

A STUDY OF THE CONTRIBUTION OF TEEA TUTORS IN
TEACHER TRAINING COLLEGES IN EAST AFRICA

by

Hugh Irwin Corbin

Dissertation Committee:

Professor Margaret Lindsey, Sponsor
Professor James R. Sheffield

Approved by the Committee on the Degree of Doctor of Education

Date MAY 1 1972

Submitted in partial fulfillment of the
requirements for the Degree of Doctor of Education in
Teachers College, Columbia University

1972

PLEASE NOTE:

Some pages may have
indistinct print.

Filmed as received.

University Microfilms, A Xerox Education Company

ABSTRACT

A STUDY OF THE CONTRIBUTION OF TEEA TUTORS IN TEACHER TRAINING COLLEGES IN EAST AFRICA

Hugh Irwin Corbin

This is a study of the work and activities of American tutors who were supplied to teacher training colleges in Kenya, Tanzania and Uganda by the Teacher Education in East Africa (TEEA) project from 1964 to 1971. Teachers College, Columbia University selected, prepared and placed the tutors and was responsible for the administration and supervision of the project.

The study is based on the perceptions of those who worked directly with the TEEA tutors in the colleges as well as the perceptions of the tutors themselves. Information was collected in East Africa from interviews with principals and from questionnaires received from colleague tutors and TEEA tutors.

Respondents identified the major contributions in ideas, methods and materials that were made by the TEEA tutors and described their expectations of the project, the tutors' difficulties of adjustment, the long-term effects of the tutors' innovations and the administration of the project.

The major contributions of the TEEA tutors were found to be:
assisting in the modernization of teaching methods, curricula,
materials and facilities;

providing improvements in college management and organization;

implementing the exchange of educational ideas through mutual respect and personal relationships;

supporting an innovative and experimental attitude towards education.

The respondents described a strong TEEA tutor influence on educational thinking in the colleges particularly in:

child-centered teaching
critical thinking
inquiry and discovery learning
learning by doing
the linking of theory and practice

Significant contributions to teaching methods were made in self-evaluation techniques, micro-teaching, audio-tape recording, team-teaching, and lower primary methods. New courses were introduced in New Math, Science and Social Studies. Films, manuals, textbooks, audio-visual aids and other materials were developed for use in primary and secondary schools.

Some tutors had difficulty in adjusting to East African conditions and in accepting the policies and practices of the educational systems. They found resistance to change and inadequate financial and personnel resources for carrying out their ideas. The more successful tutors were able to modify their expectations and adapt their ideas to the actual conditions in the colleges. The requirement of high qualifications and experience was of great importance to the tutors' success. Those tutors who brought skills and talents beyond the basic requirements of their assignment and who found an innovative principal at the college were particularly successful.

Implications are drawn from the responses suggesting improvements

for future assistance programs such as: training in innovative skills; closer communication and supervision of participants; participation of recipient authorities in planning, selection, placement and supervision of the project; and a minimum of three years for a successful term of service.

ACKNOWLEDGMENTS

The writer is deeply indebted to all those who helped to make this study possible.

In East Africa--Dr. Carl Manone and the TEEA field office staff, present and former teacher training college principals, colleagues of the TEEA tutors, the TEEA tutors themselves who were still serving, AID officials, Ministry of Education officials, Institute staff members and University faculty members--gave up much valuable time in order to provide information, advice and hospitality.

The writer would also like to thank all those TEEA tutors and their colleagues who filled out questionnaires, and Professor Jean Pierre Jordaan who gave a great deal of assistance in the preparation of the questionnaires. The TEEA headquarters staff also gave valuable help throughout the study.

And, lastly, Professor Margaret Lindsey and Professor James Sheffield deserve a tremendous amount of gratitude for their support and encouragement on this study and over the past two years.

H.I.C.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Chapter	
I. BACKGROUND OF THE TEACHER EDUCATION IN EAST AFRICA PROJECT	3
Evolution of the TEEA Project	4
Objectives of the TEEA Project	6
Scope of the Teacher Education Activities of the TEEA Project	8
Organization of the TEEA Project	11
Assessment of the TEEA Project	12
II. PRINCIPALS' PERCEPTION OF TEEA PROJECT	16
Background of the Teacher Training Colleges	16
Institutes of Education	18
Consolidation of Teacher Training Colleges	18
Revision of Teacher Training Curriculum and Organization	21
Quality Factors in the Teacher Training Colleges	22
Description of the Teacher Training Colleges	24
Expectations of Principals of the East African Teacher Training Colleges Regarding the TEEA Program	26
Important Qualities of Overseas Tutors Given by Principals	30
Contributions of the TEEA Tutors Enumerated by Principals	34

Chapter	Page
TEEA Tutor Adjustment as Viewed by the Principals . .	44
Relationships	44
Teaching Practices	46
Acceptance of the Educational System	47
Adjustment to National Policies	48
Adjustment to Religious Practices	49
Principals' Observations on Administration and Supervision of the TEEA Project	50
Principals' Views on the Long-Range Effects of the TEEA Tutors	55
Impact on Curriculum	57
Impact on Educational Philosophy and Practice . . .	57
Impact on Teaching Methods	58
Report of Colleague Tutors in the Teacher Training Colleges on the TEEA Tutor Contributions . *	63
III. REPORT OF THE TEEA TUTORS	68
TEEA Tutors' Expectations of the TEEA Program	70
TEEA Tutors' Assessment of Their Contributions	74
TEEA Tutors' View of Their Reception in the Colleges	83
College Administrators' Reception of TEEA Tutors .	84
Colleague Tutors' Reception of TEEA Tutors	90
Students' Reception of TEEA Tutors	94
TEEA Tutors' Perception of Their Role in the Colleges	97
TEEA Tutors' Estimate of the Long-Term Effects of Their Contributions'	98

Chapter	Page
IV. COMPARISON OF THE REPORTS FROM PRINCIPALS, COLLEAGUES AND TUTORS AND IMPLICATIONS FOR FUTURE ASSISTANCE PROGRAMS	106
Selection of Highly Qualified Personnel	106
Placement	109
Adjustment and Reception	111
Personal Limitations of the TEEA Tutors	113
Limitations Inherent in the Colleges	115
Limitations in the Design or Implementation of the TEEA Project	117
Contributions	119
Impact and Long-Term Effects	124
Summary	128
BIBLIOGRAPHY	131
Appendix A: Colleges in East Africa at Which TEEA Tutors Served	135
Appendix B: Principals' Questionnaire	138
Appendix C: Colleague Tutors' Questionnaire	145
Appendix D: TEEA Tutors' Questionnaire	149

LIST OF TABLES

Table	Page
1. Expectations of Teacher Training College Principals Regarding the TEEA Tutors	28
2. Important Qualities of Overseas Tutors Given by Principals in Answer to Direct Question	31
3. Important Qualities of Overseas Tutors Indirectly Mentioned by Principals During Interviews	32
4. Principals' Listing of TEEA Tutor Contributions	36
5. Principals' Listing of Long-Range Effects of TEEA Tutors	56
6. Colleague Tutor Responses on Contributions of TEEA Tutors	64
7. Original Expectations of Tutors	71
8. Tutors' Report on Contributions	75
9. Comparison of Jordaan Study with Present Study: "Substantial" and "Significant" Tutor Contributions	80
10. Comparison of Jordaan Study with Present Study: Tutor Satisfaction	82
11. Tutors' Report on Reception in Four Areas: "Very Positive" and "Positive" Reception Combined	83
12. Tutors' Ranking of Their Roles	97
13. Tutors' Ranking of Impact	99
14. Comparison of Jordaan Study with Present Study: Effects	103
15. Comparison of Jordaan Study with Present Study: Impact	105

INTRODUCTION

This is a study of the contribution made by tutors supplied to teacher training colleges in Kenya, Tanzania and Uganda by the Teacher Education in East Africa (TEEA) Project from 1964 to 1971. The study examines expectations of principals and TEEA tutors, the ideas, methods and materials used or introduced by the tutors, and the overall impact of the tutors' contributions on teacher training.

In order to collect data for the study the writer visited teacher training colleges in Kenya, Tanzania, and Uganda. Twenty-four colleges were selected which had at least one TEEA tutor in service within the past year and which were in reasonably easy access of each other. These selected were a cross-section of urban and rural, primary and secondary colleges in the three countries. (See Appendix A for list of colleges.)

Interviews were held with past and present principals of the colleges to obtain data on their expectations and appraisal of the TEEA tutor contributions. (See Appendix B for interview schedule.)

Questionnaires were given to principals for distribution to colleagues of the TEEA tutors asking for their assessment of the tutors' contributions. (See Appendix C for questionnaire.)

Questionnaires were sent to all past and present TEEA tutors to obtain data on their expectations and appraisal of their own contributions. (See Appendix D for questionnaire.) Data were also used from a study carried out with the tutors in 1967 by Jordan of

Teachers College.¹

Background on the TEEA project was obtained from annual TEEA reports, conference reports and other documents.

It is hoped that this study of the TEEA program, based on the opinions of those in East Africa who were directly involved, may provide evidence of the kinds and effectiveness of the contributions that were made and thus help in future planning of similar long-term assistance projects.

¹Jean Pierre Jordaan, "A Study of the Aspirations, Experiences, and Accomplishments of TEEA Teacher-Educators in East Africa" (study prepared for the Teacher Education in East Africa Project, 1967).

CHAPTER I
BACKGROUND OF THE TEACHER EDUCATION IN
EAST AFRICA PROJECT

The importance of teacher performance, and hence teacher education, to the quality of all other levels of education and development has always been recognized. In 1966, Butts asserted that, "we must view the education of teachers as belonging at the very heart of any human resources development plan that hopes to contribute to the modernization and building of a free nation."¹ About the same time, Bruner reported that teacher education had a built-in multiplier effect which extended the nature and scope of its influence,² and Coombs stressed that, "Clearly, educational systems will not be modernized until the whole system of teacher-training is drastically overhauled, stimulated by pedagogical research, made intellectually richer and more challenging, and extended far beyond pre-service training into a system for continuous professional renewal and career development for all teachers."³

The present study is concerned with one major USAID-supported

¹R. Freeman Butts, "Teacher Education: A Focal Point," in Education and the Development of Nations, ed. by John W. Hanson and Cole E. Brembeck (New York: Holt, Rinehart and Winston, 1966), p. 375.

²Jerome S. Bruner, ed., "Educational Assistance for the Developing Nations: Techniques and Technology," in Education and Training in the Developing Countries (New York: Praeger, 1966), p. 94.

³Philip H. Coombs, The World Educational Crisis (New York: Oxford University Press, 1968), p. 166.

teacher education project in East Africa. Unlike most other projects, the TEEA project was regional, involving Kenya, Tanzania and Uganda in a joint effort. Some background on the evolution, objectives and activities of TEEA will help the reader understand and interpret the study reported in the other chapters of this document. That background information is presented in the sections that follow.

Evolution of the TEEA Project

The TEEA Project was actually the second venture in cooperative regional assistance to education in East Africa. In 1961 the Teachers for East Africa Project (TEA) was founded to supply teachers to secondary schools in the region. The TEA Project was conceived at the Princeton Conference in the United States in 1960 as a joint Anglo-American scheme for the then British East African territories.¹ This conference considered the growing problems of educational expansion in East Africa, particularly on the secondary level where the necessity to increase the supply of teachers was felt to be urgent. TEA was jointly administered by Teachers College, Columbia University in the United States and the University of London in Britain.² Teachers College was awarded a contract by USAID to recruit American teachers for the project. Under the TEA program, 466 Americans were

¹African Liaison Committee, "Report of the Conference on Education in East Africa," Princeton, N.J., December 1-5, 1960.

²Peter Williams, Aid in Uganda--Education (London: Overseas Development Institute, 1966), pp. 94-97.

placed in East African secondary schools. After a period of four years the TEA program was terminated and responsibility for the supply of American teachers to East African secondary schools was transferred to the Peace Corps.

When independence was achieved by the East African nations they became more concerned with the modification and development of their whole education systems. Kiano, then Minister for Education for Kenya, said the following about the period:

But at Independence, Kenya became a new nation and her peoples were now free to assume new dimensions in their thinking, feelings, aspirations, hopes and actions. They realized also that Independence meant that they were on their own and that they needed confidence, determination and courage in their actions. In the circumstances, the existing educational system was obviously inadequate and needed to be modified in order to accommodate the new strains and stresses which had been placed on it. Thus it became necessary to find ways and means of modifying the system.¹

External assistance programs were sought which would address the problems of educational development beyond the recruitment and supply of teachers, as TEA had done.

A major step in the implementation of such assistance was made in 1964 at the Mombasa Conference of the newly organized University of East Africa. The main subject of the conference was the possible role and development of three Institutes of Education which could coordinate and manage the changes contemplated in the East African

¹Kenya Institute of Education, New Directions in Teacher Education (Nairobi: East African Publishing House, 1969), p. xi.

countries.¹ Participants at the conference also recommended the development of a new program of assistance in which trained and experienced American teachers (tutors) would be supplied to the teacher training colleges. Later in the same year this program was inaugurated as the TEEA Project under the administration of Teachers College. The contractual agreements were made between each of the East African governments and the United States government and included the University of East Africa and Teachers College.²

Objectives of the TEEA Project

The objectives of the TEEA Project as stated in the contract were as follows:

1. To provide pre-service and in-service training for local teachers to meet the shortages that exist so that, eventually, external assistance in this field may be terminated in an orderly manner.
2. To assist in the consolidation and reform of the teacher training colleges.
3. To assist in the radical expansion of programs for the production of non-graduate teachers for secondary schools and better qualified teachers for primary schools.
4. To assist in the use of every possible means, including crash programs, for the production of graduate teachers for secondary schools.

¹Institute of Education in East Africa, "A Report of the Conference on Institutes of Education," ed. by Arthur J. Lewis and L. V. Lieb, Mombasa, Kenya, January 27, 1964-January 30, 1964.

²AID Project, "Expansion and Improvement of Teacher Education in East Africa," Project 618-11-650-617, TEA No. 3 (602), April 29, 1964.

- 5. To assist in the establishment and support of developing institutes of education--

In addition to the stated objectives, the founding of the TEEA Project gave support to the ideal of an East African Community and the concept of regionally-based assistance programs.

The TEEA Project was one of many efforts made by international assistance agencies to find strategic approaches to the problems of cooperation for educational development. Other Teachers College programs carried out under AID contracts in Afghanistan and Peru were comprehensive efforts of direct technical and personnel assistance to several sectors of the educational system.¹ The TEEA Project, on the other hand, was an effort concentrated in one sector--the supply of trained personnel for teacher education--which, it was thought, would have an important indirect effect upon other sectors of the system. The project was also directed at both quality and supply factors in the improvement of education. One aspect of the TEA Project that was not continued in the TEEA Project was the joint participation of Britain and America in a multilateral program of assistance. The British operated a separate organization called "Teacher-Trainers for East Africa" Project (TTEA) with basically the same objectives as the TEEA Project.

The objectives of TEEA as given above were consistent with the objectives of East African educational authorities as discussed at

¹Teachers College, Columbia University had also been under contract with AID educational assistance programs in Afghanistan (1952), India (1960), and Peru (1962).

the conference on teacher education held in Nairobi, Kenya in 1965.

The main report of that conference includes this summary statement:

Of interest to a developmental summary are the similarities which each of the ministries [Kenya, Tanzania and Uganda] have in constructing their plans. (1) Each has considered and is now acting on a technique for shortening of the years of education in the primary schools from eight years to seven years. (2) All have plans for training graduate and non-graduate secondary school teachers. (3) Consolidation of teacher training colleges into fewer numbers with higher level intakes is part of common planning. (4) All three are depending on the developing institutes of education for major contributions to progress in teacher education.

Both sets of objectives stress expansion, training of teachers, consolidation, and assistance to institutes of education as the major areas for the development of teacher education. This correspondence in objectives indicates the willingness of the donor government to respond to those needs which were identified as urgent by the ministries of education in the region. It also reveals the growth of a cooperative relationship between the practitioners of international assistance programs and the East African educational authorities. The articulation of plans and objectives during this period was undoubtedly helped by the many conferences on African educational development which were held under the auspices of agencies such as UNESCO, the Afro-Anglo-American Program, the University of East Africa and other British and American foundations.

Scope of the Teacher Education Activities
of the TEEA Project

From the list of objectives given above, it is clear that the

L. V. Lieb, ed., "A Report of the Conference on Teacher Education for East Africa," University College, Nairobi, Kenya, April 5-7, 1965.

TEEA assistance to teacher education was broadly conceived and gave great scope to efforts toward general improvement of teacher education in the region. The TEEA Project sponsored a variety of activities such as instructional materials centers, international conferences, workshops, visits by experts, lectureships, participant training, research studies, and many other programs aimed at reinforcing and expanding the Project's total impact on the educational systems.

Five University of East Africa (UEA) conferences on teacher education were co-sponsored by TEEA.

April 4-6, 1966	"Permanent Staffing of Teacher Education Institutions" (Fifth Conference in the UEA series)	Dar-es-Salaam
October 2-4, 1967	"The Role of the Institutes of Education in Curricula Development" (Sixth Conference)	Kampala
October 1-2, 1968	"New Directions in East African Teacher Education: Innovation, Implementation and Evaluation" (Seventh Conference)	Mombasa
October 13-15, 1969	"Staffing Teacher Education Institutions in East Africa: Supply and Demand, Training and Utilization" (Eighth Conference)	Dar-es-Salaam
October 27-29, 1970	"Critical Issues in Teacher Education" (Ninth Conference)	Kampala

Regional workshops for tutors were held annually, beginning in 1968, bringing together TEEA tutors, East African tutors and educators, and other specialists. Focus in the workshops was on new methods and materials that had been tried in the colleges.

TEEA personnel assisted in the development of plans for the

consolidation of teacher training colleges in Uganda, and in 1966 a study into the curriculum and structural facilities of the proposed college was carried out by Miel and Rissetto of Teachers College for TEEA.¹ Twice during 1968 further consultant visits were made in connection with the physical facilities of Uganda's plans for consolidation.

The main function of the project was to supply tutors to the teacher training colleges but, in addition, a number of doctorate level specialists were assigned to the institutes of education in the three countries. The TEEA specialists, as members of institute staffs, gave lectures and demonstrations, taught seminars and workshops, produced materials, revised curricula, and generally supported the development of teacher education in the universities and in the colleges. They assisted in efforts to establish Instructional Materials Centers under the supervision of the institutes. Through visits to colleges these TEEA specialists also encouraged and reinforced TEEA tutor innovations in the use of instructional materials and equipment in all areas and especially in science and mathematics. Several local graduate level educators were being prepared in the United States to replace the TEEA institute staff members. In 1969 an instructional materials specialist position was created at the Kampala field office to coordinate and expand support for media

¹Alice M. Miel and Henry J. Rissetto, "Teacher Training Curriculum and Facility Factors Related to Uganda Teacher Training College Loan Analysis" (report prepared for TEEA, Teachers College, Columbia University, 1966).

programs in the region.

Organization of the TEEA Project

The two major organizational divisions of the TEEA Project were the headquarters office at Teachers College and the TEEA field office in Kampala under the direction of the Chief of Party. The headquarters staff supervised the recruitment, selection and orientation of TEEA tutors and was responsible for carrying out the total obligations of the contract agreement. The TEEA field office supervised the TEEA tutors in their placements, arranged arrival and departure procedures and coordinated the affairs of the project directly with educational officials in each of the three countries.

The TEEA project designed and carried out an intensive system for the selection and placement of TEEA tutors. Applications were received from all over the United States in response to advertisements placed in professional journals, national magazines and other sources. As an example of the numbers involved in the selection process, in 1968 37 were selected out of 484 applicants. Prerequisites for service included the requirements of a master's degree and five years of successful teaching experience. Applications were screened for professional requirements and those eligible were ranked by the TEEA staff in order of potential promise.

