A STUDY OF THE ROLES PLAYED BY THE TEACHERS ADVISORY CENTRES IN RANGWE DIVISION OF SOUTH NYANZA DISTRICT

BY

ALEXANDER OKUMU

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE DEGREE OF MASTER OF EDUCATION (PRIMARY TEACHER EDUCATION) OF KENYATTA UNIVERSITY.

1986.
PRELIMINARIES
DECLARATION

This Project Report is my original work and has not been presented in any other University for the Award of a Degree

ALEXANDER OKUMU

This Project Report has been Submitted for Examination with my approval as University Supervisor.

DR. NELSON M. KARAGU
LECTURER
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
PLANNING AND CURRICULUM DEVELOPMENT,
KENYATTA UNIVERSITY.
DEDICATION

This work is dedicated to my son, Felix Odhiambo, for the loneliness he experienced while I was away for this study project; and my father, the late Thaddeus Hayo and my mother Christine Hayo for giving a motherly love to her grandson, Felix, and the moral support she continues to give me in my pursuit of further education.
ACKNOWLEDGEMENTS

First and foremost I acknowledge my supervisor Dr. Nelson M. Karagu of the Department of Educational Administration, Planning and Curriculum Development, for his tireless guidance, patience, understanding and reassuring hope and encouragement during the time he faithfully supervised me in the writing of this Project.

My next acknowledgement goes to Dr. and Mrs. Omolo-Opere for their continued support throughout the study of this project,

I am indebted to all my relatives, friends, lecturers and colleagues who contributed positively either directly or indirectly to the success of this project.

Last but not least I owe countless thanks to many authors and educationists whose views are nevertheless sustained here in either composition from or as ideas in opposition to their position(s) as postulated. I also acknowledge Mrs. Mary Eshiwanifor typing this Project and correcting any writing mistake that might have been in it.
ABSTRACT

The Problem

The purpose of this study was to investigate the roles played by the Teachers Advisory Centres in Rangwe Division of South Nyanza.

Limitations

The study was limited by two major factors:

(i) It was restricted to the 5 Teacher Advisory Centres in Rangwe Division of South Nyanza. Generalisations of the findings to all the Teachers Advisory Centres in the District, the Province, or even the country as a whole will not be, therefore, possible.

(ii) The little time and the amount of money allocated to this research project also limited the study and could not allow the use of a large sample.
Method

The researcher used all the 5 Teachers Advisory Centres in the Rangwe Division. The researcher used the 5 Teachers Advisory Centre tutors, 5 Zonal Assistant Primary Schools Inspectors, 1 District Primary School Inspector and 10 randomly selected headteachers from the Division, 2 of the headteachers were randomly selected from every 5 zones of the Division.

The researches used three research instruments for the data collection as the project was thought to be susceptible to biased responses if the researcher used only one method. The three research instruments were questionnaire which had open ended questions to allow the respondents to give detailed informations, the interview schedule and physical observation of the Teachers Advisory Centres to confirm the responses given by the respondents, and find out the truth about these centres.
Findings

1. Subsequently upon the analysis it was observed that the work expectations in the Teachers Advisory Centres was too much for one Centre tutor and so more tutors could be employed to share the work at the Centres.

2. Teachers Advisory Centres had no buildings on their own but were placed within vacant classrooms in primary schools which could offer the room, and so it was not necessarily placed in a central point where all the teachers could use it easily.

3. The facilities present in these Teachers Advisory Centres were inadequate and their conditions were below the standards.

4. One of the Teachers Advisory Centre in the Division did not exist physically, although a Teachers Advisory Centre tutor was employed to use other Teachers Advisory Centres in the Division.
5. Two of the Teachers Advisory Centres had nothing inside making the Centres useless for the teachers.

