

# The Reentry and Utilization of Overseas Training Program Returnees

Second Indonesia - IBRD  
Teacher Training Project

Volume 1

Prepared by

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## Foreword

It gives me a great pleasure to witness the conclusion of yet another important endeavor of the Project. As a staff development effort, overseas training programs indeed constitute a vital link in the entire scheme of teacher training improvement in particular, and in the much larger efforts of improving the quality of education in general in the country.

As was pointed out in the report, even though overseas training has had a comparatively long history in our country, however, viewing it as an important part of a systematic quality improvement effort has not quite taken root. The experience of the earlier, much scarcer, years, in which any overseas training opportunities were gratefully accepted, participants were selected primarily on the basis of language requirement, placement was basically dependent upon program availability, and returnees were utilized on a more or less ad hoc manner, should be considered as just that—past experience.

On the other hand, it has been for quite some time now that we have had the opportunities to direct overseas training as part of a more systematic effort in staff development, although it has to be admitted that, certain remnants of the past still remain. This is further confounded by our still yet to be developed mechanism and capabilities to self-manage technical assistance programs, including overseas training, the Second Indonesia-IBRD Teacher Training Project being one of the pioneering efforts along this line. Therefore, the Project is very pleased to present the report entitled *The Reentry and Utilization of Overseas Training Program Returnees: Second Indonesia-IBRD Teacher Training Project, Volume 1*, which rounds up the fellowships component of its technical assistance programs. (Volume 1 is published in English and Indonesian, and Volume 2 containing among others the research instruments is published in Indonesian only and printed in a limited number of copies.)

Undertaken by a small team from IKIP Malang consisting of Nuril Huda and Suhadi Ibnu, the fieldwork was also assisted by Dr. M. Zaini Hasan of IKIP Malang, Dr. Agustiar S. Nur and Drs. Ali Emran of the Project staff, while the final report was prepared by Nuril Huda, Suhadi Ibnu, and T. Raka Joni. The

findings and recommendations of the study was presented in a seminar attended by the institutional leaders whose institutions were the arena of the study, certain officials of the Directorate General of Higher Education, the full study team, and the Project staff, which was held on September 4-5, 1989 in Jakarta. The observations as well as the recommendations of the seminar have been incorporated in the appropriate sections of the report.

As the study reached its conclusion, we would like to take this opportunity to express our appreciation to the following who, in too many ways to be enumerated here, have played significant parts in turning what would have been a complex chore into a personally as well as professionally rewarding experience: Prof. S. Pramoetadi for his encouragement and support, Prof. Bambang Suhendro for his continued attention and support, the IKIP and FKIP leaders for lending their respective institutions into open fields for the study, the Indonesia-SUNY Technical Assistance Program (ISTAP) for partially supporting the activity, C. Sue Dechow for her thoughtful contribution at the earlier stages of the study, and M. Bruce Haslam for his thorough critiques of an earlier draft of the report, the Project staff for logistical support, and last but not least, all of the respondents who provided the basic ingredient.

Finally, the Project would therefore like to commend the study's findings and recommendations as a contribution which would hopefully enable us to better plan, manage and capitalize on the results of overseas training programs, from the inception of their terms of reference to the utilization of their graduates, so that investment in this important area of human resources development could be more systematically brought to their full fruition.

T. Raka Joni  
Director  
The Second Indonesia-IBRD Teacher  
Training Project, Element B



# Acknowledgements

A study of this scope could not be completed without significant contributions and collaborations from many individuals and institutions. All of them have our sincere gratitude and appreciation, although only part of them could be mentioned here.

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We wish to express our sincere thanks to the Rectors, Assistants to Rectors for Academic Affairs, and Deans of FKIPs for valuable reviews of the research design, instruments, and this report, in addition to assistance in the collection of data in the following institutions: IKIP Medan, IKIP Padang, Bengkulu University, Sriwijaya University, IKIP Bandung, IKIP Yogyakarta, IKIP Semarang, IKIP Surabaya, IKIP Malang, IKIP Ujung Pandang, Udayana University, and Nusa Cendana University. We also thank Dr. Agustiar Syah Nur, Dr. M. Zaini Hasan, and Mr. Ali Emran for rendering meticulous assistance in the field work.

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Our gratitude is due to the staff of the Computer Lab at the Graduate School at IKIP Malang—especially S. Nurul Muthmainnah, Emma Hayati, I Wayan Sukarnyana, Yuniariati, Sulik Ismawati, and Susmiati—for assistance in the management and analysis of the data, and in typing massive drafts of the research instruments, data, and report of this study.

## EXECUTIVE BRIEF

# The Reentry and Utilization of Overseas Training Program Returnees: Second Indonesia-IBRD Teacher Training Project

Previous studies of overseas training program returnees in the third world (e.g., Goodwin and Nacht 1986) suggest that systematic efforts are needed to prevent decay of intellectual and professional expertise gained from overseas training. Intellectual decline could result from reentry problems and lack of systematic, organized institutional supports in channelling the returnees' enthusiasms in the utilization of their newly acquired expertise.