An important part of the selection process was the interviewing of the applicants by TEEA staff and educators knowledgeable about East Africa. The interviews were held at the TEEA headquarters or at

educational centers across the country in areas where the applicants lived. Applicants were also given personality tests at the time of the interview. The interviewers ranked the applicants and submitted their assessment to the final selection committee which consisted of TEEA staff and professors at Teachers College.

Those selected received a six-weeks' orientation program which included Language Studies, Education Studies, and East African Area Studies. Many lecturers and consultants for the orientation program were returned TEA and TEEA teachers, Peace Corps volunteers and East Africans recruited locally in the United States.

A total of 160 tutors were sent out during the period 1964 to 1971 (excluding three assigned to Zambia). The TEEA tutors were all under contract with the East African ministries of education as education officers. Thus placement in colleges, salary, housing, benefits and departure processes were all under East African government administration. Tours were for periods of two years with the possibility of renewal for further two-year tours.

Assessment of the TEEA Project

A form of self-assessment can be found in the annual and semi-annual reports made by the TEEA administration to USAID. These reports discussed progress and difficulties encountered by the project and made proposals for future development. Visits of professors and study teams from Teachers College and USAID provided other sources of assessment. In 1967 Jordaan of Teachers College conducted a study of

first- and second-year TEEA tutors.¹ The study focused on the tutors' conception of their roles, innovations introduced by them and their overall impact as well as their significant accomplishments and the factors which facilitated or hampered their efforts. The tutors reported a high level of success and satisfaction with their roles and achievements in the colleges.

A USAID team, consisting of Fred E. Harris and Frank L. Holmes, visited East Africa and conducted an evaluative study of the TEEA Project in July, 1969.² In general the study dealt with the design and operation of the contract agreement between AID and Teachers College. The evaluation team reported widespread acceptance of the contributions made by the TEEA tutors including praise from the ministries of education. The team felt that the main reason for this success was the careful selection of competent, experienced and well qualified tutors. Several specific recommendations were made for adjustment of the contractual agreements involving the tutors. Direct contract arrangements in which the tutors were made education officers in the countries were questioned. The report suggested strengthening of the contractual rights of tutors and extension of benefits to them equal to those of USAID personnel in other placements. The need for

¹Jean Pierre Jordaan, "A Study of the Aspirations, Experiences and Accomplishments of TEEA Teacher-Educators in East Africa" (study prepared for the Teacher Education in East Africa Project, 1967).

²Fred E. Harris and Frank L. Holmes, "An Evaluation of Project Agreement for Teacher Education for East Africa," No. 618-11-650-617 (report prepared for Agency for International Development, Washington, D.C., August 15, 1969).

professional supervision of the tutors was mentioned. It was suggested that tutors be allowed to draw against a general budget fund rather than through the previous allotment system to obtain instructional support materials.

The team also recommended the institution of an on-going evaluation system, the increase of the field office staff and the transfer of the office from Kampala to Nairobi. Other suggestions concerned the improvement of administrative and liaison procedures and the review of the contract termination date (1971).

A second USAID team was sent out in August of the same year, under the auspices of the American Association of Colleges for Teacher Education, to conduct a general survey of teacher education needs in East Africa.¹ Their report did not discuss the TEEA Project directly but dealt generally with the many assistance programs in the region that were related to teacher education. Recommendations made for USAID programs were primarily in the areas of specialist staff assistance to ministries and institutes of education, research development, curriculum development and participant training.

In discussion of the background for its recommendations, the survey team gave a comprehensive analysis of the East African educational situation, including projections of future needs and descriptions of the problems of assistance agencies. The report presents

¹Dale C. Draper, John A. Fitz, and Clayton M. Schindler, "A Report Analysis of Teacher Education in East Africa, 1969" (report prepared for the American Association of Colleges for Teacher Education, November, 1969).

much information that is relevant to a consideration of the progress and problems encountered by the TEEA Project at that time.

This chapter has described the evolution, objectives, scope and organization of the TEEA Project and previous assessments of its accomplishments. The next two chapters present summary reports from principals, colleague tutors, and the TEEA tutors themselves on the contributions made in the teacher training colleges. The last chapter compares these reports and discusses implications for future assistance programs based on the experience of the TEEA tutors.

CHAPTER II
PRINCIPALS' PERCEPTION OF TEEA PROJECT

This chapter presents summary reports of the interviews with principals representing twenty-four teacher training colleges in Kenya, Tanzania and Uganda. The sections give information obtained in the interviews on:

1. the principals' expectations of the TEEA tutors
2. important qualities expected of overseas tutors
3. the contributions of the TEEA tutors in the colleges
4. the adjustment made by the TEEA tutors in the colleges
5. the administration and supervision of the TEEA project
6. the long-term effects of the TEEA tutors

It also includes a summary report of questionnaires obtained from colleague tutors on the contributions of the TEEA tutors. These sections are preceded by background information on the educational situation in the teacher training colleges at the time of the inauguration of the TEEA Project and a description of the colleges.

Background of the Teacher Training Colleges

When the TEEA Project originated in 1964, the East African countries were still in the early stages of development under their newly independent governments. Tanzania was the first to gain its independence in 1961; Uganda followed in 1962 and Kenya in 1963. Educational policy in those years was focused on the expansion of the

primary and secondary schools to provide the necessary trained manpower to run the government and the economy. From the time of independence educational authorities had recognized the important part teacher training colleges would play in educational expansion. The colleges themselves had shortages of tutors which would become more severe as the expansion of enrollments proceeded. Makerere College (Uganda) had been training local tutors for many years as part of the University of East Africa program but their numbers were inadequate for the growing need. The colleges were pressed for increased equipment, facilities and finance as well as for additional personnel.

The Ministries of Education in Kenya, Tanzania and Uganda were giving increased attention to the revision of teacher training systems. Proposals for comprehensive approaches that would focus on the problems of the colleges along with the development of national educational policies were being made in the three countries.¹ These proposals included:

1. founding Institutes of Education to assist in the development of the teacher training colleges
2. consolidating of teacher training colleges
3. revising of teacher training curriculum and organization
4. improving quality in the teacher training colleges

¹Kenya, Education Commission Report: Part I (Nairobi: The English Press, Ltd., 1963); Tanganyika, Five-Year Plan for Economic and Social Development, 1st July, 1964-30th June, 1969, Vol. I (Dar es Salaam: Government Printer, 1964); Uganda, Education Commission, Education in Uganda (Entebbe: Government Printer, 1963).

Institutes of Education

A significant indication of educational authorities' concern for the conditions and development of the teacher training colleges was the formation of Institutes of Education in the three countries. The start of the TEEA Project coincided with the formation of the Institutes and the first tutors arrived at a time of great possibilities for change in teacher education. The Institutes were to serve as links between the ministries of education, the universities and the teacher training colleges. They were to carry out research studies where needed and provide special assistance in the development of education courses and curriculum. Much of the change and restructuring of the colleges was to be undertaken with the involvement of the Institute staffs.¹ The Institutes were to assist in the transition of colleges to higher grade levels and the provision of new methods and materials for instruction in Science, English, and Mathematics. In practice the development of the Institutes varied greatly from country to country.

Consolidation of Teacher Training Colleges

The East African ministries all developed, and some partly implemented, plans for the reduction in the number of teacher training

¹Kenya, Institute of Education, New Directions in Teacher Education: Proceedings of the Second Kenya Conference, 1968 (Nairobi: East African Publishing House, 1969); Institute of Education, University College, Dar es Salaam, Institute of Education, Progress Report (Dar es Salaam: Institute of Education, 1966); National Institute of Education, Makerere University College, "Progress Report," 1968-69.

colleges. In Kenya the number was reduced from thirty-six to twenty-six soon after independence and plans were made to reduce the twenty-six to seventeen. In Tanzania the sixteen primary colleges were to be integrated into ten colleges, and Uganda entertained a proposal to reduce the existing twenty-four colleges to four.¹

There were a number of reasons for the move to consolidate the teacher training colleges. Chief of these was the obvious economy which would come from concentration. Savings would be derived from increased use of expensive equipment, higher student-tutor ratios and the reduction of maintenance costs. Programs and facilities could be provided that would be feasible only for large numbers of students.

In addition to these economies of scale there was the desire for integration of the diverse racial, religious and regional institutions into a unified national teacher training system. During the colonial period, separate institutions and streams of education had been established for African, Asian and European students with distinct staff and governing bodies. In addition to this, a majority of training colleges had been founded by religious organizations and in some regions, especially where there had been a history of religious strife between the different sects; colonial authorities allowed the creation

¹Kenya Teachers Colleges, Teacher Education Bulletin, 1966 (Nairobi: Equatorial Publishers, 1966), p. 38; Tanganyika, Five-Year Plan for Economic and Social Development, 1st July, 1964-30th June, 1969, Vol. I (Dar es Salaam: Government Printer, 1964), p. 67; Alice M. Hiel and Henry J. Risetto, "Teacher Training Curriculum and Facility Factors Related to Uganda Teacher Training Colleges Loan Analysis" (report prepared for TEEA, Teachers College, Columbia University, 1966).

of duplicate colleges to provide a balance or to limit denominational control.¹ As the training colleges were widely dispersed geographically they generally reflected the ethnic composition dominant in each locality. The remedy of this situation, partly through consolidation, was one of the prime tasks undertaken by the ministries of education at the time of independence.²

Another reason favoring consolidation was the desire to maintain standards and improve the quality of teaching on all levels. The transfer from colonial to local authority had been accomplished by unofficial forebodings of decline of standards. Although these fears were proven false they stimulated a concern for quality which continues long after independence.

Educational authorities considered that consolidation would be beneficial in providing economies, in integrating racial, religious and ethnic groups and in insuring the maintenance of standards and quality in the colleges.

Progress toward consolidation affected the development of modern plants for teacher education. In some instances a new building replaced one or more colleges in a region. Specialized plants for the training of secondary level science, technical or agricultural

¹T. A. Beotham, Christianity and the New Africa (New York: Frederick A. Praeger, 1967), pp. 34-35.

²S. H. Oindo, "The Structure of Education in Kenya and Some Planning Problems," in Education, Employment and Rural Development, ed. by James R. Sheffield (Nairobi: East African Publishing House, 1967), pp. 288-296; John Cameron, "The Integration of Education in Tanganyika," Comparative Education Review, XI (February, 1967), 38-56.

teachers were built either as separate colleges or as additions to other institutions. One of the conditions that needed special attention, and often adversely affected the operation and morale of the colleges, was the difficulty of providing adequate staff housing especially in small, isolated colleges.

Revision of Teacher Training Curriculum and Organization

At the time of the inception of the TEEA Project there was also a movement on the part of educational authorities for the reformation of the content and organization of primary education. Efforts had already been made under the colonial governments but since independence significant changes were introduced in almost every subject in the syllabus.¹ Notable examples were the Kiswahili Syllabus development, the Entebbe Mathematics Program, the Nile Basic English Course and the African Primary Science Program. The new school programs were developed and tested in the colleges and then became part of the curricula. Another major change was in the gradual acceptance of the child-centered approach in primary education as against the subject or textbook emphasis. Adaptation of course content to the development needs of the country was also promoted, with particular emphasis on agricultural and vocational education and the Africanization of history and geography studies.

¹Carl J. Manone, ed., "A Report of the University of East Africa Conference on New Directions in East African Teacher Education: Innovation, Implementation, and Evaluation," Mombasa, Kenya, September 30-October 2, 1968.

In-service courses were made a regular feature of college programs during holidays and teaching practice periods.

Along with the new subjects and content, changes were brought about in the organization of the colleges. Libraries were improved and integrated into study programs; timetables and schedules were made more flexible; students were given more responsibilities; mature entry programs were introduced and community activities initiated.

Quality Factors in the Teacher Training Colleges

The origin of concern for quality in the teacher training colleges has been mentioned above. The problem of the low qualifications of entrants into the colleges, as one aspect of quality, was met head on by educational authorities. Entrance requirements were raised so that no student could enter without a Primary School Leaving Certificate.

In general, teacher training had a low status and entrants frequently had failed to get a place in university or secondary school. Efforts to lift the burden of the low status of teacher training included the initiation of Bachelor of Education programs in the National Colleges of Education, with the degree to be granted by the university. Recommendations for salary increases for teachers,

promotion ladders and other incentive benefits were also urged.¹

Given the pressing shortage of qualified African secondary teachers to meet expansion of the schools, priority was assigned to up-grading efforts on that level. Special programs were expanded or were introduced in the university colleges and separate secondary level institutions were established.

A final aspect of quality was the need for well qualified and dedicated personnel in the colleges. At the start of the TEEA Project the teacher training colleges were almost entirely staffed by European, Asian (Pakistani and Indian), and North American nationals. A majority of "Europeans" had been sent by their religious organizations in the United Kingdom, Ireland, the Netherlands, Canada, and the United States. Smaller numbers of religious personnel came from Italy, France, Germany and the West Indies. Recruitment agreements between the East African governments and overseas government agencies were being implemented, such as the American Peace Corps and the British Ministry of Overseas Development. In general these agencies stressed careful selection and screening of applicants. The extent to which their efforts were successful varied greatly among the colleges. Any

¹In Kenya, see Kyalo Mwendwa, "Constraint and Strategy in Planning Education," in Education, Employment and Rural Development, ed. by James R. Sheffield (Nairobi: East African Publishing House, 1967), pp. 275-277. In Tanzania, Ministry of Education, A Short Progress Report of the Ministry of Education for 1966 (Tanzania: Ministry of Education, 1966). In Uganda, Richard Jolly, Planning Education for African Development (Nairobi: East African Publishing House, 1969), pp. 84-88. Also, Uganda, Report of the Uganda Teachers' Salaries Commission (Entebbe: Government Printer, 1961).

unfortunate placements added to the growing demand for localization coming from African students and staff.

Description of the Teacher Training Colleges

The teacher training colleges in East Africa fall into two main groups, those preparing teachers for secondary schools and those preparing teachers for primary schools. Requirements for entry vary considerably within each country, but generally the requirement for secondary teacher training is Higher School Certificate and for primary teacher training it is anywhere from a Primary School Leaving Certificate to a School Certificate. The length of teacher training programs varies between two years and four years, and in addition a variety of up-grading programs of shorter duration are offered in some colleges.

Colleges vary in size from about 150 to over 800. Most are coeducational and residential. In addition to government capital expenditure, some colleges have been able to obtain gifts or loans for building programs but the facilities tend to be minimally adequate and are filled to capacity. A number are situated in or near urban centers but many are very isolated and are often on bad roads, making access difficult during rainy seasons. Small missionary colleges were built in rural areas and, while their buildings and sites are attractive, they have only recently been able to provide fairly adequate electricity and water supplies. Staff housing is in short supply in almost all colleges.

Colleges are run by a principal and a deputy principal, under the ministries of education. The primary college staffs are rapidly being Africanized while the secondary college staffs are changing at a much slower rate.

Students are older than might be expected because they often enter primary school late or must work for a year or two before entering the college. Some are married and must leave their families behind. There is a policy of bringing together students from different regions and from different ethnic groups into the same colleges. Conflicts are rare but the students tend to segregate themselves according to language groupings. The fact that many students are disappointed at having to enter teacher training colleges rather than secondary schools or universities sometimes leads to low morale and poor attitudes among the students. Morale is improving slowly as competition to get into the training colleges increases.

Most primary colleges offer courses in English, Vernacular, Mathematics, Science, History, Geography, Physical Education, Primary Methods, Art, Domestic Science, and Woodwork, and some now offer courses in Agriculture, Auto Mechanics, Metalwork, and so on. Part of the year is spent in teaching practice either in the demonstration school attached to the college, a nearby school, or a school in the student's home area. Students in rural areas are dependent upon the college for a wide range of extra-curricular activities and sports.

Expectations of Principals of the East African
Teacher Training Colleges Regarding
the TEEA Program

The preceding section has provided a framework in which to understand the expectations of the principals as presented in this section and their reports on the contributions of the TEEA tutors which follow.

The information in this and the following sections was obtained from thirty-one present and former principals representing twenty-four colleges in Kenya, Tanzania and Uganda. Of the twenty-four colleges reported on, twenty were visited and the principals interviewed there. Former principals were interviewed in other places in East Africa and in London. Generally, the entire interview lasted for a little more than an hour. One principal was not interviewed but returned a questionnaire based on the interview schedule. In some instances more than one principal reported on the same college. In two cases a deputy principal was interviewed. Because of the size of Konyatta College and the large number of TEEA tutors (thirty-one) the department heads under whom the tutors worked were interviewed as well as the principal. Some of the principals interviewed had served at more than one college or in positions other than principal (deputy, department head, tutor) during the TEEA period. Eighteen of the principals were Africans; thirteen were Europeans.

The question asked in the interview on the expectations of the principals was, "Prior to the arrival of the TEEA tutors at your

college, what were your ideas about the contribution they might make?"

Of the thirty-one principals questioned eighteen gave direct answers to this question, some indicating two or more expectations.

Reasons for the small number of responses to the question were, first, that many principals were not in service prior to the arrival of the TEEA tutors. Second, some responses given were not considered valid answers to the question either because of confusion with the actual contribution of the tutors, or because they were indefinite, irrelevant comments. Some principals gave general answers such as "cautious," "expected them to be useful to the college," or "did not have high expectations of the tutors." Third, the interviewer was unable to probe the question because of time limitations and the priority of other questions such as the actual contributions made by the TEEA tutors.

A summary of the responses made by the principals is given in Table 1. The two most frequently reported expectations, each given by nine out of the eighteen principals responding, were that the TEEA tutors would bring new ideas to the colleges and would be highly qualified instructors. Four of the eighteen reported that the TEEA tutors would fill a gap in the supply of tutors in the colleges. Three reported an expectation that the tutors would mix well with local tutors and the people generally. This last expectation was given by three African principals, two of whom had been to the United States and one who had had previous experience of non-TEEA American tutors.

TABLE 1
 EXPECTATIONS OF TEACHER TRAINING COLLEGE PRINCIPALS
 REGARDING THE TEEA TUTORS

Expectations	Number of Principals Listing Expectation
The TEEA tutors would--	
contribute new ideas or methods	9
be highly qualified	9
fill a gap in the supply of tutors	4
mix well with local tutors and local people	3
be competent but not necessarily highly qualified	2
be like other European tutors	2
not have any adjustment difficulties	1
have difficulty adjusting to lack of resources	1
identify with national aspirations and policies	1
be committed to a religious belief	1

Two African principals reported that they expected the TEEA tutors to be the same as other European tutors. Two principals reported an expectation that the TEEA tutors would be competent but not necessarily contribute much to the college or be highly qualified. The table shows four other expectations which were given by individual principals. A total of thirty-three expectations were given.

The small number of responses given by the principals limits the generalizations that can be made on their expectations of the TEEA tutors. It is notable, however, that more of the respondents did not give high qualifications and the supply of new ideas as the main contributions they expected from the TEEA tutors. Information given to the ministries of education about the project when it began gave these as significant characteristics of the TEEA tutors in contrast to the Teachers for East Africa and the Peace Corps projects which were primarily supply programs. It is possible that the information did not reach the principals of the colleges or that they did not remember it.

The response that the tutors would identify with the aspirations of the country and the response that the TEEA tutors would come with a religious outlook may have reflected a personal reaction to the contemporary circumstances of national educational development in Tanzania and the historical religious association of education in Uganda respectively.

As a supplement to the question of expectations, discussion of the principals' responses on the qualities of successful tutors follows in the next section. Since the report on their expectations

was limited, the responses from the principals on what they considered the most important qualities in all overseas tutors assumes more importance. The response to both of these questions is relevant to the principals' assessment of the TEEA tutor contributions.

Important Qualities of Overseas Tutors
Given by Principals

The question asked of principals in the interviews was: "What do you feel are the most important qualities for the success of tutors coming from overseas?" Responses were obtained from thirty of the thirty-one principals in direct response to the question. Table 2 shows the frequency of the main responses.