6. The Teachers Advisory Centres were run and managed with a lot of problems.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>(i)</td>
</tr>
<tr>
<td>Dedication</td>
<td>(ii)</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>(iii)</td>
</tr>
<tr>
<td>Abstract</td>
<td>(iv)</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td>1</td>
</tr>
<tr>
<td>1.0 The Problem and its Clarifying Components</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background to the Problem</td>
<td>1</td>
</tr>
<tr>
<td>1.2 The Statement of the Problem</td>
<td>6</td>
</tr>
<tr>
<td>1.3 The Purpose of the Study</td>
<td>8</td>
</tr>
<tr>
<td>1.4 The Significance of the Study</td>
<td>9</td>
</tr>
<tr>
<td>1.5 Basic Assumptions of the Study</td>
<td>12</td>
</tr>
<tr>
<td>1.6 Definitions of the Terms</td>
<td>13</td>
</tr>
<tr>
<td>1.7 Scope and Limitations of the Study</td>
<td>15</td>
</tr>
<tr>
<td>1.8 Design of the Study</td>
<td>16</td>
</tr>
<tr>
<td>1.9 Research Questions Raised in the Study</td>
<td>16</td>
</tr>
<tr>
<td>1.9.1 Roles of the Teachers Advisory Centres</td>
<td>17</td>
</tr>
<tr>
<td>1.9.2 The tutors of the Teachers Advisory Centres</td>
<td>17</td>
</tr>
<tr>
<td>1.9.3 The Administrative Personnel at the Teachers Advisory Centres</td>
<td>18</td>
</tr>
<tr>
<td>1.9.4 Facilities at the Teachers Advisory Centres</td>
<td>19</td>
</tr>
<tr>
<td>1.9.5 The Ministry of Education Science and Technology's Aid to the Teachers Advisory Centres</td>
<td>20</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1.9.6 The Teachers Advisory Centres and the surrounding Community</td>
<td>20</td>
</tr>
<tr>
<td>1.9.7 A Follow-up on the Roles of Teachers Advisory Centres</td>
<td>21</td>
</tr>
<tr>
<td>1.9.8 The Problems Faced by the Teachers Advisory Centres in the Division</td>
<td>21</td>
</tr>
<tr>
<td>1.9.9 Organization of the Remainder of the Study</td>
<td>21</td>
</tr>
<tr>
<td>Footnotes to Chapter One</td>
<td>23</td>
</tr>
<tr>
<td>CHAPTER TWO</td>
<td>25</td>
</tr>
<tr>
<td>2.0 Review of Related Literature</td>
<td>25</td>
</tr>
<tr>
<td>2.1 Summary of the Literature Review</td>
<td>36</td>
</tr>
<tr>
<td>Footnotes to Chapter Two</td>
<td>38</td>
</tr>
<tr>
<td>CHAPTER THREE</td>
<td>41</td>
</tr>
<tr>
<td>3.1 Methodology of the Study</td>
<td>41</td>
</tr>
<tr>
<td>3.2 The Sample</td>
<td>41</td>
</tr>
<tr>
<td>3.3 Instrumentation</td>
<td>42</td>
</tr>
<tr>
<td>3.4 Administration of the Instruments</td>
<td>43</td>
</tr>
<tr>
<td>3.5 Analysis of the Data and Interpretation of Results</td>
<td>44</td>
</tr>
<tr>
<td>CHAPTER FOUR</td>
<td>46</td>
</tr>
<tr>
<td>Analysis of the Data and Findings of the Study</td>
<td>46</td>
</tr>
<tr>
