found that cultural adjustment was a psychosocial modification of attitudes and behaviors. Through an adjustment process, harmony would be achieved between the individual and the environment. Most of the time, in order to achieve the harmony, individuals were the ones who made changes in their attitudes, knowledge, and emotions about the environment.

Evaluating services provided to special populations was complex and varied. Wentling identified (1980) a four-stage system for evaluating services provided to special populations. At the first stage, the evaluators were asked to identify special learners and their special needs. In this the Chinese Ministry Of Labor (MOL) project, the evaluators needed to identify Chinese trainees' special needs on learning, cross-cultural adjusting, living, and transporting. The evaluators were also asked to identify available services for special populations. In this study, the evaluators needed to identify what kinds of special services OSU provided to the Chinese trainees. At the second stage in the evaluation system, the evaluators were asked to compare trainees' needs with available services. At the third stage, the special populations evaluated the adequacy of the service provided. In this study, the evaluators asked Chinese trainees to filled out the Trainee Satisfaction inventory. On the last stage, the evaluators reported the findings and plan for improvement, as did the evaluators in this study.

Conclusions

The following conclusions were drawn from this study:

1. On the five-point scale, five points representing Strongly Agree and one point representing Strongly Disagree. Trainees' mean rating in terms of the satisfaction with instructors was 3.96 which indicated trainees were mostly satisfied with the instructors in this training program. For the most part, trainees agreed that instructors were concerned about their achievement within the training program, had positive attitudes toward them, and made devoted efforts to teaching. They also agreed that instructors were knowledgeable about their subjects, well prepared before they went to class, and explained subject matter clearly.

2. Trainees noted a 3.34 mean value on the satisfaction of the courses. This mean value meant that trainees were satisfied with the courses. Trainees agreed that the workload was appropriate for the training program, assignments were relevant and useful, testing and evaluation procedures were good. They also agreed that the training courses met their current or future goals, they learned a lot from the training courses, and this training program was worthwhile to them.

3. Trainees' satisfaction mean value with the living arrangement was 4.03 which indicated trainees were very satisfied with the living arrangement. For the most part, trainees agreed that they felt safe and comfortable in their living environment. Besides they agreed that they had adequate privacy and noise level was acceptable in the university apartment.

4. Trainees' mean rating with the satisfaction of the transportation was 4.20 which was very satisfied. Trainees agreed that they felt safe and comfortable in the transportation van and they agreed the transportation system was convenient to them.

5. Trainees had a 3.73 mean value on the social satisfaction questions. This mean value represented they were satisfied with their social life during the training program. Trainees agreed that they felt a sense of belonging and knew what was happening in this group. They also agreed that they involved in most social activities and had satisfied relationships with trainers and other trainees. When the trainees faced problems during this training program, they agreed that they felt comfortable to discuss the problems with somebody in this group.

6. Trainees' mean rating on cultural adjustment was 3.49 which indicated they adjusted to the host culture well. For the most part, they agreed that Chinese cultural values were different from American cultural values. They believed their stay in the U.S. affected their view of both American culture and Chinese culture positively. Their stay also had a positive affect on their communication ability. The trainees believed that the general attitude of American people toward China and Chinese culture were positive. The trainees agreed that they learned from Americans in doing things, and they made necessary adjustments to Americans' ways of behaving. They agreed that they were happy living in a culture with a world view different than themselves.

7. Trainees' overall average mean value was 3.79 which represented they were satisfied with this training program. It was concluded that the transportation services,

living arrangements, instructors and program should be continued with minor modifications.

Discussion

According to Aguilar and Stokes's "How Good Communication Differs Across Cultures" (Table I), Chinese people tend to have a complex communication style. They believe that expressing information in a direct, straightforward way is unnecessarily harsh and impolite (pp.79-80). Because of their complex communication style some people might question the reliability of trainees' responses to the instrument. However, respondents knew this evaluation study was not conducted by program personnel and that it was an anonymous survey. The complex communication style of the Chinese, therefore, did not influence the reliability of their responses.

Based on the findings, the trainees were least satisfied with the courses. The average mean value of the course segment was 3.34. The question which received the lowest mean value (3.12) asked whether or not "These training courses met my current or future career needs." But a high mean value (3.59) was given to both questions six and seven which asked whether or not "This training program was worthwhile to me" and "Overall, I am satisfied with these training courses." It seems a contradiction between the responses. One trainee said that most trainees were engineers and they expected to learn more about the computer information system from this training program. There were many instructional media and trainer development courses given in this training program.