Five of the eight most frequently given qualities (ranging from nineteen to four responses) relate to the tutors' personal adjustment to the country, people, and the college. The other three relate to general professional qualities which the tutor brings with him to the job. It is notable that adaptability and understanding of the culture are given priority over skill and competence in teaching. This is probably based on recognition of adjustment as the main source of difficulties for overseas personnel.

Most of the qualities given in Table 2 were also mentioned in other places during the interviews, in discussion of the TEEA tutors. The fact that the responses given by the principals as qualities of successful tutors were also mentioned in the context of other questions supports the assumption that these qualities were actually applied in their assessment of TEEA tutor performance and contribution.

TABLE 2

IMPORTANT QUALITIES OF OVERSEAS TUTORS GIVEN BY
PRINCIPALS IN ANSWER TO DIRECT QUESTION

Description of Quality	Number of Responses Given
Adaptability, flexibility, willingness to learn	19
Understanding and appreciation of local people and culture	17
Skill, competence, experience, scholarship	12
Friendlyness, cooperation, mixing with people	7
Willingness to accept educational system, policies and practices at college	7
Diligence, devotion to duty, enthusiasm, commitment to teaching	7
Willingness to accept local customs, forms and practices	6
Willingness to accept extra tasks, helpfulness	4
Awareness of national and community needs, priorities and policies	3
Sense of humor, cheerfulness	3
Maturity, balance, sense of responsibility	3
Willingness to receive from as well as contribute to the teaching experience	3
Resourcefulness, imagination, initiative, improvisation	3
Willingness to accept religious nature of college	3
Having right motives	2
Other qualities given by only one principal included:	
skills of innovation	
willingness to regard students with respect	
balance in the treatment of students	
ability to maintain a distance from students	

Table 3 gives the number of times these qualities were referred to in answer to questions other than the specific one on qualities of successful overseas tutors.

TABLE 3
IMPORTANT QUALITIES OF OVERSEAS TUTORS INDIRECTLY
MENTIONED BY PRINCIPALS DURING INTERVIEWS

Description of Quality	Number of Responses Given
Willingness to accept educational system, college policies and practices	14
Skill, competence, experience, scholarship	11
Diligence, devotion, enthusiasm, commitment to teaching	10
Adaptability, flexibility, willingness to learn	10
Friendliness, sociability, mixing with people	10
Awareness of national and community needs, priorities and policies	9
Resourcefulness, imagination, initiative, improvisation	9
Maturity, balance, responsibility	9
Ability to cooperate and work well with other staff	7
Understanding and appreciation of local people and culture	4
Willingness to accept religious nature of the college	3
Sense of humor, cheerfulness	1
Willingness to accept extra tasks, helpfulness	1

Four of the qualities which have the highest number of responses appear both in answer to the direct question on qualities and again in answer to other questions. There are significant differences, however, in the number of responses given for each quality in answer to the specific question and as they are mentioned in responses given throughout the interview. For example, while four principals considered willingness to accept extra tasks as a prime quality of successful tutors, only one made mention of this quality in discussing the actual performance of TEEA tutors. Similarly, only one principal mentioned cheerfulness or having a sense of humor in the context of other questions. While only three principals gave resourcefulness or initiative as a quality necessary to tutor success, nine principals made mention of some aspect of this quality in discussion of the TEEA tutors.

Differences in the awareness of particular qualities may relate to the identity of the respondent or to his individual background and circumstances. In answer to the specific definition of the qualities of success for overseas tutors only three expatriate principals gave understanding of local people and culture as a necessary quality, while fourteen African principals reported this quality. Only one expatriate principal noted friendliness and cooperation as a necessary quality while six African principals gave this in response to the question.

Similar divergences occurred in consideration of the unsolicited mention of qualities in the course of the interviews. Of the ten

7⁵ 34.

principals mentioning the quality of adaptability of the TEEA tutors only three were expatriates, and of the ten mentioning friendliness only four were expatriates. Three expatriate principals mentioned awareness of national and community needs while six African principals discussed this quality.

A pattern is presented in which individual principals tended to be concerned with a particular kind or category of qualities-- competence, adjustment, or personal relations--without mention of other categories.

The two main impressions that come out of the analysis of the principals' reports are: first, their use of these or similar qualities as a framework for assessing the TEEA tutor contributions and, second, the existence of patterns of response which may be helpful in fully understanding their attitude to the TEEA tutors' contributions.

Contributions of the TEEA Tutors
Enumerated by Principals

Information on TEEA tutor contributions was obtained from the principals by use of a checklist at the beginning of the interview. In 1966, 1968, 1969 and 1970 TEEA tutors were asked to fill out questionnaires or activity reports on what they had been doing in the colleges. These reports were used as the basis for the contributions checklist. Not all of the total contributions described by the TEEA tutors were reported by the principals. In some instances they were

not in service at the same time as some of the tutors. Some former principals were not interviewed. The principals also only mentioned those things which readily came to mind, in some cases after the passage of several years and from among the contributions of many expatriate tutors at the colleges. In the larger institutions the work of individual tutors was often not well known to the principal even during the period of the TEEA tutor's service.

In some cases it was difficult for a principal to differentiate between those things that were clearly introduced by the TEEA tutors and those to which they made a major contribution. Where a project was initiated by a TEEA tutor jointly with the principal, a department head or another tutor, the exact extent of the TEEA tutor's contribution was hard to assess. Principals reported that some new programs that were already in existence before the arrival of the TEEA tutors were given the support needed to carry them through by the TEEA tutors.

The following two questions were asked relating to the checklist of TEEA contributions: "Were any of the items listed on the previous pages introduced by TEEA tutors in your college?" and, "In which items did TEEA tutors make a specially important contribution, even if they were not introduced by them?"

Table 4 shows the number of contributions of TEEA tutors reported by the principals, grouped under nine main headings.

TABLE 4
 PRINCIPALS' LISTING OF TEEA TUTOR CONTRIBUTIONS

Area of Contribution	Number of Responses	Number of Principals Responding
Provision of materials and equipment	64	24
Extra-curricular activities	58	20
Teaching methods	44	21
Development of materials and equipment	42	21
Curriculum of department or of the college	31	13
In-service and up-grading activities	22	17
Community activities	13	11
Content of individual courses	12	7
Other (school organizations, etc.)	51	26

A breakdown of the nine main areas of contribution follows. The greatest number of recorded responses on the checklist (sixty-four) was given on the provision of materials and equipment:

Audiovisual apparatus or equipment, e.g., overhead projectors, audiotape recorders, phonographs, cameras television sets, radios, public address system	19
Textbooks, library books, supplementary reading materials	13
Development or supply of science room, visual projection room, model primary classroom, wood-working shop	9
Science equipment	6
Visual aid center	6
Weather station	5

Audiovisual materials, SRA Language Kit, other subject kits	3
Language laboratory	1
Math reference library	1

The following listing details the fifty-eight responses on the introduction or important contribution of TEEA tutors to clubs or extra-curricular activities in the colleges:

College magazine	7	International Songs	2
Basketball	5	Student Common Room	2
Young Farmers Club	5	College Newspaper	1
Debating Society	4	Handicrafts	1
Ballroom or Folk Dancing	4	Quiz or Contests	1
Photography	3	Library Club	1
Foreign Language	3	Music Appreciation	1
Athletics Association	3	United Nations Club	1
Current Affairs	2	Psychology Club	1
Field Trip Program	2	Educational Film Activity	1
Student Council	2	College Dance Program	1
Drama	2	Church Related Activity	1
Art	2		

There were forty-four responses on the introduction or important use by the TEEA tutors of improved teaching methods:

Use of audiotape recording	11
Use of self-evaluation techniques	8
Team-teaching	7
Micro-teaching	6
Lower primary methods	3
Role-playing	1
Small group discussion	1
Mathematics methods	1
Speech games	1
Teaching practice methods	1

Independent library study	1
Dramatizations	1
Local materials	1
Use of films	1

Forty-two reports were given on the development of materials by the

TEEA tutors:

Subject matter materials in Science, Mathematics, Language Arts, History, Art and Handicraft	13
Development of textbooks, handbooks and manuals in Mathematics, Science, History, Geography, Language Arts and Child Study	11
Development of audiovisual materials	5
Films	3
Student handbooks	3
Language games	2

Some of the contributions given in the development of materials were very important, including a major text on the history of Tanzania which has been applied throughout the school system, and several language arts kits and manuals, and a reading laboratory. Other single contributions were the development of an aquarium, a wildlife center and a nature trail.

There were thirty-one responses of changes in the curriculum of the TEEA tutors' department or the whole college:

Introduction or implementation of New Mathematics	10
New Science	3
History and Geography (Social Studies)	3

Music	2
Agriculture	2
Teacher training program	2
Bachelor of Education Program in Mathematics	2
Physical Education	1
Health Science	1
New Primary Approach	1
Art Illustration	1
Nutrition	1
Journalism	1

Twenty-two responses were given on significant TEEA tutor participation in upgrading or in-service programs either at the college, on the university campus or at special centers:

In-service courses	14
Upgrading for community workers (literacy)	1
Adult education	1
Mental health	1
Metric measurement	1
Visual aids	1
New Primary Approach	1
Administration	1

Thirteen responses indicated TEEA tutor involvement in local community projects or school-community activities:

Building or other self-help projects	3
Community dramatics programs	2

Agricultural show	1
Science fair	1
Church activities	1
National newspaper	1
Community center sports program	1
Primary school library	1
Community use of college library	1
Travelling library program	1

There were thirteen responses on major changes in content of individual courses taught by the TEEA tutors or for which the tutors were responsible in the courses of their colleagues:

Expansion of teacher education and methods courses	3
Additions to Biology courses: sex education, wildlife and conservation	3
Expansion of English literature to include World and African Literature	2
Primary Physical Education	1
Home Science	1
Language Arts	1
Astronomy	1

A significant example of spread of an innovation was described in connection with a TEEA tutor whose educational psychology course was accepted by other tutors and introduced throughout his and other colleges.

Fifty-one contributions were reported in the area of school organization and other miscellaneous items which were not specifically

mentioned on the checklist:

College timetables and schedules	7
Lectures in teaching methods or subject matter	6
Management and organization of school library	6
College counselling programs	5
Marking and grading system	4
Facilities or organization of demonstration schools	3
Reorganization of primary school libraries	3
Supervision of college tutorial program	2
Administrative advice	2
Department head or dean of students	3
Research projects	3
General administrative affairs (given as single responses)	6

The principals were also asked to give a comparative assessment of the contribution and performance of the TEEA tutors. The question asked in the interview was: "Do you feel that the TEEA tutors contributed more, less or about the same as other tutors?" Thirty-one principals were questioned and nineteen gave definite responses as follows:

Contributed more than other tutors	7
Contributed about the same as other tutors	7
Contributed more than other tutors in some areas and less in other areas	3
Contributed less than other tutors	2

Eleven principals gave indefinite replies and one gave no response.

The significance of the principals' assessment is to be found more in the reasons they gave in support of their conclusions than in the tally of their responses. The reasons given for responses that the TEEA tutors contributed more were:

They were well prepared and qualified.

They came to identify with the values and aims of the national educational system.

They were careful in the way they introduced new ideas.

They had an extreme sense of duty and determination.

They were sociable and mixed with all people.

They were helpful in areas outside of the classroom.

They helped in administration and management of the college.

They were willing to do odd jobs at all times.

Reasons given for a lesser contribution from the TEEA tutors were:

They were not academic in their approach to subject matter.

They were not experienced in primary methods.

They did not accept and could not adjust to things as they are in East Africa.

They did not understand or accept the priorities and policies of the government.

They were too overbearing and criticized the college from American standards.

From these reasons given in support of both positive and negative assessments the principals' concern is clearly shown for academic performance, adjustment to national policies and local conditions, good personal relationships and sociability, care in presenting new ideas, and willingness to give extra service.

The contributions reported are not a comprehensive listing as they do not include all of the principals, nor do they represent the work of all the TEEA tutors in East Africa. However, some points of interest are observable from this presentation. The listing does support an overall impression of well qualified and motivated teachers adjusting to a foreign system and generally able to contribute to their colleges in a variety of ways.

Considering the large number of expatriates in the East African teacher training colleges and the presence of other national and religious projects that were similar in purpose to the TEEA Project, it is notable that seven of the nineteen principals reported a greater contribution from TEEA tutors.

Part of this contribution may be attributed to the encouragement and support given to the TEEA tutors from the field office in Kampala and from other TEEA personnel working on the staffs of the Institutes of Education in the three countries. Specialist teams were regularly sent out from the TEEA field office to give lectures and demonstrations at most of the colleges. Several principals mentioned that a TEEA staff person or team came to the college and gave assistance to a TEEA tutor or other staff member in the improvement of the college library, in the development of a new science or mathematics program, or gave a workshop in the use of equipment.

Another major kind of assistance was in the fund allocated by the TEEA Project for TEEA tutors to use in supplying equipment to the colleges. To some extent this factor may account for the very high

response of the principals on the TEEA tutors' provision of materials and equipment for the colleges.

An unexpected outcome of the question on contributions was the large number mentioned in the area of school organization. Although the TEEA tutors were not specifically selected for their administrative qualifications, many of them seem to have transferred methods of school management from their own schools in the United States to the colleges in East Africa.

The section dealing with the principals' report on the total impact of the TEEA Project discusses the general effect of the TEEA tutor contribution on the philosophy and policies of the colleges.

TEEA Tutor Adjustment as Viewed by the Principals

This section provides another dimension to the principals' views about the TEEA tutor contributions. The question asked of the principals was: "In your opinion, did the TEEA tutors have difficulty in adjusting to East African conditions, the college, the students, and the other tutors?" Another question asked: "How do you believe the 'American' approach to teacher education differs from that of a Kenyan-Tanzanian-Ugandan approach to teacher education? Can you describe the differences in terms of goals, methods, attitudes, materials, etc.?"

Relationships

Every principal made some mention of the excellent relationships

that the TEEA tutors as a whole were able to establish with their students, African colleagues and local people. They reported the warmth with which the TEEA tutors regarded their students as exceptional in comparison with other staff members. In several colleges the TEEA tutors were influential in changing the pattern of relationships that had existed between tutors and students before their arrival. TEEA tutors were also said to have gone out of their way to cater to the total needs of students, taking them on trips, visiting homes, giving advice and financial assistance. Several principals reported that the general attitude of local people towards America and Americans, that was often negative, was substantially changed by their contact with the TEEA tutors. Two principals spoke of the TEEA tutors as "ambassadors of good will."

Three principals reported problems resulting from over-friendliness with students. A failure to understand or to accept the traditional gap between tutor and student was thought to have created discipline problems in the classroom. In general, though, the principals concurred that students appreciated the different relationship and the equality and maturity with which they were treated. However, two principals pointed out that when students became primary teachers they did not usually practice with their own pupils either the traditional formal relationship or the American informality, but preferred to follow a pattern somewhere between these two approaches.

Teaching Practices

The principals said that students had difficulties with the different classroom approach and philosophy of the TEEA tutors. Students did not readily accept small group and discussion teaching methods, the emphasis on higher standards in marking teaching practice, and objective testing. In one instance where students felt they were not getting adequate factual information from discussion techniques, the principal observed that "when the students spoke to the other local tutors they got no consolation and were told to try and understand what the TEEA tutor was trying to do." Five principals felt that the TEEA tutors were not strict enough and gave the students too much liberty. However, the principals said that as time passed both students and tutors were able to adjust to a workable arrangement.

Some principals, mainly expatriates, reported that the TEEA tutors expected too much of the students and were comparing them with American students. "You can't compare these students when they have had no cultural enrichment. They are really at the same primitive stage as they have always been." Other, primarily African, principals said they were pleased that the TEEA tutors did not accept an inferior attitude towards their students but marked them fairly and encouraged them when they did not do well. One expatriate principal said, "The past attitude was that Africans had no intelligence--just memory. So now there is a need for belief in the intelligence of students and for abandoning the memory orientation." There was also the expression of dissatisfaction with the former British administration of the

colleges as being generally too conservative and hesitant in preparing African tutors to take over from them. The TEEA tutors in contrast were said to go out of their way to assist and train their African colleagues.

Acceptance of the Educational System

Fourteen principals commented that the major adjustment problems of the TEEA tutors were in accepting the educational system and particularly the differences in grading students. Many of them described it as a conflict between differing ideas in the British and American systems of education. However, there was some divergence in the responses on the nature of these differences. Some principals stated that there were no Kenyan, Tanzanian or Ugandan approaches to education, but that they were all basically British or "Commonwealth" systems. African principals, on the other hand, often questioned why their system should be considered exclusively British and said they wanted their systems to change and to take ideas from many countries.

Conflicts in colleges often centered on different grading philosophies. The principals said that where British tutors gave few B's and seldom gave an A, American tutors (both TEEA and non-TEEA) tended to use a normal curve distribution in which some students always received A's. The TEEA tutors were thus accused of easy marking and having low academic standards. In general, such disputes were described as being settled by the principal of the college, but there were often hard feelings left on both sides of the issue.

Several principals also reported conflicts arising from a prejudice on the part of TEEA tutors towards other expatriates who did not have similar professional educational training or qualifications. Other areas of disagreement reported were in the use of discussion methods, independent study, individualized and small group organization, and changes made by the TEEA tutors in the syllabus. Individual instances of personality clashes between TEEA tutors and other staff were few.

Almost all of the principals gave a response that the TEEA tutors adapted and adjusted quite well to the system although in a few cases they were left with feelings of frustration and disappointment.

Adjustment to National Policies

Two other important sources of adjustment problems were reported by principals in Tanzania and Uganda. Tanzania experienced a revolutionary shift in educational policy after the Arusha Declaration of 1967¹ and principals said that some TEEA tutors were not able to shift to the new emphasis on self-reliance and the nationalization of the educational system which followed. The four principals of Tanzanian colleges who were interviewed reported that during this transition period there was reluctance to accept new ideas brought from outside which were not specifically relevant to the emerging policies. On the whole, however, these principals granted that the TEEA tutors were more adaptable to new policies than other expatriates and most of

¹Julius K. Nyerere, "Education for Self-Reliance," in Tanzania: Revolution by Education, ed. by Idrian N. Resnick (Arusha: Longmans of Tanzania Ltd., 1968), pp. 49-70.

them were able to accept that "Tanzanians would be fully in charge of their schools." In most Tanzanian colleges suggestions by expatriates were welcomed but had to be "discussed, adopted and implemented by local Tanzanian tutors."

At one college four of the nine TEEA tutors were reported as being unable to accept the new government policies and "conflicts arose over the individual versus the collective approach." The principal of another college said that the TEEA tutors could not accept a socialist over an academic approach to educational policy. "One does not have to believe in Ujamaa (Tanzanian Socialism) but it is dangerous when one preaches out against this policy." (This quote referred to a tutor who disputed with his students the merits of private banks or a national bank for Tanzania.)

The principals in Tanzania all reported that the early termination of the TEEA program there was not influenced in any way by the failure of some tutors to adjust to the new educational policies. They said that implementation of the policy of self-reliance meant the immediate Tanzanization of teaching positions in the colleges. One principal said that, "It was thought proper that history in Tanzania should be taught by Tanzanians."

Adjustment to Religious Practices

The large number of colleges under the administration of denominational bodies in Uganda perhaps accounted for four principals reporting problems of TEEA tutor adjustment to the religious

observances in the colleges. In at least two colleges the problem was severe for some TEEA tutors. In general, the principals observed that other TEEA tutors at these colleges balanced the negative effects of disagreements over religious matters. The principals felt that in these cases the orientation and placement of tutors by the TEEA Project was not efficiently managed.