<td>4.0</td>
<td>Introduction ..................................</td>
</tr>
<tr>
<td>4.1</td>
<td>The Roles of the Teachers Advisory Centres..</td>
</tr>
<tr>
<td>4.1.1</td>
<td>The Roles played by the Rangwe Division Teachers Advisory Centres ..................</td>
</tr>
<tr>
<td>4.1.2</td>
<td>The Roles which were not played by the Teachers Advisory Centres but were supposed to be played</td>
</tr>
<tr>
<td>4.1.3</td>
<td>Why the Roles of the Teachers Advisory Centres don't extend to Secondary Schools and Teachers Colleges</td>
</tr>
<tr>
<td>4.2.0</td>
<td>The Tutors of the Teachers Advisory Centres..</td>
</tr>
<tr>
<td>4.2.1</td>
<td>The Appointments of the Tutors of the Teachers Advisory Centres ..................</td>
</tr>
<tr>
<td>4.2.2</td>
<td>Special Professional Training for the Teachers Advisory Centre Tutors .............</td>
</tr>
<tr>
<td>4.2.3</td>
<td>Promotion of the Teachers Advisory Centre Tutors ..................................</td>
</tr>
<tr>
<td>4.3</td>
<td>The Personnel Employed at the Teachers Advisory Centres ............................</td>
</tr>
<tr>
<td>4.4.1</td>
<td>The Facilities Available at the Teachers Advisory Centres ..........................</td>
</tr>
<tr>
<td>4.4.2</td>
<td>The Teachers Advisory Centres .........................................................</td>
</tr>
<tr>
<td>4.4.3</td>
<td>The Teachers Advisory Centre Buildings .............................................</td>
</tr>
<tr>
<td>4.4.4</td>
<td>Facilities in the Teachers Advisory Centres ........................................</td>
</tr>
<tr>
<td>4.5</td>
<td>The Aid Given to the Teachers Advisory Centres by the Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4.6 The Teachers Advisory Centres and their Surrounding Communities</td>
<td>65</td>
</tr>
<tr>
<td>4.7 A Follow-up on the Roles Played by the Teachers Advisory Centres</td>
<td>66</td>
</tr>
<tr>
<td>4.8 The Problems Faced by the Teachers Advisory Centres</td>
<td>66</td>
</tr>
<tr>
<td>Footnotes to Chapter Four</td>
<td>70</td>
</tr>
<tr>
<td><strong>CHAPTER FIVE</strong></td>
<td>71</td>
</tr>
<tr>
<td>5.0 Summary, Conclusions, Recommendations and Suggestions for Further</td>
<td>71</td>
</tr>
<tr>
<td>Research Study</td>
<td></td>
</tr>
<tr>
<td>5.1 Summary</td>
<td>71</td>
</tr>
<tr>
<td>5.2 Conclusions</td>
<td>73</td>
</tr>
<tr>
<td>5.3 Recommendations</td>
<td>76</td>
</tr>
<tr>
<td>5.4 Suggestions for Further Research Study</td>
<td>80</td>
</tr>
<tr>
<td>Bibliography</td>
<td>82</td>
</tr>
<tr>
<td>Appendices</td>
<td>89</td>
</tr>
<tr>
<td>Appendix I</td>
<td>89</td>
</tr>
<tr>
<td>Appendix II</td>
<td>90</td>
</tr>
</tbody>
</table>
CONTENTS OF TABLES