Although the instructional media and trainer development courses were worthwhile to them, they can't see direct impact to their current career. However, the trainees did not know that besides learning computer information system, the Chinese Ministry of Labor also expect them to have the capability to train others in the future.

In the social satisfaction segment, the trainees were asked their satisfaction level with their relationship with trainers and other trainees. In this question, the relationship with trainers and other trainees defined as the relationship with other people.

On a five-point scale, five representing very positive and one representing very negative. The mean value 3.59 was given to the question which asked "In what way has your stay in the U.S. affected your view of American culture." A 3.12 mean value was received by the question which asked "In what way has your stay in the U.S. affected your view of Chinese culture." Because U.S. is a developed country and China is a developing country, living quality in the U.S. is better than in China. Good living quality, therefore, impressed trainees' perception to the American culture.

Instructors found that most trainees were not as alert as they were in the morning during the afternoon training session. In China, lunch break starts from noon till two o'clock and most people have habit to take a nap during the lunch hour. But the trainees needed to walk home, cook, eat and come back to the class within one hour lunch break. An one-hour lunch hour was not long enough for the trainees.

Recommendations

The following recommendations are made for training program instructors, developers, researchers, and administrators who is interested in providing training programs to Chinese people.

1. Program instructors, developers, and administrators should receive an orientation program to the Chinese communication styles, learning styles, and Chinese culture prior developing the training programs.

2. Chinese trainees should also receive an orientation program about their host institutions and host country prior going abroad. Further study should evaluate the satisfaction level to the training programs between trainees with prior orientation and trainees without prior orientation.

3. The follow up study on evaluating effectiveness of the training program should be conducted in People's Republic of China. A revised instrument including questions relating how the training program affects them and their careers should be distributed to all trainees and interpreters. A survey evaluating trainees and interpreters' work performance prior to and after the training program should also be send to their supervisors.

4. Further research in regards to Chinese trainees' satisfaction to the training program should include diet as part of the evaluation.

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APPENDIX

APPENDIX A -- TRAINEE SATISFACTION INVENTORY

Dear Trainees,

Understanding your satisfaction level of this training program will help the success of this and future training programs. Therefore, your mindful and truthful answers to this inventory are very important. Please read the following statements carefully and circle the response you think is the most appropriate for each statement.

Thank you for your cooperation!

PART A. GENERAL INFORMATION
Please respond to the following questions by circling your answer.

1. What is your gender? Female Male

2. What is your age group? 24 and under 25-40 41-55
56 and over

3. What is your marital status? Single Married Other

4. What is your education? High school Associate degree Bachelor's Degree

Graduate or professional degree

5. What is your job title? _____

6. Have you lived or worked overseas before? Yes No

PART B. INSTRUCTORS
Please circle your degree of agreement from 1-Strongly Disagree to 5-Strongly agree.

7. **Instructors were knowledgeable about their subjects.**

STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

8.   Instructors explained subject matter clearly.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

9.   Instructors were concerned about my achievement
                of the training program.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

10.   Instructors had positive attitudes toward trainees.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

11.   Instructors were well prepared before they came to class.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

12.   Instructors made devoted efforts to teaching.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

13.   Overall, I am satisfied with the instructors.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

PART C. QUALITY OF THE COURSES

14.   I learned a lot from these training courses.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

15.   The workload was appropriate for the training program.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

16.   These training courses met my current or future
                career needs.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

17.   Assignments were relevant and useful.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

18.   Testing and evaluation procedures were good.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

19.   This training program was worthwhile to me.

STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

20.   **Overall, I am satisfied with these training courses.**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

PART D. LIVING ARRANGEMENTS

21.   **Living conditions in the university apartment are comfortable (lighting, air conditioning, heat, space, etc.).**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

22.   **I feel that I have adequate privacy while living in the university apartment.**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

23.   **I feel safe in the university apartment.**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

24.   **The noise level in the university apartment is acceptable.**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

25.   **Overall, I am satisfied with the place I live.**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

PART E. TRANSPORTATION

26.   **The transportation system is convenient to me.**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

27.   **I feel comfortable in the transportation van.**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

28.   **I feel safe in the transportation van.**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