In all three countries many of the principals reported that they were pleased that the TEEA Project brought "another side" to the educational system, even though there were conflicts and difficulties. One principal asserted that, "The Americans [TEEA tutors] in contrast to the Europeans, have brought us to a stage where we can formulate our own methods, techniques and ideas." Another principal, who had been critical of the TEEA tutor resistance to existing practices in the college, went on to say that, ". . . it is unfortunate there won't be any more TEEA tutors, as they clarified issues and viewpoints in the college and there was value in their pointing out opposite positions."

Principals' Observations on Administration and
Supervision of the TEEA Project

The information reported in this section was not given in direct response to specific questions asked of the principals but was taken from unsolicited remarks made during the interviews in discussion of the TEEA tutor contribution.

Although few principals made specific reference to the overall

organization of the TEEA Project, three principals discussed the necessity for "stringless aid," i.e., foreign financial assistance to programs completely devised, staffed and managed by nationals of the recipient nation. Two principals suggested that there might have been close communication or direct participation of East African officials in the management of the TEEA program and in general more cooperation between the ministries and project director. One expatriate principal discussed the difficulties of assistance programs as follows:

Patronage and paternalism gets between the donor and the recipient causing resentment and encouraging not what you [the donor] are but what you have. The curse of the do-gooder is not to be able to receive as well as to give. . . . If you come with the attitude that you are receiving by giving and thus have no expectations of gratitude then you avoid the curse of the do-gooder.

Three principals mentioned that the recipient organizations should have been involved in the selection of teachers for the TEEA Project as a "matter of privilege." Two principals said that the selection of tutors was excellent and the TEEA tutors fitted in well in their college. On the other side, four principals expressed disappointment in the choice of tutors. Two of these felt that paper qualifications were given too much emphasis and were not an adequate guide for selection. One gave personality difficulties with a TEEA tutor as reason for questioning the quality of selection and the other blamed poor selection for the difficulties the tutors had in accepting the system. This principal said that, "the ones who came had not been prepared or selected for the program we had in mind."

Four principals also mentioned that several TEEA tutors had difficulties in their Primary colleges because they had not been trained in Primary methods.

Many principals expressed approval of the Kiswahili language training given in the orientation program but some were sorry it was not possible to give instruction in the local language of the college to which the tutor was assigned. Four principals gave examples of TEEA tutors not being prepared for the cultural mores and conditions of life although most principals had acknowledged the high quality of adaptability and adjustment of the TEEA tutors as given above. One principal felt that TEEA tutors often came away from the orientation with a negative and fearful attitude towards the British system rather than training in skills of innovation to help change the system. As a result, this principal went on to say, TEEA tutors at the college were too accepting of traditional practices.

One principal remarked that a more developed scheme of TEEA tutor placement would have better matched people and places. He suggested that had prior knowledge been given to the tutor on the details of his college assignment and prior information about the tutor been given to the college then unfortunate placements would have been avoided. Three other principals commented on placement. One stated that the religious affiliation and emphasis of the college should have been considered in the placement of tutors. Another said that many TEEA tutors would have done better in another college on a higher primary or secondary level.

Supervision of TEEA tutors was discussed by four principals.

Three approved of the arrangements made to support TEEA tutors in the field with TEEA institute and specialist personnel. The other felt that there was not enough communication between the TEEA field office and the college administration. This principal commented that more visits should have been made and conferences held with the principal and key staff members.

The greatest number of comments given about the organization of the project was on the length of the TEEA tours. Eleven principals reported that two-year tours were too short. One of them said it was "asking for the impossible to expect any influence or results in a two-year period." Another commented, "In the first year expatriate tutors are no use and just as they are ready then the tour is over." Others suggested that multiple tours should have been required with a part or the whole of the first tour spent in secondary and primary schools to gain direct experience of the educational needs, and the rest of the time spent in the teacher training colleges. Three of these principals asserted that the TEEA program added to the turnover problem in the colleges, causing a breakdown in continuity and the quality of teaching. Another principal recommended a period of overlap between TEEA tutors at the college as being necessary for continuity. In order to encourage those tutors who wished to stay on, one principal said that the American government should find some way to guarantee placement and salary levels for returned tutors.

Two opposing views were strongly presented on the question of

54

counterpart training or secondment of the TEEA tutors. Four principals felt that the TEEA Project did not train enough Africans. One said it was especially necessary to fill the administrative gap that was created by the high mobility of professionally trained African educators. Two of these principals suggested that each tutor should have an understudy, thereby making a two-man team for each placement. Three principals reported that counterpart training was not feasible due to lack of manpower--because of the rapid movement of trained personnel into better positions in the private sector, because it would take four or more years to prepare each tutor, and because there are not enough graduates capable of taking on counterpart training. One principal suggested a separate program for the identification, selection and training abroad of a few graduate educators that would have given them more of a professional outlook and incentives to stay within the educational system.

Since all of the principals were not directly questioned on the organization of the TEEA program the extent of concern that the whole group felt for the matters brought out by a few is not known. The majority of comments on the quality of selection and placement were given by expatriate principals either in large national colleges of education or in colleges where there were problems of adjustment to the British system. Of the six comments on the overall organization of the TEEA Project, the five calling for more East African participation came from African principals, some of whom were then working as educational officials on a higher level in the ministry of their

country. It is significant that eleven of the thirty-one principals brought up the question of the length of tours without being asked.

Principals' Views on the Long-Range
Effects of the TEEA Tutors

The information in this section was obtained from twenty-five of the thirty-one principals interviewed. The question they responded to was: "In your estimation, what long-range effects have the TEEA Tutors had on the colleges, the students and the other tutors?"

Most principals reported a long-lasting influence or effect in at least one area of the TEEA tutors' service, but eight principals of the twenty-five responding thought that the TEEA tutors would have little or no long-lasting effect on their colleges. The reasons they gave varied from the fact that the TEEA tutors were not there long enough to establish the innovations they had made, to comments on the irrelevance of American-trained personnel to the educational situation in the country. This latter response was particularly evident in Tanzania where one principal said: "Where the TEEA tutors supported and enlarged existing schemes they were successful. Their success was not in terms of sheer innovations or their individual performance. Where they fitted in and worked on schemes that were already there they were most successful." Three others of these eight principals reported that no major and long-lasting changes were brought about in curriculum and new methods of teaching in their colleges. Three principals felt that the difficulties of adjustment

and limitations of resources severely hindered the contribution and thus limited the impact of the TEEA tutors in their college.

Many positive responses were given, particularly in relation to the survival of educational ideas introduced by the TEEA tutors. A summary of these responses is given in Table 5.

TABLE 5
PRINCIPALS' LISTING OF LONG-RANGE EFFECTS OF TEEA TUTORS

Area of Impact	Number of Responses
New Mathematics and New Science curriculum and materials	12
Improving standards and philosophy of teacher education	10
Lower Primary Methods and general teaching methods	9
International exchange of ideas	6
Provision of materials and equipment	5
Personal relationships	5
Agriculture	4
History and Reading Curriculum	2
Development and use of local materials	2
TEEA conferences and workshops	2

Impact on Curriculum

Additions to the curriculum were the most frequently mentioned long-lasting contributions. Eight principals reported the permanent incorporation of New Math curricula and materials with the assistance of TEEA tutors. Four said the same about New Science curricula. Other curricular changes were reported in History and Reading and four principals spoke of the emphasis given to the college agricultural programs by the TEEA tutors.

Impact on Educational Philosophy and Practice

Ten principals reported significant impact upon the standards and philosophy of teacher education practiced in their colleges and throughout the national system. They referred to the advancement in the level of professionalism, the sense of devotion to teaching and the conferring of prestige on professional duties that the TEEA tutors had helped to achieve. One principal said: "Their adult approach to teaching is just the right teacher education philosophy for our college." Five principals commended the influence on students of the TEEA tutors' hard work. Three other principals reported that TEEA tutors had helped the local staff to gain confidence, new self-images and to do things themselves.

One principal stated that a TEEA tutor's greatest contribution was, "the sense of responsibility and integrity as a person," which had deeply impressed the students. Another said that the TEEA tutors' work on self-help projects surprised the students as they had not

thought that "Europeans" were accustomed to doing manual labor.

Impact on Teaching Methods

The principals listed learning by doing, the linking of theory to practice, teaching the child not the subject, and experimental inquiry as major educational ideas that have been passed on to the schools and the whole system. Four principals described changes in Lower Primary Methods as significant and long-lasting contributions. The use of grouping, discussion techniques, audiovisual aids and other methods aimed at getting away from lecturing were also mentioned by several principals. One principal reported: "The TEEA tutors joined in a revolution in the country. Generally the Americans were using practical approaches that seemed to help. They got students to be more aware and observe details. They used discovery methods and got students to ask 'how?' and 'why?'"

Another aspect of the TEEA program mentioned as having long-lasting effects was the fact that the TEEA tutors added to the multi-cultural nature of the colleges. The borrowing and exchange of ideas was discussed by nine principals. "The intermingling of peoples created understanding between them"; "We recognized other people's educational ideas and methods of teaching"; "Through the dovetailing of differences we were able to bring a beneficial consensus which would have otherwise been impossible"; and, "The Americans presented a second side from which we could draw," were some of the comments made. One other principal said that the college was able to permanently

break down the parochial attitudes which had not been previously recognized.

Two principals mentioned their attendance at the TEEA Project workshops and conferences as being valuable experiences for themselves and their staffs and five principals were grateful to the Project for materials and equipment, which they displayed and described as being in current use.

Two principals reported that the affection and personal relationships established by the TEEA tutors made the most long-lasting impact upon the college and people of the area. One principal stated that, "the lasting impression that will be remembered after what they taught and how they taught is forgotten will be how they were as people."

It is difficult to assess the overall impact of the TEEA tutors, primarily because sufficient time has not passed in which to test the durability of things that have been introduced. The reports of the principals pointed out areas that were readily observable even during the time of the TEEA tutors' service, but the addition of such things as new curricula, materials and even changes in the organization of the college are not necessarily long-lasting. A key factor in determining durability is the extent to which students of the TEEA tutors have grasped, accepted and can continue what they have been taught.

Although it is too early to make a general assessment of the impact on students, the examples of student opinion which follow give some indication of the possible future impact. Information was obtained from former students of TEEA tutors at two primary teacher

training colleges. At one college a TEEA tutor who was still in service gave two of his classes end-of-term evaluation questionnaires. They were asked to identify the good and bad characteristics of the tutor's teaching procedures and methods and to list any benefits they gained from association with the tutor. The following selections are representative of the responses received from the students.

1. Good characteristics

Fairness and quite considerate

Firm believer in teaching the students but not the syllabus

Tactful in making students learn things by themselves

Well informed in nearly all fields of knowledge, which he is ready to give even during his leisure time

He allows free use of equipment by students--which is very important

He has challenged my rate of studying, i.e., giving much work which I manage to do and so improve my rate of studying

Very devoted to his career

2. Bad characteristics

Challenges African beliefs

Makes use of overhead projector, which we shall not be able to get in primary school

Gives the students too much work

Too critical sometimes

Fond of criticizing African's socialism and culture

3. Benefits of association

Use of environment for teaching

Makes teaching situation as real as possible

Children should be involved in the learning

I have built another impression of an American from what I had read in books

I have learned how to vary methods especially while teaching science--"children learn better by doing"

To depend on practical activities ~~more~~ than "theories"

These responses generally agree with the ideas and practices of the TEEA tutors as reported by the principals.

At the other primary college a group of eight former students were interviewed. They were asked to discuss their present work in primary schools and how they now viewed the preparation they had received at the college from TEEA tutors. The students were not hesitant in describing their study under TEEA tutors and discussing the difficulties they were having in their present positions.

The students spoke of the value of being able to learn from many people, exchanging ideas and being able "to make our own standard out of the many variations we learned." The TEEA tutors were said to be friendly and cooperative and not to react as if they were in a foreign country. They also mentioned the interest of the TEEA tutors in African culture and languages. They said that the TEEA tutors had given them appreciation of teaching as a profession. They reported competent preparation, punctuality, individual attention, student participation and concern for student motivation as practices of the TEEA tutors they especially liked. The use of small groups, classroom research projects, local materials and out-of-class projects were also

appreciated by the students. They spoke of their introduction to modern equipment, scientific agricultural methods, and metric and New Math in the courses with TEEA tutors.

They then discussed the things they were able to use and found valuable in their primary classrooms. These included the use of research projects, grouping of pupils for more individual attention, the necessity to be punctual "or else the students won't show up at all," the use of local materials in Art and Math instruction, and encouraging students to participate. They said they were still having difficulties with the metric system of measurement and New Math in general. They were not able to engage in out-of-school projects and they said the equipment they were trained to use, such as audio-tape recorders and overhead projectors, was unavailable and therefore they questioned the appropriateness of learning to use these aids. In general they reported that they were not prepared for the difficulties of the primary schools: the lack of supplies, rigidity of administration, low level of their pupils, and having to adjust to routines. Although they themselves had benefitted from agricultural instruction, none of them had been able to introduce or give agricultural instruction in the primary schools.¹ Several of the former students stressed that they were only in their first year of teaching and that they expected things to improve.

¹It should be noted that at another college in the same area a former student of a TEEA tutor said that he had been able to introduce an agricultural program in his primary school and that other primary teachers were doing the same.

Report of Colleague Tutors in the Teacher Training Colleges
on the TEEA Tutor Contributions

During the visits to colleges, principals were asked to give out questionnaires to members of the staff who knew the TEEA tutors. Colleague tutors were selected from among both expatriate and local staff. A total of forty-four questionnaires were filled out and returned. Eighteen respondents were expatriate, either British, Dutch or American; twenty-two were East African; and four did not specify nationality.

The questionnaire was based on the same checklist that was presented to the principals. The colleagues were asked to check those items that were used or practiced by the TEEA tutors, introduced by the TEEA tutors, used by the colleague tutors, and those items that the colleague tutors had been influenced to use by the TEEA tutors. Other questions asked on the form were: "How would you assess the overall contribution of the TEEA tutors, 'Outstanding,' 'Good,' 'Fair,' or 'Poor?'" and, "What do you feel was the greatest contribution made in your college by a TEEA tutor?'" Responses on the questionnaire were divided into areas of teaching goals and skills, professional projects, facilities, teacher training methods and extra-curricular activities. Some of the thirty-six items given on the checklist are of more significance in consideration of the TEEA contribution than others. A summary of responses on important areas of contribution is given in Table 6.

TABLE 6
COLLEAGUE TUTOR RESPONSES ON CONTRIBUTIONS OF TEEA TUTORS

	Facilities	Teacher Training Methods	New Materials and AV Aids	Revision of Courses	All Other Areas
Used by TEEA tutor	77	71	34	24	398
Introduced by TEEA tutor	39	21	10	4	96
Items you use or practice	43	48	21	20	329
Items a TEEA tutor influenced you to use	16	6	8	4	97

The largest number of responses was given in the area of facilities which included items such as college library, primary school library, demonstration school, language laboratory, science room, projection room, study room, model classroom, student common room, and nature trail. Additional facilities added to the checklist by the colleague tutors were: woodworking shop, agricultural plots on college farm, picture library, and supply of books for library.

In the area of teacher training methods the colleagues were asked to respond to questions by checking the corresponding items on a checklist which included audiotape recording, team and micro-teaching, role playing and self-evaluation.

In response to the question asking for an assessment of the overall contribution of TEEA tutors, the colleagues gave the following ratings:

Outstanding	12
Good	27
Fair	1
Poor	0

Four of the forty-four colleagues gave no response to the question.

On the question asking colleagues to describe the greatest contribution of the TEEA tutors the following responses were given:

General teaching methods	12
Library organization, books and equipment	6
Introduction of agriculture, farming exhibits and Young Farmers activities	6

Professional qualities, competence, hard work, devotion	5
Personal relations	4
Science and Math teaching	4
Introduction of extra-curricular activities	3
Examination procedures	1
English methods	1
Library building	1
Filling supply gap	1

Some limitations were encountered in analyzing responses given on this questionnaire. Colleague tutors were often not sure how an item had been introduced or by whom. New ideas and materials had clearly been introduced by other non-TEEA American, Canadian, Dutch and British colleagues as is shown by the large report of the use of items by TEEA tutors in comparison with the very low report of TEEA tutor introduction of the same items. (Examples of non-TEEA tutor innovations observed at some colleges were an internal radio broadcast system, development and use of New Math and Science materials, micro-teaching, handbooks, and instructional manuals.) It was also difficult to control the number of questionnaires coming from the colleges. Some colleges only returned one or two questionnaires covering the contributions of a large number of TEEA tutors while as many as four reports were received from a college that had only two TEEA tutors.

The principals willingly cooperated in trying to get an equal

number of expatriate and local staff to fill out the questionnaires. It is interesting that of the 131 indications of TEEA tutor influence on colleagues to use or practice a specific item, only 26 responses came from expatriate tutor colleagues. A measure of the impact upon local staff is revealed in the 105 reports by East African tutors of being influenced by TEEA tutors.

Comparison of the results of these questionnaires with the principals' reports shows a similarity in the assessment of TEEA contributions in the areas of materials, facilities, and teaching methods.

CHAPTER III
REPORT OF THE TEEA TUTORS

The preceding chapter has presented the views of principals and colleagues on the contributions and performance of the TEEA tutors. This chapter deals with the tutors' own perception of their experience in the teacher training colleges. Most of the information was obtained from questionnaires (see Appendix D) mailed to all tutors, which asked about their expectations, contributions, reception, and the lasting effects in the colleges. Additional information was obtained from the tutors' replies to earlier questionnaires and activity reports sent out by the TEEA Project during their tours of service.

Replies were received from 85 of the 160 TEEA tutors who served from 1964 to 1971. (This total number excludes three tutors who were assigned to colleges in Zambia.) Sixteen tutors served in more than one college. The tutors represented a cross-section of the American teacher population. In 1969 there was the following geographical distribution of areas in which the then current tutors taught before their East African assignment:

Mid-Atlantic States	21
New England States	5
North Central States	17
Pacific Coast States	29

South Eastern States	5
Western States	5

The largest number of tutors came from California (21) and New York (13). Slightly over 10 percent were Afro-American. Twenty-three percent of the total number of tutors were women.

The questionnaires were returned anonymously; however in some replies age, sex, marital status, dependent children and other personal statistics were indicated by the tutors and may have had an effect on their experience and perceptions.

Other factors may also account for differences in the perceptions of the tutors. Some TEEA tutors had experience of African schools in previous service with the TEA Project, the Peace Corps or other assistance programs. There were significant differences in the size, location, classification and administration of the colleges. Changes were also being carried out in some of the colleges which affected the work of the tutors. Notable among these changes was the Africanization of principalships which sometimes greatly changed conditions in the colleges. The determination to Africanize all teaching positions in Tanzanian colleges resulted in the shift of most TEEA tutors in Tanzania to colleges in Kenya and Uganda. Several of the questionnaires indicated the differences of a tutor's experience in two countries or in more than one college in the same country.

TEEA Tutors' Expectations of the TEEA Program

This section discusses the original expectations of the TEEA tutors as reported on the questionnaires. The question was stated as follows: "During your tour did you find that your original expectations about the following:

- a. ability of students
- b. possibilities for innovation
- c. cooperativeness of colleagues
- d. helpfulness of administration
- e. adequacy of materials and supplies
- f. other

were much too high, somewhat too high, about right, somewhat too low, or much too low?"

A summary of the percentages in each category is given in Table 7.

The questionnaires showed a large number of "too high" expectations in only two areas: "possibilities for innovation" (41 percent) and "ability of students" (37 percent). A large number of "too low" expectations were given for "adequacy of materials and supplies" (37 percent). The summary of responses indicates the highest agreement of expectations with actual experience in "cooperativeness of colleagues" (68 percent). The area of least agreement was "possibilities for innovation" which received the lowest percentage of "about right" responses (40 percent).