The purpose of the present study was to examine the readjustment of the returnees (in reentering their personal and professional spheres) as well as the utilization of their knowledge and skills by their home institutions. The significance of this framework needs to be emphasized since overseas training can no longer be perceived as separate individual opportunities for advanced training, but rather as an integral part of a concerted effort in staff and institutional development. Therefore, unlike other studies (e.g., IESR 1989), the impacts of overseas training in the present study were defined not limited to the development of the returnees' careers, but especially in terms of the improvement and enhancement of the implementation of institutional tasks. In other words, in order to attain its full fruition, there should be congruence between individual and institutional goals in any staff development endeavors.

Overseas training program returnees who were the object of the present study were the returnees of the overseas fellowship program organized and managed by *The Second Indonesia-IBRD Teacher Training Project, Element B*. The main focus of the study was to uncover efforts in assisting and facilitating the returnees in reentering their social and professional environments and the efforts in the provision of systematic opportunities to elicit and direct their participation in the improvement of the academic programs in their respective

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Prof. S. Pramoetadi, former Director, and Prof. Bambang Suhendro, current Director, for the Directorate of Academic Affairs, have lent their supports to the study both in its early phases as well as in the final stage of the project.

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home institutions. Specifically, four areas were examined in this study: (1) personal and professional reentry problems faced by the returnees, (2) utilization of the returnees' knowledge and skills by their home institutions, (3) impacts and benefits of overseas training to the returnees, their home institutions and the academic community in general, and (4) the emergence of critical mass.

In line with the nature of the research questions, in this study no explicit comparisons were made following the experimental paradigm, since interactions among academic staff, including interactions between returnees and non-returnees of overseas training programs, should in fact be encouraged. Furthermore, in assessing the benefits and impacts of overseas training, no attempt was made to compare the returnees before and after completing their training programs, since in addition to overseas training, a number of other variables simultaneously affect the returnees' career development, let alone in the implementation of institutional tasks. Conversely, special attention was focused on the processes of the implementation of institutional tasks which involved the returnees as individuals and groups, in addition to the tangible products of the returnees.

## METHODOLOGY

The data which were required to answer the research questions were obtained from 90 returnees, however, unlike other studies (cf. Aanenson 1980; IESR 1989) their self-reports on reentry, utilization and impacts were systematically verified using information obtained from 114 superiors (consisting of 12 rectors, 35 deans, 56 heads of departments, and 11 heads of study programs), 273 colleagues, and 455 students at eight IKIPs (Institutes of Teacher Training and Education) and four FKIPs (Faculties of Teacher Training and Education) using structured questionnaires. Furthermore, focused interviews were conducted with rectors and senior colleagues of the returnees. A number of documents were utilized to identify contributions of ideas made by the returnees. Where appropriate, random sampling procedure was adopted to obtain representative samples of the non-returnee respondents and ensure the objectivity of the results.

In addition to content analyses, statistical treatment of the data was made using the SPSS/PC+ (Norusis 1986) and GLIM (Royal Statistical Society 1987) computer packages to support certain aspects of the results of the analysis of the data revealed from relatively unstructured contexts.

## RESULTS

1. In general the returnees did not have serious problems in the process of social readjustment. A few cases of social readjustment problems were identified, however, they seemed to be rather idiosyncratic in nature.
2. On the other hand, a few returnees expressed dissatisfaction when it came to the handling of professional concerns in their home institutions. Problems of professional reentry seemed to have appeared due to (a) the returnees' inappropriate self-perception, (b) unrealistic expectations related to the newly acquired qualifications, and (c) the lengthy process of reinstatement and diploma recognition.
3. Although only a few returnees had difficulties in social readjustment, however, it seemed that those who did, also tend to have difficulties in the utilization of their new expertise by their home institutions. In other words, occasionally problems in professional readjustment were related to personal and social readjustment problems.
4. A number of returnees exhibited new patterns of behaviors which were considered positive by their superiors, colleagues, and students. The new patterns of behaviors were openness in social relationships, being more systematic in academic activities, greater fairness in evaluating student achievement, and better facility in working with others.
5. When undertaking overseas training, a number of the returnees pursued advanced work in the so-called pure science fields, some others took programs in education, and the rest majored in the combined areas of education and the pure sciences. Upon their return to their home institutions, the returnees whose specializations were different from their previous main fields generally faced difficulties, both in the utilization of their newly acquired expertise by their home institutions as well as, conceivably, in the enhancement of their careers.
6. In general, the returnees have been reasonably extensively utilized by their home institutions. However, more systematic efforts in the form of explicit institution-wide plans are required in order to best utilize the new assets. In the prevailing situation characterized by a more or less ad hoc approach, some returnees were overloaded with tasks, and in other cases some returnees were idling with no specific tasks other than their regular teaching obligations.
7. The overseas training has given positive impacts on the returnees, their home institutions, the academic communities, and in the emergence of