29.   **Overall, I am satisfied with the transportation arrangement.**
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

PART F. SOCIAL SATISFACTION

30.	I feel a sense of belonging in this group.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

31.	I generally know what's happening in this group.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

32.	I am satisfied about my relationship with trainers
	and other trainees.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

33.	I involve myself in most social activities with other trainees.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

34.	When I face problems during this training program,
	I feel comfortable to discuss of them with
	somebody in this group.
STRONGLY DISAGREE   1   2   3   4   5   STRONGLY AGREE

PART G. CULTURE ADJUSTMENT

35.	In what way has your stay in the U.S. affected
	your view of American culture?
VERY NEGATIVE   1   2   3   4   5   VERY POSITIVE

36.	In what way has your stay in the U.S. affected
	your view of Chinese culture?
VERY NEGATIVE   1   2   3   4   5   VERY POSITIVE

37.	What is the general attitude of American people
	toward China?
VERY NEGATIVE   1   2   3   4   5   VERY POSITIVE

38.	What is the general attitude of American people
	toward Chinese culture?
VERY NEGATIVE   1   2   3   4   5   VERY POSITIVE

39.	In what way has your stay in the U.S. affected
	your ability to communication?

Date:_____

VERY NEGATIVE   1   2   3   4   5   **VERY POSITIVE**

40.   **Chinese cultural values are different from American**
         cultural values.
STRONGLY DISAGREE   1   2   3   4   5   **STRONGLY AGREE**

41.   **I learn from Americans in doing things.**
STRONGLY DISAGREE   1   2   3   4   5   **STRONGLY AGREE**

42.   **I make necessary adjustments to Americans'**
         ways of behaving.
STRONGLY DISAGREE   1   2   3   4   5   **STRONGLY AGREE**

43.   **I am happy living in a culture with a world view**
         different than mine.
STRONGLY DISAGREE   1   2   3   4   5   **STRONGLY AGREE**

學員滿意度問卷調查表

Date:_____

各位學員:

　　了解您對此訓練課程的滿意程度將會幫助我們改進未來的訓練課程,影響將來訓練課程的成功。因此,您的謹慎確實作答對我們非常重要。請仔細閱讀以下各題的敘述,然後圈選出您認為最適合的答案。謝謝您的合作! 謝謝!

第一部份:　一般資訊

1.　您的性別是:　　1.男　2.女
2.　您的年齡是:　　1.24歲以下　2.25-40歲　3.41-55歲　4.56歲以上
3.　您的婚姻狀況為:　1.未婚　2.已婚　3.其他
4.　您的教育程度為:　1.中學　2.專科　3.大學　4.研究所　5.其他:_____
5.　您的職稱為:　_____
6.　您曾經在國外居住或工作過嗎?　1.是　　2.否

第二部份:　授課教師

　　　　　　　　1:非常不同意　2:不同意　3:沒意見　4:同意　5:非常同意

7.　授課教師對於其授課的主題很精通.　　　　　1.　2.　3.　4.　5.
8.　授課教師能清楚地解釋主題的內容.　　　　　1.　2.　3.　4.　5.
9.　授課教師關心您的學習所得.　　　　　　　　1.　2.　3.　4.　5.
10.　授課教師都以正面而積極的態度來對待學員.　1.　2.　3.　4.　5.
11.　授課教師在課前有充分的準備.　　　　　　　1.　2.　3.　4.　5.
12.　授課教師們有專心致力於教學.　　　　　　　1.　2.　3.　4.　5.
13.　就整體而言, 我對授課教師感到滿意.　　　　1.　2.　3.　4.　5.

第三部分:　課程品質

　　　　　　　　1:非常不同意　2:不同意　3:沒意見　4:同意　5:非常同意

14.　我從這些課程中獲得了重要的資訊.　　　　　1.　2.　3.　4.　5.
15.　訓練課程的課業負荷很適當.　　　　　　　　1.　2.　3.　4.　5.
16.　這些課程符合我目前或將來事業上的需要.　　1.　2.　3.　4.　5.
17.　作業都是相關且有用的.　　　　　　　　　　1.　2.　3.　4.　5.
18.　測驗及評估的程序是適當的.　　　　　　　　1.　2.　3.　4.　5.
19.　這些課程是值得花時間去學習.　　　　　　　1.　2.　3.　4.　5.
20.　整體而言,我對訓練課程的設計感到滿意.　　1.　2.　3.　4.　5.