The distribution of the total number of responses (420) showed a greater number of "about right" responses (214) than "too high" or "too low" responses. About half of the responses (51 percent) indicated an expectation that was "about right," and the other

TABLE 7

ORIGINAL EXPECTATIONS OF TUTORS

	Expectations "Much Too High" and "Too High" Combined %	Expectations "About Right" %	Expectations "Somewhat Too Low" and "Much Too Low" Combined %
Regarding:			
a. ability of students	37	46	17
b. possibilities for innovation	41	60	19
c. cooperativeness of colleagues	21	68	11
d. helpfulness of administration	24	55	21
e. adequacy of materials and supplies	18	45	37

responses were almost equally divided between "too high" expectations (28 percent) and "too low" expectations (21 percent). It appears that the experience of the majority of TEEA tutors did not greatly differ from their expectations.

It is not surprising that the tutors reported their expectations of student ability were "too high" (37 percent), since the level of preparation of students entering teacher training colleges in East Africa is generally lower than in the United States. A more unexpected response was the report that their expectations about the adequacy of materials and supplies was "too low" (37 percent). This may be accounted for by the emphasis in the orientation sessions on the lack of materials in a developing country as compared to the United States.

The high percentage of "about right" responses reported for "cooperativeness of colleagues" and "helpfulness of administration" indicates either the accuracy of expectations of the tutors in these areas or possibly that the tutors did not have any "too high" or "too low" expectations because they had no basis in their own experience for assessing the cooperativeness or helpfulness they would find in East Africa.

There may be several reasons why the expectations of "possibilities for innovation" were found to be "too high" by a large number of tutors (41 percent of the responses). The tutors' high expectations may have been a result of their successful experiences with innovation in their own schools at home. As is shown in the Jordan study

of the TEEA Project¹ innovation was a major objective of the project and was represented to the tutors as an important part of their service. This attitude may have raised the tutors' expectations as to the possibilities for innovation. At the same time it should be noted that 19 percent of the responses showed a "too low" expectation of the possibilities for innovation, which indicates certain differences in the experiences of the tutors in the colleges. Comments given on the questionnaires showed that some tutors were supported in their innovations to a greater extent than they had anticipated:

There was ample opportunity for innovation

I think we were a bit over-warned about willingness to accept variations

Given a free hand to use any material, employ any teaching technique, order any supplies

Very few tutors reported that their expectations were extremely inaccurate. The percentages of the total number of responses for expectations which were "much too high" and "much too low" were 4 percent and 3 percent respectively. Taking into account the statement of the Usecems and Donoghue: "Our research shows that seldom do men find the job, the status and the bureaucratic systems corresponding to what they had envisioned before departure for the overseas

¹Jean Pierre Jordaan, "A Study of the Aspirations, Experiences and Accomplishments of TEEA Teacher-Educators in East Africa" (study prepared for the Teacher Education in East Africa Project, 1967).

assignment,¹ the report shows a high correspondence between the original expectations and actual experiences of the tutors in the colleges.

TEEA Tutors' Assessment of Their Contributions

This section examines the TEEA tutors' perception of the nature and extent of their professional contributions to the colleges. It also compares the findings with those of the Jordaan study of TEEA tutors made in 1967.

The question asked of the tutors on their contributions was stated as follows: "In looking back on your tour in East Africa with TEEA, how much of a contribution (very significant, significant, rather insignificant, very insignificant) do you feel you made in each of the areas listed?" A summary of the results for each area is given in Table 8.

The tutors reported their greatest contributions in the areas of teaching methods (83 percent--"very significant" and "significant" responses combined) and the content of individual courses (83 percent--significant responses again combined). The area in which the tutors reported making the least contribution was community activities (71 percent--"rather insignificant" and "very insignificant" responses combined). The largest percentage of "very significant" responses

¹John Useem, Ruth Useem, and John Donoghue, "The Men in the Middle," in Education and the Development of Nations, ed. by John W. Hanson and Cole S. Brewster (New York: Holt, Rinehart and Winston, 1966), p. 440.

TABLE 8

TUTORS' REPORT ON CONTRIBUTIONS

In the area of:	Very Significant Contribution %	Significant Contribution %	Rather Insignificant Contribution %	Very Insignificant Contribution %
a. teaching methods	19	64	17	0
b. content of individual courses	24	59	15	2
c. curriculum of your department or of the college	33	36	27	4
d. provision of materials and supplies	13	46	37	4
e. development of materials and supplies	17	47	32	4
f. extra-curricular activities	22	38	28	12
g. in-service and upgrading activities	28	36	24	12
h. community activities	7	22	46	25

(33 percent) was reported for contributions to the curriculum of the department or college.

The following are examples of the comments given by the tutors further describing their contributions.

Teaching methods:

Instituted science lessons in the demonstration school which was followed by other departments.

Introduced team teaching in the Math department.

Worked up a flexible schedule to enable large group instruction, small group discussion, and small group activities.

Content of individual courses:

Revamped the New Primary Approach course and left it organized so that my successor could continue it.

The teachers college now has a detailed course in methods for Lower Primary--formerly there was none.

Emphasis in the teachers college courses changed from academic to practical activities and demonstrations.

Curriculum of department or college:

I developed an Art program--Art was nearly non-existent prior to my arrival.

Introduced an Instructional Media Course.

Introduced coordinated history and geography curriculum.

Provision of materials and equipment:

Supplied over 1000 books for the library and set up the demonstration school library.

Obtained athletic equipment sent from the U.S.

Opened AID services and all overseas record collections to schools.

Development of materials and equipment:

Developed materials from crating lumber and other home-made equipment.

Could not provide more or better materials but helped them to use existing materials in more useful and exciting ways.

Contributed materials which can be constructed with few tools or skills.

Extra-curricular activities:

Started Physical Education for women--continuing there now.

Promoted wild life conservation activity taking 250 students to Nairobi National Park.

Began psychology club focused on a research project in community mental health which had quite an impact on participants.

In-service and upgrading activities:

Two years of in-service courses with a well-worked out course of upgrading at the end.

Continued in-service program with week-end follow-up sessions.

Community activities:

Assumed sponsorship for activities to help the surrounding community--reading and writing skills to combat illiteracy.

Took a group of students to teach in a nearby prison every week.

Other:

completed research project on Standard III children in heuristic learning of science--tied in with African Science Program.

Developed a questioning attitude in the staff and administration. A willingness to re-evaluate what we were doing and greater willingness to attempt new methods and educational ideas.

The areas in which the tutors as a whole reported they made their greatest contribution, teaching methods and the content of individual courses, are those most directly related to their work with students in the classroom. The tutors reported the smallest contribution in the areas of extra-curricular and community activities. These figures, however, do not fully reflect the effect on the colleges of those who were able to contribute in these areas even if they were few in number.

The majority of tutors seemed less able to make a significant contribution in out-of-class activities which required coordination with the administration and personal initiative on the part of the tutor. Comments made by the tutors in answer to this question described the difficulties they encountered in these areas. Some tutors stated that they were carrying too large a class load to engage in out-of-class activities or that they had to spend their time in preparation of work for subjects they had not previously taught. In some instances the college discouraged innovation of new activities and in others the location of the college did not allow for extensive extra-curricular or community involvement. Several tutors felt that they were not able to contribute in these areas until their tours were almost over.

The following is a summary of the tutors' ratings of their contributions:

Percentage of Total Responses

"Very significant"	21	
"Significant"	<u>43</u>	64%
"Rather insignificant"	28	
"Very insignificant"	<u>8</u>	36%

The summary shows that approximately two-thirds of the tutors' responses indicated that a significant contribution had been made to the college in the eight areas listed.

A consideration of the findings of the Jordaan study may add to the analysis of the tutor responses on their contributions. The Jordaan study reported on the TEEA tutors who were serving their tours in 1967. Although the responses of some tutors are included in both studies, those completing the Jordaan study represent less than 30 percent of the total number of TEEA tutors.

In the Jordaan questionnaire the tutors were asked to indicate and rate the importance of their contributions in several areas which approximate the areas used in the present study. Table 9 presents the areas in which 50 percent or more of the tutors reported a "substantial effect" in the Jordaan study or a "significant contribution" in the present study.

Extra-curricular activities was the only other area common to both studies. In the Jordaan study, 48 percent of the tutors reported "little or no effect" and in the present study 40 percent of the tutors

TABLE 9

COMPARISON OF JORDAAN STUDY WITH PRESENT STUDY: "SUBSTANTIAL" AND "SIGNIFICANT" TUTOR CONTRIBUTIONS

	Percent of Tutors	Present Study	Percent of Tutors
Jordaan Study			
Acquainting your students with new instructional techniques	58	Teaching methods	83
Getting a new and more appropriate course of study (syllabus) accepted in your subject	52	Content of individual courses	83
Getting students to make and see the value of audio-visual aids	52	Development of materials and supplies	64
Helping to upgrade teachers already out in the field through in-service training, vacation courses, etc.	62	In-service or upgrading activities	64

reported "insignificant" contributions. The Jordaan study did not include findings on the "provision of materials and supplies," "community activities," or "curriculum of your department or college."

From this comparison it appears that there were large gains indicated by the second study either in the tutors' perception of their contributions or in the extent of contributions made by the tutors. It must be noted, however, that the present study does not exactly replicate the design of the original study and this may account for some gain in the findings. Different numbers of tutors were surveyed and later tutors may have benefited from the cumulative effects of earlier contributions. Changes in the colleges may have affected the reception and attitudes of authorities regarding the tutors' contributions. During the four years between the two studies different selection and orientation procedures may have altered the kind of tutors assigned to the colleges and the nature of their contributions.

Nevertheless, it is clear that the majority of tutors surveyed in both studies perceived themselves as making important contributions beyond the ordinary performance of their assignments, primarily in the areas of teaching methods, content of courses and in-service training.

Another indication of the tutors' perception of their contributions was given in answer to a question on their degree of satisfaction with their TEEA experience. In both studies the question was asked as follows: "How satisfied are you with what you were able to accomplish in East Africa--very satisfied, fairly satisfied, fairly

dissatisfied, very dissatisfied?" An additional rating "neither satisfied nor dissatisfied" was used in the Jordaan study. The results obtained in both studies are given in Table 10.

TABLE 10
COMPARISON OF JORDAAN STUDY WITH PRESENT STUDY:
TUTOR SATISFACTION

	Percentage of Tutors	
	Jordaan Study	Present Study
Very satisfied	16	28
Fairly satisfied	56	63
Neither satisfied nor dissatisfied	14	--
Fairly dissatisfied	14	7
Very dissatisfied	0	2

An exact comparison is not possible because of the different rating scale used in the two studies. However, the results do show that in both studies more than two-thirds of the tutors were "very satisfied" or "fairly satisfied" with their accomplishment. The very low percentages of "fairly dissatisfied" or "very dissatisfied" responses given in the present study indicate that the majority of tutors responding to this questionnaire considered that they had made a satisfactory contribution, and the percentages of "very satisfied" and "fairly satisfied" responses support the conclusion that many

tutors considered they had made an important contribution to the colleges.

The next section turns to the tutors' view of their reception by the personnel in the teacher training colleges.

TEEA Tutors' View of Their Reception
in the Colleges

The report in this section covers the question which asked the tutors to rate their reception, as follows: "In general, what kind of a reception from (1) the administration, (2) your East African colleagues, and (3) your students, did you experience in the following areas: your educational ideas, your way of teaching, your specific innovations, and yourself as an American?" The results are shown in Table 11. A four-point scale was used with very positive, positive, somewhat negative, and negative ratings. Percentages shown are only those for "very positive" and "positive" combined.

TABLE 11

TUTORS' REPORT ON RECEPTION IN FOUR AREAS: "VERY POSITIVE"
AND "POSITIVE" RECEPTION COMBINED

Area	Reception from Administration %	Reception from Colleagues %	Reception from Students %
a. Educational ideas	75	83	84
b. Way of teaching	86	83	85
c. Specific innovations	85	84	83
d. Tutor "as an American"	77	80	93

The TEEA tutors were very positive in their responses on the reception they were given at the colleges. The most positive reception in two of the four areas selected for consideration was reported as coming from their students. In the other two areas, "way of teaching" and "specific innovations," the most positive response was reported as coming from the administration.

The lowest percentage of positive responses was reported as coming from the administration in two areas--the tutor "as an American" and "educational ideas." In the other two areas, "way of teaching" and "specific innovations" the lowest positive response was reported as coming from colleagues and students respectively.

The very positive nature of this report suggests that the TEEA tutors were reluctant to present a negative picture of their reception at the teacher training colleges. To some extent, a negative report would also reflect on their ability to adapt to the conditions in the colleges. It is not unusual for participants in an overseas project to be unwilling to criticize or offend their overseas hosts. The manner in which some of the tutors filled out the questionnaire supports this assumption: Some tutors left blanks in portions of a question or checked more than one rating for a specific area of reception. The tutors' comments which accompanied the questions help to clarify and reinforce the intent of their responses.

College Administrators' Reception of TEEA Tutors

A majority of the principals, deputy principals and heads of

departments in the colleges at the beginning of the TEEA Project were expatriates. At the time of this study most of the principals, particularly in Kenya and Tanzania, were citizens. As the tutors' reports covered the entire period of the transition, the following discussion does not examine any effects this factor may have had on the reports.

It is not surprising that teaching methods should be singled out as the area of tutor performance that the principals responded to most positively. This is an area of great concern to most college administrators and it was especially important to the principals' evaluation of the tutors' success in filling the supply gap at the colleges. The tutors' comments indicate that some principals were apprehensive about the quality of teaching the TEEA tutors would bring to the colleges:

I found the administrators' image of American education was quite low.

A few administrators believed that U.S. universities were inferior and said so.

The principal was wary of us when we arrived.

When the tutors were generally seen to be well qualified and competent the reaction of the principals was undoubtedly grateful praise.

The administration was somewhat negative at first but became more positive after I had been there a while.

After a period of adjustment I was given a free hand to use any material, employ any teaching technique, order any supplies.

The administration accepted my way of teaching and specific innovations (in scheduling) before the end of the first term.

The high percentage of positive responses to the tutors' way of teaching is probably in the area most directly related to the tutors' actual achievement in the view of the college administration. However, it should be pointed out that the account of the responses on the checklist does not always agree with the comments given in answer to the same question. In some cases where the tutors' comments described a negative reception they nevertheless gave a positive rating on the checklist.

In those few instances where the tutors discussed a negative reception of their way of teaching, differences in educational practices and beliefs were usually involved:

The college rigorously adhered to the British exam system.

The administration was courteous but they wanted closer attention to the syllabus than I wanted.

Some tutors reported that they did have difficulties in adapting the level and complexity of their lessons to suit the new circumstances:

I had to tone down my method of teaching to make it as concrete as possible. I found that my abstract Math notation was unsuitable.

Some had difficulty in teaching subjects they had never taught before:

Since I had had no preparation in this subject, I had to work very hard just to accomplish average results.

Despite these difficulties the tutors' positive reports of enthusiastic reception of teaching methods outweighed negative responses.

In the area of innovation the tutors reported they received a

somewhat colder reception:

The administration was willing to try new ideas but they were really eager to keep the old ones.

I found an entrenched British system that was slow to change. Where changes were allowed some tutors complained that they were not given adequate support for the innovation:

The administration listened and approved verbally our "ideas" but did little or nothing to help us implement them.

We had difficulties if our change needed financial support.

Apart from these commonly encountered problems of innovation, there were circumstances in each country that created special difficulties for the TEEA tutors. In Tanzania, there were conflicting or ambiguous reports from the tutors of openness to change and of obstacles to their specific innovations:

Students were encouraged to question, discuss, examine, research and relate their teaching to the current events in the development of the country. There was much more freedom of expression and subject matter became more interesting to pupils.

Tanzania, a country of intense nationalism, yet I had complete academic freedom, enough freedom to write a manual on the history of the country.

and conversely:

At times the feelings of "nationalism" were so strong that we were allowed to do little or nothing. I was frustrated and felt that we had skills and background not available among the nationals as yet and I wanted the opportunity to work (hard!) and use these skills and background.

Whatever impact we made originally was pretty well wiped out because of the tremendous political revolution that occurred. . . . I am speaking of socialism and Africanization.

The tutors' comments record the effects of the implementation of the

Arusha Declaration which called for a transformation of the educational system into a more self-reliant and politically relevant institution as well as rapid Africanization of teaching positions and initiatives for change. This change, coming after 1967, made it harder for any overseas personnel to carry out their own ideas:

Innovations were not readily acceptable--students were highly suspicious and the administration was constantly concerned with how the ministry would regard innovations.

The tutors did not experience such difficulties as strongly in the other countries as in Tanzania but there were other factors which limited their innovations. In several Ugandan colleges there were obstacles to change which were reported as being directly related to the religious administration of the college:

Had I known I was to be working with Religious, I would have realized from past experience, the difficulty of innovating changes.

One tutor gave this comment on future TEEA service in Kenya:

Certainly encourage hope for helpful innovations, but mention the many possible hurdles--tribal loyalties, prejudices, lagging national curriculum goals and materials.

Some of the comments which support the "very positive" responses were:

No reservations! Changes were positively received.

I wanted to lengthen the teaching practice period. The principal arranged for the change and was most enthusiastic about the results.

I was involved in New Math and so was the principal. He inspired me to work harder than I had planned to. It was a successful relationship.

It is difficult to examine the reception of the tutors "as

Americans" and the reception of their educational ideas for several reasons. The tutors' report on their negative reception was related to the acceptance of their professional ideas and practices. They were probably hesitant to present the difficulties they experienced which came out of differences of national or political beliefs. There may have been personal attributes on both sides that prevent accurate assessment. Accepting these limitations, the following discussion points out the factors that may have contributed to a poor reception of the tutors in these two areas.

As mentioned above, some tutors said that principals were negative in their appraisal of American educational institutions and standards. Many of the professional conflicts reported by the tutors were conflicts between their American concepts of education and those they found in the colleges, whether European or indigenously East African:

American philosophy differs markedly from British on marking, on the attitude towards student success and failure and on the organization of the school . . . thus there was a very negative reception of our ideas.

The British system is the entrenched system. All other methods (including indigenes) are compared to it. The result is a rather strong system of great and little compromises but essentially British in character. Under the system change is very slow.

There was the usual suspicion of new and foreign ideas, generally, but otherwise the reception was very individualistic . . . depending on both Americans and Africans involved.

Expatriate administrators were described as being less receptive to the tutors "as Americans" than African administrators:

Basically, the Africans were quite positive and enthused; we met most resistance from an expatriate administrator.

Negative for the British principal who seemed quite stuck with tradition and the colonial attitude. Very positive for the African who was far more efficient and wanted to improve the training program for the students.

In general, the tutors reported the best reception of themselves and their ideas from African administrators who had some previous training or experience in the United States:

We were very fortunate in that our principal having been American educated had a very positive feeling about us and our job there.

Our principal had spent five years in U.S. colleges. That helped a great deal.

My British principal was keen on the academic side but very slow to accept some of my ideas--my American-trained African principal was more progressive in his educational outlook.

Colleague Tutors' Reception of TEEA Tutors

The TEEA tutors reported a higher percentage of positive responses for their reception from colleagues than from college administrators but the percentage for colleagues was lower than that for students. There were fewer comments given about the colleagues' reception than about the reception from either the administrators or students.

In the comments the TEEA tutors were mainly concerned with the extent to which the colleague tutors had accepted and were practicing the different methods and ideas brought to the colleges by the TEEA tutors. A mixed report was given. Some TEEA tutors reported that their methods were enthusiastically accepted by colleagues while

others said that there was no change during their tour:

I arranged for micro-teaching and teaching demonstrations for African tutors. Most were very enthusiastic about both.

I prepared a handbook on college supervision and teaching which was excellently received by headmasters and tutors.

Colleagues were anxious to discuss syllabus and open to suggestions.

and in contrast:

They [colleagues] listen, they agree, they are extremely polite but they do not change in their teaching methods.