1. Table 1,
   The Personnel Employed in the Teachers Advisory Centres ...................... 56

2. Table 2,
   Facilities in the Teachers Advisory Centres . 61
CHAPTER ONE:

1.0: THE PROBLEM AND ITS CLARIFYING COMPONENTS:

1.1: Background to the Problem:

The belief which assumes that schooling provides everybody who goes through it with all the knowledge and skills required to meet all their occupational needs for the rest of their lives is no longer valid in a rapidly developing socio-economic environment. The emphasis on educational innovations to meet societal and individual needs goes to support the concept of life-long education through one's life, thus, education starts from birth and ends in death.

In this section of the paper I will attempt to provide a brief account of some of the events that have led to the birth of Teachers Advisory Centres within the educational system in Kenya, and then make a report of the research findings of the roles Teachers Advisory Centres are playing in Rangwe Division of South Nyanza District.

Today the world is undergoing drastic changes in different fields of learning which have never
been experienced before. In education a changing world requires a constant review of content and approach in patterns and styles. To cope up with these changes our institutions and the education system need to keep the pace with the proposed innovations if it is to continue to produce an adequate service to the society and the improvement of mankind.

In education in Kenya, supervision and the inspection of teachers and other safety measures introduced by the Ministry of Education Science and Technology, the then Ministry of Education for the improvement of the quality and standards of Education in the country have not worked very well. On the other hand, the various sections of the communities in the country have doubts among themselves on what sort of strategies that would be introduced for the improvement of the quality and standards of education. It has been found out that the low quality and standards of education have been contributed to by (i) the schools which are poorly staffed and have very little or no equipments and the teaching resources available in some
schools are very few (not enough) and in other
schools they are lacking, (ii) some teachers have
remained poorly motivated in their jobs, poorly
qualified and poorly trained where little guidance
in teaching is provided. There are also qualified
teachers in schools who were trained many years ago
to teach literacy, but who now find it difficult to
adapt to new changes in methodology of teaching,
and (iii) the introduction of free primary education,
which was one of the goals in education of the govern-
ment to expand the primary school system so that as
many children as possible could obtain basic education.

The steadily rising birth rate and the parents' growing awareness of the need to educate their child-
ren and the number of school going children (the
learners) substantially increased. When free primary
education was introduced it was looked upon as desi-
irable for the society and nobody thought that it
would affect the quality and standards of education
in the country. As the enrolment of the learners
increased the number of schools also increased to
accommodate new demand and as a result many unqua-
lified teachers were employed. It was hoped that
in subsequent years they would be trained, however, they were expected to learn the new and necessary techniques on the job.6

Percentage change in the enrolment compared to the percentage change in the number of schools show that the rate of growth of schools has been slower than the expansion in the enrolment. The high rate of enrolment growth has automatically resulted into increased class sizes, sometimes to average in excess of 60 at the primary school level.7 The large class have made it impossible for teachers, trained or untrained, to apply instructional methods acquired during the preservice training. Most teachers resort to less taxing instructional approaches in teaching and this may have serious consequences for the quality of education which the learners received.8

The primary teachers training institutions are preparing the trainee teachers as if they will be teaching classes in which there are no overcrowding. In-service courses that are organized by officials of the Ministry of Education, Science and Technology often assume that the teachers will be innovative and cope up with the problem of overcrowdedness in
the classrooms. The teachers, therefore, should be prepared to cope with changes placed on them by the society.

It has been felt necessary for teachers to identify their own professional short-comings and needs and when they have identified these, the knowledge gained may be used in developing and evaluating the primary school curriculum. However, even if teachers provide useful information, not all of them can work at the national curriculum centre at the Kenya Institute of Education (K.I.E.) and to involve more teachers at the local level. The Kenya Government in its totality must therefore explore and exploit possibilities of new strategies that would improve education in this country.

The need for innovation of primary school curriculum, the useful information which teachers provide and the upgrading of teachers prompted the Kenya Government to incorporate in the 1963 Development Plan the establishment of the Teachers Advisory Centres (TACs). The plan proposed that there should be at least one such centre in every district.
In response to the 1963 Development Plan which proposed the establishment of the Teachers Advisory Centres, the Ministry of Education in collaboration with UNESCO/UNICEF established Teacher Advisory Centres in 1969. By the beginning of 1970 a total of 20 Teacher Advisory Centres were actually established and by August 1981, there were 43 Teachers Advisory Centres throughout Kenya. Although initially it was anticipated that every district should have one Teacher Advisory Centre it was felt later on that large districts would be better served if they had two Teachers Advisory Centres. Now 1986, the Teachers Advisory Centres have increased in number and in South Nyanza District alone there are 41 Teachers Advisory Centres while in Rangwe Division of the same district there are 5 Teachers Advisory Centres.

1.2: The Statement of the Problem:

Little research has been done on the roles played by the Teachers Advisory Centres as the establishment of such centres in Kenya is very recent. The Teachers Advisory Centres have now gained worldwide recognition and the Kenya Government has decided to involve more teachers at the local level.
and to improved their quality through these centres. To show the problem of the study there is need to show that little follow up on the roles of Teachers Advisory Centres has been carried out: Teachers Advisory Centres have more roles to play in our educational development by:

1) offering inservice courses to primary teachers and headteachers in Urban and Rural areas in different professional fields;

2) being a major contact point between teachers and the district and various educational institutions in the country;

3) giving support in effecting process of educational change;