第四部分： 生活起居的安排

　　　　　　　1:非常不同意　2:不同意　3:沒意見　4:同意　5:非常同意

21. 在宿舍中的生活環境(如光線,空調,空間)很舒適　　1. 2. 3. 4. 5.
22. 在宿舍中有足夠的個人隱私.　　　　　　　　　　1. 2. 3. 4. 5.
23. 我覺得在宿舍中是安全的.　　　　　　　　　　1. 2. 3. 4. 5.
24. 宿舍裡的噪音在可接受的範圍.　　　　　　　　1. 2. 3. 4. 5.
25. 整體而言,我對居住的環境感到滿意.　　　　　1. 2. 3. 4. 5.

第五部分： 交通

　　　　　　　1:非常不同意　2:不同意　3:沒意見　4:同意　5:非常同意

26. 交通安排很便利.　　　　　　　　　　　1. 2. 3. 4. 5.
27. 交通車很舒適.　　　　　　　　　　　　1. 2. 3. 4. 5.
28. 乘坐交通車很安全.　　　　　　　　　　1. 2. 3. 4. 5.
29. 整體而言,我對交通上的安排覺得滿意.　　1. 2. 3. 4. 5.

第六部分： 社交滿意度

　　　　　　　1:非常不同意　2:不同意　3:沒意見　4:同意　5:非常同意

30. 我覺得我屬於這個團體.　　　　　　　　　　　　1. 2. 3. 4. 5.
31. 我通常都知道在團體中發生了什麼事.　　　　　　1. 2. 3. 4. 5.
32. 我對於和教師們及學員間的關係感到滿意.　　　　1. 2. 3. 4. 5.
33. 我有參加大部分與其他學員間的交誼活動.　　　　1. 2. 3. 4. 5.
34. 當我遇到訓練課程上的問題時,我會和團體中的人討論. 1. 2. 3. 4. 5.

第七部分： 文化的調適

　　　　　　　1:非常負面　2:負面　3:沒影響　4:正面　5:非常正面

35. 在美國的這段時間如何影響您對美國文化的看法. 1. 2. 3. 4. 5.
36. 在美國的這段時間如何影響您對中國文化的看法. 1. 2. 3. 4. 5.
37. 一般美國人對中國的態度是:　　　　　　　　　1. 2. 3. 4. 5.
38. 一般美國人對中國文化的態度是:　　　　　　　1. 2. 3. 4. 5.
39. 在美國的這段時間如何影響您的溝通能力.　　　1. 2. 3. 4. 5.

　　　　　　　1:非常不同意　2:不同意　3:沒意見　4:同意　5:非常同意

40. 中國的文化價值觀和美國的文化價值觀不同.　　1. 2. 3. 4. 5.
41. 我學習了美國人做事的方法.　　　　　　　　　1. 2. 3. 4. 5.
42. 我做了必要的調整以適合美國人的行為方式.　　1. 2. 3. 4. 5.
43. 我可以快樂的生活在不同世界觀的文化環境下.　1. 2. 3. 4. 5.

VITA

Wein-Pin Yeh

Candidate for the Degree of

Master of Science

Thesis: A COMPREHENSIVE TRAINEES' SATISFACTION EVALUATION OF THE CHINESE MINISTRY OF LABOR TRAINING PROGRAM AT OKLAHOMA STATE UNIVERSITY FALL, 1996

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OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 12-12-96   IRB#: ED-97-044

Proposal Title: A COMPREHENSIVE TRAINEES' SATISFACTION EVALUATION OF THE CHINESE MINISTRY OF LABOR TRAINING PROGRAM AT OKLAHOMA STATE UNIVERSITY FALL, 1996

Principal Investigator(s):   Ray E. Sanders, Wein-Pin Yeh

Reviewed and Processed as: Exempt

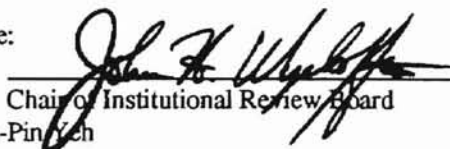Approval Status Recommended by Reviewer(s): Approved

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Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature: Date: December 13, 1996

Chair of Institutional Review Board
cc: Wein-Pin Yeh