They seemed quite reluctant to adopt my methods of teaching, indicating that it would involve too much work and that they felt insecure in front of their classes using such new methods.

There was little discussion or interplay on teaching methods--they are not likely to change their way of teaching even though they see merit in someone else's.

Whatever negative or positive comments were made on the practice and use of the new teaching methods by their colleagues, the vast majority of TEEA tutors checked "positive" or "very positive" for the reception of their way of teaching.

There were no significant comments detailing the colleagues' reception of the TEEA tutors' specific innovations and educational ideas except for one tutor's comment that the American-trained African tutors were the most responsive and innovative at the college.

Again the comments on the reception of the tutors "as Americans" are widely contrasting:

Very difficult to get acquainted.

All treated me with kindness and respect and distance-- only one African tutor became a close friend and colleague--

language and wealth was the main gap.

and conversely:

Rapport was terrific!

No complaints about colleagues. They were friendly, cooperative and genuinely glad we were there.

The comments from TEEA tutors in Tanzania emphasized the distance between themselves and their colleagues that was caused by external factors:

We were great friends when we first arrived. Shortly thereafter Malcolm X was shot and they cooled somewhat. Then we had Selma and a whole string of racial incidents and it soon became obvious that it was best to avoid those subjects with my African colleagues.

During the two years a change in attitude towards "Europeans" in general was noted.

Shortly after arrival several TTC principals and ministry officials took a trip to North Korea. Things never got back to the good feelings that we sensed upon our arrival.

Other TEEA tutors took exception to the classification "as Americans" insisting that they were received and treated as persons not "Americans":

I was accepted as a human being after some hesitation. I didn't feel I was viewed as an American.

Very positive because no one thought of me as American.

Another aspect that was not anticipated in the questionnaire was the difference shown toward female TEEA tutors:

I was one of two women on the faculty, therefore my sex and being an American were two strikes against me at first. Later my East-African colleagues were good friends.

Women in the teaching profession in East Africa must establish themselves. Few male teachers would consider a female teacher on a par with them. Therefore women

must not be "pushy" but knowledgeable and firm in their convictions and principles--then they will be respected for their individual worth.

The percentages of responses given in Table 11 on the reception of the TEEA tutors by their colleagues do not entirely reflect the tutors' difficulties and poor reception in some areas. The responses show very little difference in the four areas.

It seems likely that a competitive feeling may have existed between colleagues and that East African colleagues resented the paternalistic attitude of TEEA tutors which is revealed in some of the tutors' comments on their reception. The role of the TEEA tutors in their relationship to colleagues was not specifically defined. One TEEA tutor pinpointed the difficulty inherent in the situation as follows:

Without a clear-cut understanding that local tutors were to learn from us it was hard to influence them without offense to their dignity.

Again, as in the report on the administration, reception of the tutors "as Americans" is complicated by personal, professional and political factors. Reactions to external political events in the United States and East Africa may have affected the tutors' reception, or purely personal traits characteristic of Americans may have played a role in their reception.

While many of the tutors' comments described the reluctance of their African colleagues to adopt the new methods or ideas themselves there was only one report of resistance to the practice of these methods or ideas by the TEEA tutors. There were several comments that

mentioned resistance to the tutors' innovations and ideas from expatriate colleagues. This does not indicate that the African colleagues generally accepted the new ideas and innovations and it should be emphasized that the report was subjective and reflected the tutors' own assessment of their reception by their colleagues.

Students' Reception of TEEA Tutors

The positive report on the reception of the TEEA tutors by their students was largely supported by the tutors' additional comments. Many tutors stated that they had to overcome the initial reactions of their students to the new methods the tutors introduced into the classrooms:

The first half of the year the students were upset because I didn't use a syllabus. By the second year I think they were really happy with my teaching and could see the value of this method.

In my first years, my methods were quite revolutionary in the college and the students questioned the value of such things as grouping pupils, activities and flexible planning for classroom experiences. As the students came to be freer with me, their enthusiasm for more progressive methods grew.

Early skepticism slowly changed to faith, trust and sometimes enthusiasm.

The tutors' comments overwhelmingly reported that ultimately the students responded positively to the new methods. However, the tutors were dubious about the carry-over of these methods by the students in the primary schools:

The students seemed insecure, since I tried to teach them as they were expected to, in turn, teach their pupils.

Students seemed receptive, yet when they were student teaching they often fell back to "teaching the old way." Only a few showed good carry-over into their classrooms.

Many thought what I did was good, and should be done, but only I could do it--they were African, less trained. It was a lack of confidence on their part.

My students received my ideas positively--but were less happy when I pressed them to use similar ideas in their teaching--"African children are different."

In the many comments reporting a very positive reception from students the tutors mentioned some aspects of their relationships that aided the transfer of methods. Chief among the things that they discussed were a pragmatic approach and the development of mutual respect and confidence:

It was up to me to plan the best procedure within the confines of a set curriculum.

We were very pragmatic. We found what the students and administration wanted without compromising good teaching. Positive reactions were bound to follow.

My relationships with students reflected mutual respect and friendship. I consider this aspect a complete success.

I was beginning to get their close confidence where we could sit and exchange ideas.

Other factors mentioned were the tutors' use of practical demonstrations and materials, the students' appreciation of the tutors' hard work in preparation and the tutors' ability to make the new methods interesting and even fun.

The tutors did not greatly expand on the reception of their "educational ideas" or "specific innovations" in their comments. They did report on the reception of themselves "as Americans." Again several tutors commented that they were received more as persons than

"as Americans" but one commented:

Reception was positive; but in spite of the fact that I was an American.

Other tutors also commented on the reservations of some students:

I found many students to be more suspicious of Americans' motives than were the tutors. Response in general, however, was positive.

Students were definitely anti-Peace Corps. I had trouble convincing them I was not a member of the Peace Corps but once they realized that I was not, students accepted my methods and ideas.

The special circumstances in Tanzania were also described:

When the college became a leader in the government's plan to spread "Ujamaa" [Tanzanian Socialism] through the teachers and as ties with North Korea and China grew, then some students (very few) became politically anti-American.

On the whole there were very few comments on negative reception from students in comparison to comments on reception from administrators or colleagues and again responses were usually positive despite the reservations reported in the comments.

The tutors' report of reception by their students is likely to be more biased than the reports on other personnel at the colleges. The students' reception of their ideas and methods is a most critical aspect of the tutors' service and reflects their success or failure in carrying out their assignments. Thus many tutors cited examples of student use of their innovations and described continuing contact with students after their return to the United States. The few questionnaires that had no comments on reception invariably showed a positive overall reception from students.

This analysis of reception from administration, colleagues and

students has rested heavily on the comments of the tutors because the comments present a full and balanced picture of the difficulties and failures as well as the successes they experienced.

TEEA Tutors' Perception of Their Role
in the Colleges

The question asked was: "Based on your experience in your college, how would you rate the importance of the following possible roles of a TEEA tutor? Number in order of importance from 1 (most important) to 5 (least important)." The five possible roles were: filling a vacant position, raising the standards of teaching, introducing new methods of teaching, introducing new materials, making courses more relevant. Table 12 shows how the various roles were ranked by the tutors.

TABLE 12
TUTORS' RANKING OF THEIR ROLES

Role	1	2	3	4	5
	%	%	%	%	%
Filling a vacant position	14	3	3	10	70
Raising the standards of teaching	30	21	19	24	6
Introducing new methods of teaching	20	44	28	7	1
Introducing new materials	6	15	30	42	7
Making courses more relevant	31	17	20	17	15

The largest percentages for first and second rating combined show that the tutors considered their most important roles to be "introducing new methods of teaching" (64 percent), "raising the standards of teaching" (51 percent) and "making courses more relevant" (48 percent). The largest percentages for fourth and fifth ratings combined show that the tutors considered their least important roles to be "filling a vacant position" (80 percent) and "introducing new materials" (49 percent).

The three most important roles given above correspond with the tutors' report of teaching methods as the area of their greatest contribution.

TEEA Tutors' Estimate of the Long-Term Effects of Their Contributions

This section examines the TEEA tutors' view of the educational impact they had on the colleges and the durability of their contributions. It discusses the responses given on the questionnaire and gives a comparison of the findings with similar responses in the Jordan study.

The tutors were asked two questions on the questionnaire dealing with their impact and long-term effect on the colleges. One question was stated as follows: "Looking back on what you have achieved in East Africa, indicate how much of an impact you feel you have had on your students' thinking and practices, the thinking of your colleagues, ways of running the college, and on other colleges." A four-point

scale was used with ratings for strong impact, moderate impact, some impact, and little or no impact.

The other question asked: "In your opinion, what effect are the TEEA tutors likely to have on educational concepts and practices in East Africa? Check one of the following:

It is unrealistic to expect them to have any effect at all.
 They may have some effect, but the effects are likely to be modest rather than striking, and short-term rather than long-term.
 The long-term effects are likely to be quite important.
 The long-term effects are likely to be very important."

A summary of the ratings in the first question is given in Table 13.

TABLE 13
 TUTORS' RATINGS OF IMPACT

	Strong Impact %	Moderate Impact %	Some Impact %	Little or No Impact %
Impact on:				
Your students' thinking and practices	41	33	25	1
The thinking and practices of your colleagues	5	45	34	16
Ways of running the college	4	14	47	35
Other colleges	1	9	21	69

Seventy-four percent of the responses from the TEEA tutors indicate a strong or moderate impact upon the thinking and practices of their students; 50 percent of the responses indicate a strong or moderate

impact upon colleagues, but only 18 percent of the responses give those ratings for ways of running the colleges, and only 10 percent give them for effect on other colleges.

On the second question, the following results were obtained:

Very important long-term effects	7%
Quite important long-term effects	40%
Some modest short-term effects	53%
No effects	0%

Only 7 percent of the responses indicated very important long-term effects but a total of 47 percent of the responses were given for very important, quite important long-term effects combined.

The report that the TEEA tutors' greatest impact was on the thinking and practices of their students is consistent with responses given on other questions. The comments given on both questions also stress that any major impact upon the East African educational systems will come through the students' use and practice of the new ideas introduced by the TEEA tutors:

Strong impact--particularly noticeable with students who are now tutors in TTC's. They do individual research, study privately to improve methods and have introduced new courses.

I truly believe our greatest impact was on the students--changing their attitudes about teaching, its value and their roles as teachers. I also believe our modest successes in implementing a new philosophy of education in our students will multiply over the years.

The tutors also mentioned specific innovations such as inductive and activity methods, student-centered teaching, new materials and curriculum changes which they felt had particularly interested

students and would not be quickly forgotten;

Improved teaching techniques have a cumulative effect which continues with the growth of the teacher.

On the other hand there were some reservations expressed by a few TEEA tutors about the impact on students and their chances of maintaining their new ideas and methods within the schools.

Impact upon students has probably the best chance for the long run but will not be significant after the student as teacher comes under the influence of his peers.

The bush grows back very quickly in most instances. Someone can be trained to do a particular job but he can't be trained to think and react like a live-wire TEEA tutor.

Although 50 percent of the responses indicated a strong or moderate rating for impact on colleagues' thinking, only 5 percent of those indicated a strong impact. The comments also reinforce a lower estimate of the TEEA tutors' impact upon their colleagues:

I wish this [impact on colleagues] were stronger because this is where the carry-over comes in. Perhaps if our role as innovators and teachers of local tutors had been stressed more, and machinery for this set up, we would have been accepted more by administration and staff in this capacity.

Without a specific arrangement of American tutor-African tutor team assignments, the effect will probably only be modest at best.

Tutors, particularly in Kenya, mentioned the high turnover of staff and the difficulties of keeping tutors in the teaching profession as obstacles to a long-term influence or impact.

The most significant obstacles continually reported by the tutors in their comments were that there were too few TEEA tutors,

that the tours were too short and that the project did not last long enough:

The tutors were insufficiently concentrated in any one institution to effect changes of any duration. Also, the shortness of the average tour did not permit practices to take root sufficiently.

There weren't enough of us, we weren't concentrated enough geographically, nor were we there long enough to have striking long-term effects.

If a project like ours is sustained over a given period of at least six to ten years, whereby it reaches continuous crops of future teachers, then the effects are likely to be quite important.

Some tutors again made comments complaining of the resistance of the traditional system to new ideas. One tutor suggested the particular difficulties of the traditional African system as follows:

The English oriented education dominates and it is not what the Africans really want, however there are reasons why they are not as susceptible to change as are American educators. First, they don't feel adequate in what they are doing so they maintain their security by not being open to innovations that would expose their inadequacies. Second, they don't want to change just for the sake of changing and third, they fear taking on things from another system of education that will still be someone else's and not their own--African system.

None of the comments indicated the tutors' own lack of preparation or innovative skill as a major constraint on their impact, although one tutor cited the following constraints on the program as a whole:

The TEEA effect is limited because (1) TEEA tutors differ widely in educational ideas and in their commitment to education and to Africans, (2) TEEA did not actually stand for or represent a certain kind of education, i.e., we were not truly a program with certain goals which we all were committed to.

In contrast to the previous sections on contributions and

reception the tutors' estimate of their impact and the durability of their contributions is moderate. The percentages indicating a strong impact on students (41 percent), colleagues (5 percent) and the colleges (4 percent), and very important long-term effects (7 percent), are rather pessimistic in comparison with the very high percentages reported for reception of the tutors.

A comparison can be made of the results obtained on these questions with similar questions asked of the 1967 TEEA tutors in the Jordaan study. Table 14 presents the percentages of the responses given on long-term effects as they were reported in both studies.

TABLE 14
COMPARISON OF JORDAAN STUDY WITH PRESENT STUDY: EFFECTS

	Jordaan Study %	Present Study %
Very important long-term effects	22	7
Quite important long-term effects	42	40
Some modest short-term effects	36	53
No effects	0	0

The report given in the earlier study is more optimistic on the whole than the report in the present study, and the percentage for the highest rating, "very important long-term effects," is three times higher in the Jordaan study than in the present study. There are, however, important differences in the two TEEA groups. All of

those in the Jordaan study were then serving in the colleges--some had been there for less than a year--while the majority of tutors responding to the present survey had been away from the colleges for some time. Those serving in the earlier period were in a poorer position to observe the extent of their own impact or the effect of previous TEEA tutors on the colleges. Nevertheless this comparison does support the impression that the tutors in the present study reported a somewhat pessimistic estimate of their long-term effect.

It was reported earlier in this chapter that the tutors' expectations in the present study were "too high" in regard to possibilities for innovation. If the tutors felt that their expectations for innovation were not fulfilled this may have led them to feel that their contributions were inadequate and therefore would not be long-lasting. This may in part account for the low figure of 47 percent given for "very important" and "quite important" long-term effects.

In both studies the tutors were also asked for their estimate of impact on students and colleagues. A comparison of the percentages of responses is given in Table 15.

From this comparison it appears that the tutors in the present study reported a greater impact upon their students' thinking and practices, since there was a much larger percentage of responses indicating a "strong impact." However, the percentages in this question for both students and colleagues are not directly comparable in that a four-point scale was used in the present study and a five-point scale was used in the Jordaan study.

TABLE 15

COMPARISON OF JORDAAN STUDY WITH PRESENT STUDY: IMPACT

	Strong Impact %	Moderate Impact %	Hard to Tell %	Some Impact %	Little or No Impact %
Jordaan Study:					
Your students' thinking and practices	26	48	18	8	0
The thinking and practices of your colleagues	12	24	32	18	14
Present Study:					
Your students' thinking and practices	41	33	--	25	1
The thinking and practices of your colleagues	5	45	--	34	16

The report on long-term effects and impact in the present study may also be biased because of the tutors' reluctance to give an optimistic or overly positive prediction based on little or no follow-up information. Finally, as many tutors pointed out, the greatest difficulty in estimating their effects is that sufficient time has not passed for their contributions to be tested.

CHAPTER IV

COMPARISON OF THE REPORTS FROM PRINCIPALS, COLLEAGUES AND
TUTORS AND IMPLICATIONS FOR FUTURE ASSISTANCE PROGRAMS

The preceding chapters have examined reports on the performance and contributions of the TEEA tutors given by the principals, colleagues, and the tutors themselves. This chapter compares the findings and presents generalizations about the nature and effectiveness of the tutors' contributions. It also identifies those aspects of the TEEA program that may be of value to assistance programs in the future.

Selection of Highly Qualified Personnel

This section considers the following questions suggested by the reports on the selection of TEEA tutors:

1. In what ways did selection of highly qualified personnel affect the performance and contributions of TEEA tutors?
2. What implications can be drawn from the results of the selection process used in the TEEA Project?

One aspect of the TEEA Project that was frequently mentioned by the principals was the high level of the qualifications of TEEA tutors. There is no doubt that the selection of skilled teachers was a major factor in the success of the tutors in the colleges. The reports from principals and colleagues confirm the satisfactory performance of the tutors in the classroom and indicate a significant contribution from the tutors in the area of teaching methods. In many cases the

TEEA tutors' success in the classroom may have laid the foundation for contributions in other areas. The acceptance of TEEA tutors as "good" teachers would reinforce their efforts at introducing new ideas or methods outside their own classroom.

Although many TEEA tutors were assigned to teach subjects they had not previously taught there were only two reports from principals of incompetence or poor teaching. It is possible that the TEEA tutors' previous study of education as a separate subject and their years of experience helped them in teaching unfamiliar subjects.

In general, the high qualifications of the TEEA tutors worked to their advantage but some drawbacks may be seen in this requirement. The TEEA tutors tended to be older, married, and to have dependents. Although not directly referred to in the TEEA tutors' questionnaire, the difficulties of family relations and school placement in isolated areas were indicated in their comments. Families require greater attention, more services and higher allowances from the Project, even though wives and children may also contribute a great deal. Another aspect of highly qualified personnel is that their expectations of their assignment and of their colleagues may be too high. Two tutors commented that they themselves were too highly qualified for their assignments, but the majority of the tutors reported that they needed a great deal of expertise and experience in innovation in order to carry out their expectations. Some TEEA tutors who had also served in the TEA program observed that participants in the TEA program displayed greater enthusiasm and commitment in their assignments than

the more experienced TEEA group. However, the reports of the TEEA tutors' enthusiastic participation and dedication to their job from principals and colleagues outweigh this suggestion. The TEEA program shows that there are substantial numbers of well qualified and experienced teachers who are also dedicated and enthusiastic in their work.

There were two main aspects of the TEEA tutors' service in the teacher training colleges: (1) supplying needed personnel to meet teacher training needs, particularly on the primary level; and (2) improvement and upgrading of teacher education through the initiation of new methods and programs in the colleges. These two aspects are related in that acceptance of the tutors' new ideas is often dependent upon the success of the tutors' work in the classroom. The qualities needed to successfully fulfill the supply role are very much the same as those required for innovation in the college. Most principals reported that good social relationships, ability in personal communication, and a positive general attitude toward the educational system are necessary for any successful service and for innovation as well, and that many of the tutors had these qualities. This is one of the ways in which the TEEA Project attempted to be a qualitative as well as a quantitative assistance effort.

One observation made by a principal was that paper qualifications were not always the best measure of a successful teacher. In the case of the TEEA Project the selection committees gave considerable attention to the recommendations and personality of each applicant

and not only to his academic achievement and degrees.

In general, the principals, colleagues and TEEA tutors agree that the requirement of high qualifications was important to the success of the tutors in carrying out their assignments.

Placement

There are two main questions suggested by the reports on the nature of the tutors' placements in the colleges which are discussed in this section:

1. What difficulties did the tutors have as a result of the conditions they encountered in their placements?
2. What strategies for the placement of personnel are suggested by the experience of the TEEA tutors?

In their comments some tutors made reference to difficulties arising out of the nature of their placement. The most frequently mentioned difficulty was that some tutors had no previous experience in primary education in the United States and had to adjust to teaching their subjects in a primary teacher training college. Three principals also reported this difficulty in their colleges.

Three tutors commented that their special academic and educational qualifications were not sufficiently used in their assignments.

A few tutors who had been in isolated rural colleges mentioned that they had difficulty in adjusting to non-urban life and in finding schools for their children, while a few tutors in urban colleges would probably have contributed more in a rural area.

Both TEEA tutors and the principals referred to problems

stemming from differences over political and religious matters that came up in the colleges. In the cases where this was reported the problem usually resulted from a conflict between a policy of the college and the TEEA tutor's personal beliefs about political or church-state affairs. Although the problem was limited to a very few tutors, mainly in Uganda and Tanzania, it is clear that more effort should be made to achieve compatibility of the tutor's beliefs with those of the college.

There was only one case of termination of contract because of personal or emotional difficulty, and a few transfers of tutors from their original assignments for health or personal reasons when it seemed that they were having unusual adjustment problems.

On the other hand there was a large number of very successful placements reported by the principals. In several cases the tutors' religious affiliation matched that of the college administration and allowed for a more fruitful relationship. The placement of tutors specializing in History, Science or Agriculture at colleges ready for development in these areas also favored the acceptance and implementation of TEEA tutors' innovations. Some principals described TEEA tutors who helped fulfill a college interest in nation-building activities, self-help, health, or other development projects. While some tutors found the beliefs in the colleges difficult to accept, there were others who readily accepted the ideas that they found and were reported by the principals to have been very successful.

Many assistance programs, such as the TEEA project, tend to

operate their placement procedures on the assumption that once participants have met the specific qualifications and are accepted for placement, then they are interchangeable and can be assigned to any post in the program. The experience of the TEEA tutors suggests that an attempt should be made to match personnel as closely as possible with a college that corresponds to their particular specialization, convictions, and life-style. This more individualized approach would mean that placement officials would need to know as much about the colleges as they know about the personnel who are to be assigned there. It was suggested by several principals in their reports that inclusion of officials from the recipient country on the selection committees of the project and inclusion of TEEA staff on the placement committees of the country would add to the knowledge about the placements and would help in working out the problems of individual assignments.

Adjustment and Reception

This section considers the following questions suggested by the reports on the tutors' adjustment:

1. What were the major adjustment problems of the TEEA tutors and what were the reasons for them?
2. What implications can be drawn from the reception and adjustment of the TEEA tutors for future assistance programs?

The principals' reports indicated that they felt the major adjustment problem of the TEEA tutors was their inability to accept

the educational systems existing in the colleges. Different ideas and practices of the tutors sometimes led to conflicts with principals, colleagues and students. Both principals and tutors describe marking and evaluation procedures as the main area of professional disagreement. Students were reported to have resisted the unfamiliar methods introduced by the tutors. Differences with colleagues centered on issues such as evaluation of students, the colleges' emphasis on examinations, adherence to syllabi, the use of discussion techniques, and informal relationships with students.

The principals' reports showed that they were willing to accept minor structural changes in scheduling, the addition of extra-curricular activities, or demonstration lessons, but that they were less enthusiastic about changes that challenged the basic philosophy of the educational system. The tutors' reports confirmed that their educational ideas and philosophy were less well received by the principals. The principals' report on their expectations showed that the ability to accept the existing educational system was the most frequently mentioned quality expected of the TEEA tutors.

The frustrations that the less satisfied TEEA tutors reported in their comments in the questionnaires were largely due to educational differences and difficulties in innovation that they encountered. The cause of frustrations and poor adjustment may be attributed to:

- (1) the tutors' own limitations of attitude and overseas experience,
- (2) limitations inherent in the educational system and in those with whom the tutors worked, and
- (3) to limitations in the design and

implementation of the assistance program.

Personal Limitations of the TEEA Tutors

Some of the qualities reported by the principals--flexibility, competence, friendliness, professionalism, responsibility and initiative--are obvious assets in overseas service and undoubtedly were considered in selection of the TEEA tutors. It is lack of some of the other qualities suggested by the principals that may have caused poor adjustment. The most important of these qualities were: the ability to accept the overall educational system, political realities and religious observances; appreciation of cultural differences; and sensitivity to the difficulties of donor-recipient relationships.

As is shown in their report, some of the tutors who applied to the TEEA Project had a heightened expectation of possibilities for change and innovation in a developing country. The TEEA Project objectives encouraged this expectation. Instead, some tutors found resistance to their efforts as well as many practices that were at variance with their basic educational and personal convictions. The most successful tutors seem to have tactfully avoided conflict over practices or convictions with which they disagreed and to have concentrated their efforts on areas amenable to change. Others lacked this flexibility and their efforts were frustrated.

The tutors were also affected by external political events. A number of instances were cited which led to negative feelings towards

the TEEA tutors and changed the climate of acceptance towards themselves and their innovations. Most notable of these were the assassinations of Malcolm X and Martin Luther King and incidents related to Rhodesian and South African crises. The comments of some tutors revealed their inability to accept or respond positively to the reactions of their colleagues in such cases. It is doubtful whether the tutors could have been prepared for the kind of response required, but the extent of their familiarity with political and social realities could be determined prior to placement.

Although the principals said that the vast majority of TEEA tutors were friendly and accepting of all people there were some aspects of cultural difference in which tutors had difficulties. One of these was too much informality with students in the classroom and with other local people. Another was the insistence on applying American values and standards to local customs and mores--such as polygamy or burial practices. Tutors reported that they had difficulties in exchanging hospitality with their local colleagues. This may have resulted from an insensitivity to the difference in financial resources between the tutors and their colleagues. One tutor told of his purchase of a bicycle instead of a car in recognition of this difference, only to find that his bicycle became a center of attraction because it was the most expensive kind available.

A final personal limitation that hindered the reception of some tutors was presented by a principal as the "curse of the do-gooder." As donors, overseas personnel need to be sensitive to the feelings of

the recipients and to be ready to receive as well as to give. Expatriates are very vulnerable to charges of feeling superior and denigrating the abilities of nationals or the conditions in their placement. The tutors' report that their expectation of the adequacy of equipment and materials was "too low" had a negative side in that a few principals resented the surprise shown at the modern facilities which existed in East Africa.

One principal stated that the most successful tutors were those who recognized and appreciated what they had learned from others in the colleges and from the experience of service in a developing country. Many tutors commented that they had received more than they had expected in personal and professional development.

Limitations Inherent in the Colleges

The fact that the TEEA Project occurred during a period of transition in the educational systems of East Africa was emphasized in both the tutors' and principals' reports. The problems of adjusting to changes in structure, syllabi and personnel were frequently mentioned in the reports of tutors who served in Tanzania. Some tutors there felt that their efforts and innovations would be "wiped out" by the changes that were taking place, but others were enthusiastic about the opportunities for innovation and said that they regretted having to leave when the TEEA program was curtailed in Tanzania.

Two other aspects that greatly affected the work and adjustment

of the tutors were the problems of transition from colonial to national systems of education and problems of Africanization. The tutors frequently referred to the "entrenched British system" that they found in the colleges and their comments implied that the greatest opposition to their educational ideas came from expatriate colleagues and administrators who represented that system. However, several East African principals stressed that they did not want to replace a foreign British system with a foreign American system. The competition for acceptance of particular educational viewpoints was responsible for some conflicts in the colleges. It is obvious that not all of the difficulties were caused by TEEA tutors. Occasionally it was implied that the ideas or innovations of the TEEA tutors were irrelevant, since the colleges were part of a British or Commonwealth system and would remain so. Such sentiments were not shared by the vast majority of colleagues and principals who welcomed contributions from all sources and felt that the national educational systems were emergent and not fixed in any specific framework. The TEEA group as a whole was felt by some tutors to have prejudices about their less qualified and experienced colleagues and towards non-American systems of education in general.

TEEA tutors also experienced difficulties of adjustment to African colleagues and principals who were often newly appointed and who felt that expatriates were being patronizing or derogatory if they made suggestions. It is difficult for those who have experienced colonialism to distinguish efforts to give helpful advice from

negative criticism, especially when given by expatriate staff. One tutor stated that where a defensive position was taken by East African principals or colleagues it was very difficult to suggest improvements or innovations.

The large number of responses indicating that a TEEA tutor had influenced an East African colleague to use a new method or idea shows that this was a very infrequent situation in most colleges.

Limitations in the Design or Implementation of the TEEA Project

As shown in Chapter I, the first objective of the TEEA Project was to provide teachers to meet shortages in the primary and secondary schools and it is obvious that the program was effectively organized to attain this goal. Another objective of the project was the reform and expansion of the teacher training colleges. This was to be carried out by the efforts of the TEEA tutors in the colleges, by the work of specialists in the institutes of education and by the conferences, workshops and other subsidiary activities of the project. However, there were no clear guidelines for the innovative role in reform and expansion to be carried out by the tutors, and this may have contributed to their adjustment difficulties in the colleges. Some tutors said that their dissatisfaction with their work was directly related to their inability to carry out their expectations for innovation. A large percentage of the tutors who reported that they were dissatisfied are probably those who felt they accomplished no more than to fulfill a teaching assignment. One principal said

that tutors who failed in their early attempts at innovation gave up trying to make other contributions and simply served out their tours.

The tutors' comments show that they had difficulties in being accepted as agents for change and that they were often unprepared for this role. There are several ways in which the TEEA Project could have eased the adjustment difficulties of the tutors during the operation of the program. First, the Project could have clarified the tutors' role in the colleges through prior agreement with ministry officials and college administrators on the specific nature and extent of the assignment. Second, the Project could have evaluated the climate of acceptance and the possibilities for innovation that existed in the colleges during the first tutors' service and concentrated its efforts on those colleges that were most responsive. Third, the Project could have expanded its financial, material and personnel support for the innovations of the tutors in the colleges. This would have further confirmed the tutors in their role. Fourth, in addition to the TEEA tutors' annual activity reports, the Project could have collected information and advice from college administrators and colleague tutors on the adjustment and performance of the TEEA tutors. Finally, the Project could have maintained better lines of communication and counselling for those tutors who were having difficulties in adjusting to the colleges.

A major implication to be drawn from the adjustment and reception experiences of the TEEA tutors is the need for adequate on-going communication and evaluation mechanisms that would support and counsel

participants in the field. Such mechanisms should also chart the progress of the participants in carrying out all of the Project's objectives. Cooperative agreement with local authorities on the exact nature and extent of the participants' activities would confirm the participants' role in their placements.

Innovative assistance programs should also prepare their participants with skills of innovation that are specifically relevant to the conditions of the placement. Participants should also be prepared to accept that overseas assignments require some adjustment of their values, attitudes, and expectations to the conditions they find in their individual placements.

Comparison of the principals' and tutors' reports shows that although there were difficulties and strains the majority of the TEEA tutors made very satisfactory adjustment and were well received in the colleges. This conclusion is further supported by the overwhelming request of principals for the continuation of the Project and the reports from most of the tutors that they would like to return for service in East Africa again.

Contributions

The questions considered in this section on the contributions of the TEEA tutors are:

1. What were the contributions made by the TEEA tutors and what accounts for their success in carrying them out?
2. What implications may be drawn from the contributions of TEEA tutors for future assistance programs?

The TEEA Project estimated that over 20,000 African students were trained to become primary and secondary teachers with the assistance of the TEEA tutors. The responses given by principals and colleagues agree that the major contribution of the TEEA tutors was in the provision of materials and facilities. In their responses the TEEA tutors did not rank these as areas of very significant contribution but it is understandable that the principals and colleagues would be more aware and appreciative of these concrete contributions to the colleges than the tutors. TEEA tutors said that their most significant contribution was in teaching methods, while colleagues ranked this second, and principals ranked it much lower. However, all reports did agree that there were significant contributions in teaching methods, curriculum revision, extra-curricular activities, and the content of individual courses. Lesser but significant contributions were made in the development of materials, in-service training, and community activities.

In examining all of the reports it is possible to identify those factors which facilitated the efforts of the tutors. The main factor that aided the tutors was the presence of a secure and innovative principal, who encouraged the introduction of new ideas and personally assisted in their implementation. For example, an American-trained principal welcomed his TEEA tutor and together they planned extensive revision of the curriculum, teaching methods and organization of the college. Resistance to changes that came from colleagues and students was countered by the principal's tactful but firm insistence on the

value of experimentation to the college.

The second factor that aided the tutors was pressure for improvement or change that came from the ministry of education or other education officials. An example of this was the concern of educational authorities to revise and improve the New Primary Approach which was being used in the colleges. With this support, TEEA tutors in several colleges were able to make recommendations on syllabus reform, give demonstration classes, develop model classrooms and implement changes throughout the college that they initiated in their own classrooms.

Another factor which aided tutors in making special contributions was the already recognized need for particular skills which the tutors brought with them. One tutor expanded classroom work in English to a community service activity in which students taught reading and writing skills to adults in the surrounding area. Another science tutor developed a wildlife project with students which resulted in the setting up of a wildlife course at the college to be taught by a colleague and a game preserve on the college grounds.

The final factor identified from the reports was that the innovation would bring immediate and concrete benefits to students and colleagues. Students in one college were allowed to plant maize crops on the school grounds under the sponsorship of a TEEA tutor. They harvested and sold the results of their efforts while learning farming techniques and soil conservation. Many tutors developed syllabi, teachers' manuals, and other materials which were used by

colleagues and primary teachers in other parts of the country.

A number of principals said that in their opinion the TEEA tutors contributed more to the college than other tutors. The reasons given for this were academic competence, acceptance of the values and aims of the educational system, skill and determination in carrying out innovations, sociability, and willingness to perform extra service. Similarly, the reasons given for TEEA tutors contributing less than other tutors were academic incompetence, failure to accept things as they are in East Africa, failure to adjust to national educational priorities, overbearing attitudes and criticism from an American perspective.

The tutors' comments on their questionnaires provide additional information on their reasons for making a lesser contribution. The main reasons given were that they were not in the colleges long enough to overcome adjustment difficulties or to carry through on their innovations, that the environment was not responsive to their ideas and methods, that their innovations were not implemented because of limitations in resources and that their classwork and preparations were too burdensome to allow for any special contributions.

Assistance programs, such as TEEA, give great emphasis to participants' qualifications for their tasks as defined by their assignments. One implication from the experience of the TEEA tutors is that the most successful participants are those who bring talents and skills beyond the basic requirements of their service and who can imaginatively reconceive or expand the boundaries of their assignments.

Another implication is that where the assistance effort is viewed as a cooperative venture that capitalizes on the interest and involvement of local administrators, substantial contributions are more likely to be made. The role of the college principals in confirming and implementing the tutors' efforts may frequently be crucial.

As mentioned in the previous section on adjustment, a further implication is that substantial contributions can be made if direct financial support is available to tutors for purchase of materials and equipment. From the principals' reports it is obvious that the TEEA tutors were able to achieve a great deal with the financial allotments which they were given, but it is possible that more could have been accomplished with larger amounts. The field trips made by the TEEA specialists who were serving in the institutes of education were another example of direct support to the tutors in the colleges. Although a few TEEA tutors felt that they were more successful when left alone, without project assistance, more tutors approved of the specialists' visit and said that there could have been much more of this type of support. The experience of the TEEA Project implies that direct financial and personnel support to participants in the field is vital to the success of their efforts.

Several principals said that there was no systematic approach in the overall implementation of the TEEA scheme. They pointed to the lack of continuity between the efforts of a TEEA tutor and his replacement. They also indicated a need for more information about the work of the project and the innovations that were being made in

other colleges. Some principals described ways of providing counterparts to the TEEA tutors, which they felt would be necessary to spread and preserve the things that were being introduced.

Based on the comments given above and throughout this section on contributions, it is possible to suggest the following items for future consideration:

1. Contributions should be made within a research framework in order that they can be planned, recorded and assessed.
2. Efforts at innovation should be integrated with those of other national or local agencies.
3. Information on innovations should be disseminated to other educators in the country and the results studied by them.
4. Local educators should be trained in the methods of innovation as well as in the practice of the new ideas.
5. Supervision and follow-up procedures should be established to maintain the continuity of contributions.

Impact and Long-Term Effects

The questions discussed in this section deal with the overall impact and durability of the TEEA tutors' contributions:

1. Which contributions were reported as having the greatest impact and long-term effect by principals, colleagues and the tutors and for what reasons?
2. What implications may be drawn from the estimates of impact and durability for future assistance projects?

The principals considered that curriculum revision, educational philosophy and teaching methods were the contributions which had the greatest impact and would be long-lasting in the colleges. From the reports of both principals and TEEA tutors it appears that changes in

the curriculum such as the introduction of New Math, Social Studies or Physical Education for women were the kind of concrete contribution which the majority of principals welcomed and would wish to maintain. Basic changes in the organization and policies of the college such as those involving grading and the regulation of student life were usually pushed through by an individual principal and would probably not be sustained beyond the period of the tutor's tour or the often short period of the principal's service.

Despite the tutors' low report on the reception of their educational ideas by the principals there is substantial evidence of influence on educational thinking in the colleges. Many principals spoke of:

- child-centered teaching
- critical thinking
- inquiry and discovery learning
- learning by doing
- the linking of theory and practice

as ideas that were being accepted partly as a result of the TEEA Project. They also said that they were appreciative of the opportunity they had to expand their own thinking and take ideas from an entirely new source. The colleague tutors also commended the professional attitude towards teaching that the TEEA tutors brought to the students--although the extent of carry-over to the colleagues themselves is doubtful.

All the reports show a substantial effect of the TEEA tutors' teaching methods on the colleges. Changes in lower primary methods, in the use of mechanical and visual aids, in grouping and activity

methods were accepted and practiced by others.

The tutors themselves saw their greatest impact on the thinking and practices of their students and many expected that their efforts would have quite important long-term effects. Some were pessimistic about the ability of their students to retain and effectively practice what they had been taught when they became teachers in the primary schools. The student interviews, given in Chapter II, describe difficulties the students were having in adjusting to the realities of classroom teaching. However, most tutors maintained that their contributions would be passed on despite initial difficulties. Some were optimistic about the possibility of a multiplier effect in which their ideas and approaches would be carried on through the practices of their students with pupils in the schools and on through these pupils to later generations of teachers. Others felt that the full impact of the contributions would be delayed until their students assumed greater responsibilities and higher positions in the educational system. This uncertainty about future effects underlines the need for time in assessing the impact and durability of an essentially qualitative assistance program.

The TEBA Project came during a period of transition in East Africa when educational authorities were open to suggestions for redefining and improving teacher education. It was also a mutually conceived effort in which donor and recipient clearly agreed on the overall objectives and value of the program. These factors account, to some extent, for the success of the tutors' ideas. The

encouragement by the TEEA Project of experimentation and change in the colleges was itself a major contribution which may have long-lasting effects.

The general consensus of those interviewed in East Africa, in addition to the TEEA tutors and the Project staff, was that the Project ended too soon. Without exception the principals expressed their disappointment that the Project would not be able to follow through on what had been so far achieved. Mary said that the climate for innovation had vastly improved since the inception of the program, but that what had been innovated needed more time to take root.

After having laid a foundation in the colleges and influenced about fifteen thousand primary and secondary teachers, in 1969 the Project made proposals to directly prepare local tutors for graduate degrees in education and to train headmasters for higher administrative positions. Implied in these proposals was an awareness of the need for continual development in an assistance program. This suggests that a project should be encouraged to expand and build on present achievements by:

1. Reappraising its original objectives in line with changing needs and conditions.
2. Exploring alternative forms of organization and ways of achieving its aims.
3. Extending its assistance to new groups or levels of the system.

In these ways the project may maximize the effects of the contributions being made and insure a continuity with future assistance

efforts.

Summary

This study has presented and examined the contributions made by American tutors in a program of assistance to teacher training colleges in Kenya, Tanzania and Uganda. The study was based on information supplied by principals and colleague tutors in the colleges and the TEEA tutors themselves. The major contributions of the tutors were:

assisting in the modernization of teaching methods, curricula, materials and facilities;

recommending improvements in college management and organization;

providing students with professional attitudes and practices;

implementing the exchange of educational ideas through mutual respect and personal relationships;

supporting an innovative and experimental attitude toward education.

Several factors aided the tutors in making these contributions. They came to East Africa at a time of transition when educational authorities were concentrating their efforts on improving primary and secondary education. The tutors were well received at the colleges by students and their East African colleagues who were very appreciative of their contributions. The success of a TEEA tutor was often determined by the support received from those principals who welcomed change and carried through on the tutors' suggestions.

The tutors were exceptionally open and friendly in their professional relationships with students and colleagues and mixed with all people. Most important, the project had chosen well trained and experienced teachers who brought needed skills to the colleges.

The TEEA tutors had some difficulty in adjusting to East African conditions. Some were unable to accept the policies and practices of the educational systems. They expressed their disappointment at the resistance to change and the inadequacy of financial and personnel resources that they found in some of the colleges. The more successful tutors were able to modify their expectations and adapt their ideas to the actual conditions they found.

Both principals and TEEA tutors were dissatisfied with the length of the tours. Two-year tours were said to be too short to make a long-lasting contribution to the colleges. Three years was recommended as a minimum length of time for successful service.

Principals discussed the need for the direct participation of East African authorities in future assistance projects. The inclusion of local educators in cooperative planning, selection, placement and supervision might avert some of the difficulties experienced by TEEA tutors. Joint management would also reinforce the continuity of the assistance effort with later programs.

Finally, all persons questioned expressed regret at the timing of the termination of the project. The principals stated that the loss of the TEEA tutors would work a severe hardship on the educational systems, given the continuing shortage of personnel in the

colleges and the difficulty of finding replacements of the same quality as the TEEA tutors.

BIBLIOGRAPHY

Books and Articles

- Beetham, T. A. Christianity and the New Africa. New York: Frederick A. Praeger, 1967.
- Eruner, Jerene S., ed. Education and Training in the Developing Countries. New York: Frederick A. Praeger, 1966.
- Butts, R. Freeman. "Teacher Education: A Focal Point." Education and the Development of Nations. Edited by John W. Hanson and Cole S. Ebenbeck. New York: Holt, Rinehart and Winston, 1966.
- Cameron, John. "The Integration of Education in Tanganyika." Comparative Education Review, XI (February, 1967), 38-56.
- Coombs, Philip H. The World Educational Crisis. New York: Oxford University Press, 1968.
- Jolly, Richard. Planning Education for African Development. Nairobi: East African Publishing House, 1969.
- Kenya. Education Commission. Education Commission Report: Part 1. Nairobi: The English Press Ltd., 1964.
- _____. Institute of Education. New Directions in Teacher Education. Nairobi: East African Publishing House, 1969.
- _____. Ministry of Education. Annual Report, 1968. Nairobi: Government Printer, 1969.
- _____. Teachers Colleges. Teacher Education Bulletin, 1966. Nairobi: Equatorial Publishers, 1966.
- Mwendwa, Kyalo. "Constraint and Strategy in Planning Education." Education, Employment and Rural Development. Edited by James R. Sheffield. Nairobi: East African Publishing House, 1967.
- Nyerere, Julius K. "Education for Self-Reliance." Tanzania: Revolution by Education. Edited by Idrian N. Resnick. Arusha: Longmans of Tanzania Ltd., 1968.
- Ominde, S. H. "The Structure of Education in Kenya and Some Planning Problems." Education, Employment and Rural Development. Edited by James R. Sheffield. Nairobi: East African Publishing House, 1967.
- Tanzania. Five-Year Plan for Economic and Social Development, 1st July, 1964-30th June, 1969. Vol. I: General Analysis. Dar es Salaam: Government Printer, 1964.

Tanzania. Ministry of Education. A Short Progress Report of the Ministry of Education for 1966. Tanzania: Ministry of Education, 1966.

_____. Institute of Education, University College, Dar es Salaam. Institute of Education Progress Report. Dar es Salaam: Institute of Education, 1966.

Uganda. Report of the Uganda Teachers' Salaries Commission. Entebbe: Government Printer, 1961.

_____. Education Commission. Education in Uganda. Entebbe: Government Printer, 1963.

Useem, John; Useem, Ruth; and Donoghue, John. "The Men in the Middle." Education and the Development of Nations. Edited by John W. Hanson and Cole S. Brombeck. New York: Holt, Rinehart and Winston, 1966.

Williams, Peter. Aid in Uganda--Education. London: Overseas Development Institute, 1966.

Unpublished Reports

AID Project. "Expansion and Improvement of Teacher Education in East Africa." Project 618-11-650-617, TEA No. 3 (602), April 29, 1964.

African Liaison Committee. "Report of the Conference on Education in East Africa." Princeton, N.J., December 1-5, 1960.

Draper, Dale C.; Fitz, John A.; and Schindler, Clayton M. "A Report Analysis of Teacher Education in East Africa, 1969." Report prepared for the American Association of Colleges for Teacher Education, November, 1969.

Harris, Fred E., and Holmes, Frank L. "An Evaluation of Project Agreement "Teacher Education for East Africa." No. 618-11-650-617. Report prepared for Agency for International Development, Washington, D.C., August 15, 1969.

Institute of Education in East Africa. "A Report of the Conference on Institutes of Education." Edited by Arthur J. Lewis and L. V. Lieb. Mombasa, Kenya, January 27, 1964-January 30, 1964.

- Jordaan, Jean Pierre. "A Study of the Aspirations, Experiences and Accomplishments of TEEA Teacher-Educators in East Africa." Study prepared for the Teacher Education in East Africa Project, 1967.
- Lieb, L. V., ed. "A Report of the Conference on Teacher Education for East Africa." University College, Nairobi, Kenya, April 5-7, 1965.
- Manone, Carl J., ed. "A Report of the University of East Africa Conference on New Directions in East African Teacher Education: Innovation, Implementation, and Evaluation." Mombasa, Kenya, September 30-October 2, 1968.
- Mial, Alice M., and Risetto, Henry J. "Teacher Training Curriculum and Facility Factors Related to Uganda Teacher Training College Loan Analysis." Report prepared for TEEA, Teachers College, Columbia University, 1966.
- National Institute of Education. Makerere University College. "Progress Report." 1968-69.
- Uganda. Institute of Education, Makerere University College. "Progress Report, 1968-69."

APPENDIX A

COLLEGES IN EAST AFRICA AT WHICH TEEA TUTORS SERVED

	<u>Name of College</u>	<u>Number of Tutors</u>
<u>Kenya</u>		
Secondary	*Kenyatta	31
Primary	Asumbi	1
	Chadwick	3
	Eregi	3
	*Highbridge	1
	Kagumo	8
	*Kamwenja	2
	Kisii	3
	*Machakos	3
	*Meru	1
	Siriba	2
*St. Lawrence, Egoji	4	
*St. Mark's, Kigari	2	
		64
<u>Tanzania</u>		
Secondary	*College of National Education, Changombe, Dar es Salaam	8
Primary	College of National Education, Butimba	8
	*College of National Education, Korogwe	3
	*College of National Education, Marangu	9
	College of National Education, Morogoro	8
	College of National Education, Mpwapwa	3
	College of National Education, Peramiho	2
<u>Uganda</u>		
Secondary	*National Teachers College, Kyambogo	9
Primary	*Bishop Kitching	5
	*Bishop Willis	7
	*Buloba Language Unit	1
	*Busubizi	2
	Canon Lawrence, Boroboro Christ the King	7 2

	<u>Name of College</u>	<u>Number of Tutors</u>
<u>Uganda (continued)</u>		
Primary	*Ggaba	2
	*Kabwangasi	3
	*Kibuli	3
	Kinyamasika	8
	*Lady Irene, Ndejje	3
	*Namutamba	1
	Sancta Maria, Nkokonjeru	1
	*St. Aloysius	2
	St. Augustino's, Butiti	2
	*St. Joseph's, Nkozi	5
	*St. Mary's, Bukedea	1
	*St. Ursula's, Nyondo	2
	Shimoni	2
	Uganda College of Commerce	3

71

Note: Sixteen tutors served in more than one college and their names are counted twice on this list.

*Denotes colleges included in the present study.

APPENDIX B
PRINCIPALS' QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHER TRAINING COLLEGE PRINCIPALS

PART I

Below are listed a number of methods, materials, course changes, and activities which TEEA tutors feel they were instrumental in introducing in some of the Teacher Training Colleges to which they were assigned. Please refer to the list in answering the questions in this part of the questionnaire. It will serve as an aid to memory and may remind you of further items which are not listed.

METHODS

Introduced in teacher training program:

- audio-tape recording
- team teaching
- role playing
- self-evaluation
- micro-teaching

MATERIALS

Constructed and used Science/Maths equipment or apparatus

Developed:

- college magazine
- textbook
- language skill games
- student handbook
- supplementary text
- local songbook

Developed other materials in subject area:

- Agriculture
- Language arts
- Reading
- Maths
- Geography

Organized:

- Instructional Materials Center
- Audio-tape library
- Visual Aid Center

Made film and/or audio-tape instructional materials

CONTENT

Introduced new curricula in:

- Science
- Maths

Introduced new course in:

- Community Service
- Music
- Social Studies
- Agriculture
- Animal Husbandry

Introduced or expanded course in teacher training

(continued)

FACILITIES

Set up:

demonstration school
 language laboratory
 model classroom
 student common room
 study rooms
 projection room
 primary school libraries
 science room
 nature trail
 college library

EXTRA-CURRICULAR ACTIVITIES

Organized:

exhibitions (Art, Conservation, etc.)
 conference
 wild life project
 games tournament
 weather station

Introduced Clubs or Societies:

Drama
 Debating
 Fine Arts
 United Nations

COMMUNITY SERVICE

Organized:

pre-school programme
 in-service programme
 community library
 travelling library
 puppet show
 story-telling programme
 adult education class (literacy, mental health, etc.)

SCHOOL ORGANIZATION

Introduced:

Counselling Service
 Placement Service
 Student Council
 continuous evaluation of students

Developed:

individualized timetables for students
 handbook on teacher training college administration

1. Were any of the items listed on the previous pages introduced by TEEA tutors in your college? Please specify:

_____	_____
_____	_____
_____	_____
_____	_____

2. Were any of the items on the previous pages either:

(a) in force in your college before the arrival of the TEEA tutors OR (b) introduced by non-TEEA staff

_____	_____
_____	_____
_____	_____
_____	_____

3. In which items did TEEA tutors make a specially important contribution, even if they were not introduced by them?

_____	_____
_____	_____
_____	_____

4. To your knowledge, have any of the items on the list been introduced elsewhere as a result of use in your college?

_____	_____
_____	_____

5. Which are still in force or being used in your college?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Have any of those items you have listed as being in use in your college been discontinued? Please specify under the appropriate reason for discontinuance given below (if possible).

<u>Not well introduced</u>	<u>Lack of funds (or maintenance)</u>	<u>Change in staff</u>	<u>Lack of staff support</u>	<u>Other</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

7. Which of the items on the list do you feel will be common practice in five years' time?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. Which of the items do you feel might be suitable for use in all teacher training colleges?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9. Which of the items do you feel are not suitable for use in teacher training colleges?

_____	_____
_____	_____
_____	_____
_____	_____

PART II

1. Prior to the arrival of the TEEA tutors at your college, what were your ideas about the contribution they might make?

2. Looking back on their tour of service, how did the performance of the TEEA tutors compare with your expectations of their contribution?

3. Do you feel that the TEEA tutors generally contributed more, less or about the same as other tutors?

4. In general, how do you believe the exam results of students taught by TEEA tutors compared with those taught by other tutors?

5. In your opinion, did the TEEA tutors have difficulty in adjusting to East African conditions, the college, the students, and the other tutors?

6. What do you feel are the most important qualities for the success of tutors coming from overseas?

7. To what extent did the TEEA tutors evidence these qualities? To what extent did they not evidence them?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

8. In your opinion, did the TEEA tutors generally handle the introduction of new ideas well?

9. How do you believe the "American" approach to teacher education differs from that of a (Kenyan)(Tanzanian)(Ugandan) approach to teacher education? Can you describe the differences in terms of goals, methods, attitudes, materials, etc.

10. In your estimation what long-range effects have the TEEA tutors had on the college, the students and the other tutors?

APPENDIX C
COLLEAGUE TUTORS' QUESTIONNAIRE

THE AMERICAN TEEA TUTORS HAVE LISTED A NUMBER OF CONTRIBUTIONS WHICH THEY FEEL THEY MADE TO TEACHER TRAINING PRACTICE IN THE COLLEGES TO WHICH THEY WERE ASSIGNED. PLEASE TICK IN THE APPROPRIATE BOX THE ANSWERS TO THE FOLLOWING QUESTIONS:

	Which, if any, were used in your college by a TEEA tutor	Of those which were used, which were introduced by a TEEA tutor	Which were already practiced before the arrival of any TEEA tutors	Which do you yourself practice	Did a TEEA tutor in any way influence you to practice any of these
LEARNING GOALS AND SKILLS Getting students to use inquiry and critical thinking methods					
Getting students to value the use of discussion techniques in the classroom					
Getting students to value small group projects and cooperative work					
Getting students to value individualized instruction and independent work					
Getting students to value learning for its own sake (not just to pass exams)					
Getting students to try out new instructional techniques					
Getting students to value the use of audio-visual aids					
Getting students to improve equipment and materials					
Getting students to make full use of the library					
Getting students to work in community service projects other					

Which, if any, were used in your college by a TEFA tutor	Of those which were used, which were introduced by a TEFA tutor	Which were already practiced before the arrival of any TEFA tutors	Which do you think do you yourself practice	Did a TEFA tutor in any way influence you to practice any of these
PROFESSIONAL PROJECTS working in educational projects outside the college constructing materials or audio-visual aids working with others to study or revise course content working with others to revise examination or evaluation procedures introducing a new extra-curricular activity improving cooperation among tutors teaching the same subject other _____				
FACILITIES - setting up of introducing: communication school language laboratory model classroom student common room study rooms science room college library primary school library projection room nature trail other _____				

	Which, if any, were used in your college by a TEFA tutor?	Of those which were used, which were introduced by a TEFA tutor?	Which were already practiced before the arrival of any TEFA tutors?	Which do you yourself practice?	Did a TEFA tutor in any way influence you to practice any of these?
TEACHER TRAINING METHODS					
	audio-tape recording				
	micro-teaching				
	team teaching				
	role playing				
	self-evaluation				
	other _____				
EXTRA-CURRICULAR ACTIVITIES					
	setting up of arrangements				
	exhibitions				
	conferences				
	wild-life project				
	games tournament				
	weather station				
	other _____				

How would you assess the overall contribution of the TEFA tutors? Outstanding _____ Good _____ Fair _____ Poor _____

What do you feel was the greatest contribution made in your college by a TEFA tutor?

Please indicate your nationality: Kenyan _____ Tanzanian _____ Ugandan _____ Other _____

Please specify _____

APPENDIX D
TEEA TUTORS' QUESTIONNAIRE

TEEA Tutor Questionnaire - May, 1971

1. During your tour did you find that your original expectations about the following were much too high, somewhat too high, about right, somewhat too low, or much too low?

	<u>Much too high</u>	<u>Somewhat too high</u>	<u>About right</u>	<u>Somewhat too low</u>	<u>Much too low</u>
a. Ability of students	_____	_____	_____	_____	_____
b. Possibilities for innovation	_____	_____	_____	_____	_____
c. Cooperativeness of colleagues	_____	_____	_____	_____	_____
d. Helpfulness of administration	_____	_____	_____	_____	_____
e. Adequacy of teaching materials & supplies	_____	_____	_____	_____	_____
f. Other _____	_____	_____	_____	_____	_____

Comments and description. Precede each comment with the letter of the item to which it refers.

2. In general, what kind of reception from the administration did you experience to the following:

	<u>Very positive</u>	<u>Positive</u>	<u>Somewhat negative</u>	<u>Very negative</u>
a. Your educational ideas	_____	_____	_____	_____
b. Your way of teaching	_____	_____	_____	_____
c. Your specific innovations	_____	_____	_____	_____
d. Yourself as an American	_____	_____	_____	_____

Comments and examples _____

3. In general, what kind of reception from your East African colleagues did you experience to the following:

	<u>Very positive</u>	<u>Positive</u>	<u>Somewhat negative</u>	<u>Very negative</u>
a. Your educational ideas	_____	_____	_____	_____
b. Your way of teaching	_____	_____	_____	_____
c. Your specific innovations	_____	_____	_____	_____
d. Yourself as an American	_____	_____	_____	_____

Comments and examples _____

4. In general, what kind of reception from your students did you experience to the following:

	<u>Very positive</u>	<u>Positive</u>	<u>Somewhat negative</u>	<u>Very negative</u>
a. Your educational ideas	_____	_____	_____	_____
b. Your way of teaching	_____	_____	_____	_____
c. Your specific innovations	_____	_____	_____	_____
d. Yourself as an American	_____	_____	_____	_____

Comments and examples _____

5. In looking back on your experience in East Africa with TEFA, how much of a contribution do you feel you made in each of the areas listed? Please place a check mark in the appropriate space next to each item.

	Very Significant Contribution	Significant Contribution	Rather Insignificant Contribution	Very Insignificant Contribution
a. Teaching methods	_____	_____	_____	_____
b. Content of individual courses	_____	_____	_____	_____
c. Curriculum of your department or of the college	_____	_____	_____	_____
d. Provision of materials and equipment	_____	_____	_____	_____
e. Development of materials and equipment	_____	_____	_____	_____
f. Extra-curricular activities	_____	_____	_____	_____
g. Inservice and upgrading activities	_____	_____	_____	_____
h. Community activities	_____	_____	_____	_____
i. Any other (specify)	_____	_____	_____	_____

Comments and description. Precede each comment with the number of the item to which it refers.

6. Based on your experience in your college(s), how would you rate the importance of the following possible roles of a TEEA tutor? Number in order of importance from 1 (most important) to 5 (least important).

Filling a vacant position _____
 Raising the standards of teaching _____
 Introducing new methods of teaching _____
 Introducing new materials _____
 Making courses more relevant _____

7. In your opinion, what effect are the TEEA tutors likely to have on educational concepts and practices in East Africa? Check one:

_____ It is unrealistic to expect them to have any effect at all
 _____ They may have some effect, but the effects are likely to be modest rather than striking, and short-term rather than long-term
 _____ The long-term effects are likely to be quite important
 _____ The long-term effects are likely to be very important

Please give details _____

8. Looking back on what you have achieved in East Africa, indicate by placing a check mark in the appropriate spaces how much of an impact you feel you have had on:

	Strong Impact	Moderate Impact	Some Impact	Little or no Impact
a. Your students' thinking and practices	_____	_____	_____	_____
b. The thinking and practices of your colleagues	_____	_____	_____	_____
c. Ways of running the college	_____	_____	_____	_____
d. Other colleges	_____	_____	_____	_____

Please give details _____

9. How satisfied are you with what you were able to accomplish in East Africa?

Very satisfied
 Fairly satisfied
 Fairly dissatisfied
 Very dissatisfied

Please give details _____

10. What effect has your TEEA experience had on the following:

	Very significant effect	Significant effect	Somewhat significant effect	Little or no effect
--	-------------------------------	-----------------------	-----------------------------------	------------------------

- | | | | | |
|-------------------------------------|-------|-------|-------|-------|
| a. Your teaching effectiveness | _____ | _____ | _____ | _____ |
| b. Your subsequent vocational goals | _____ | _____ | _____ | _____ |
| c. Your educational outlook | _____ | _____ | _____ | _____ |
| d. Your personal outlook | _____ | _____ | _____ | _____ |

Please give details _____

72

2869

MICROFILMED - 1972