4) contributing towards the national curriculum research and development;

5) establishing a feedback between teachers and other institutions;

6) making the society (the various school communities) aware of what is expected of them in educational reforms.
1.3: The Purpose of the Study:

The main purpose of this research project was to investigate in Rangwe Division of South Nyanza District whether the Teachers Advisory Centres were accomplishing the functions for which they were established. The study was further aimed at finding out if there was a follow-up on the roles of Teachers Advisory Centres in the Division, and if so, then how often and by who. The purpose of the study of the study was summarized as follows:-

i) To examine what roles Teachers Advisory Centres were doing.

ii) To Find out how far the Teachers Advisory Centres were moving towards the achievements of these roles.

iii) To find out the problems that these Centres were faced with.

iv) To find out if the Teachers Advisory Centres were offering the inservice courses to primary teachers and head-teachers in the Division in different professional fields.
v) To find out whether the Teachers Advisory Centres made the society (the various school communities in the Division) aware of what was expected of them in educational reform.

vi) To find out if there is a follow-up on the roles of Teachers Advisory Centres in the Rangwe Division of South Nyanza.

1.4: The Significance of the Study:

Little research has been done on the roles played by the Teachers Advisory Centre yet it is clear that Teachers Advisory Centres play a role in the educational development. This study is important to me as the researcher who is going to teach in the primary teachers college after the completion of the course, as I will be directly involved in the curriculum innovations and will be teaching the teacher trainees who will be managing these centres when they complete their training course should a vacancy for a Teachers Advisory Centre Tutor arise.

This study is also important for the University institutions that train teachers for the primary colleges who will be directly in contact with the Teachers Advisory Centres when they go out in the field.
This study is important and should interest the Ministry of Education Science and Technology as there is a strong need for the ministry to be in a better position to monitor all the possible means of utilizing the university facilities in this great task of producing manpower best suited to our socio-economic needs. The university does not form a direct link with the Teachers Advisory Centres. Teachers Advisory Centres are seen to fall directly under the inspectorate division of the Ministry of Education, Science and Technology and so the ministry should be more interested in the study to help it plan for these centres as they fall directly under the ministry. The findings of the research will help the ministry to improve these centres as they play the role in the process of educational change in the development. The Centres form a link with institutions such as Kenya Institute of Education (K.I.E.).

The College tutors may also be interested in this study because it will reflect how teachers make use of the centres. The tutors will know exactly what happens in the field through these centres and this may lead to revising of their teaching methods.
The tutors will also know how to conduct inservice courses for teachers from the field in as far as resources are concerned.

The Assistant Primary School Inspector (APSI) should be interested in the results of this study as it is they (the APSI) who will recommend the inservicing of teachers from the field to primary teacher training colleges. They are also the people who advice teachers in the schools to visit the centres as frequent as possible to see for themselves the teaching aids prepared by the Teachers Advisory Centre Tutors and to learn how to make the teaching aids for themselves, in return. The classroom teachers are always asked to visit these centres by APSI to look for advice on how to improve their methods of teaching.

The Teachers Advisory Centre tutors should also be interested in this study as the result of the study will reveal to them some of the areas in the centres that need to be improved.

Apart from the above all the other commercial production centres such as publishers should be interested in this study. This study should provoke them to think of a wide range of teaching aids and textbooks used in the primary schools.
1.5: Basic Assumptions of the Study:

The following basic assumptions are made in this study about the Teachers Advisory Centres in Rangwe Division.

i) Teachers Advisory Centres are assisting the Kenya Institute of Education (K.I.E.) in the implementation of the curriculum.

ii) Teachers Advisor Centres are assisting the Inspectorate with feedback as it is concerned with the drawing and implementation of the primary school syllabuses, maintenance of high professional standard in the schools through supervision, advice and offering inservice courses to primary school teachers and headteachers in professional fields in Rangwe Division of South Nyanza District.

iii) Teachers Advisory Centres are forming a link between the teachers with the District and various educational institutions.
iv) Teachers Advisory Centres make the communities around them aware of what is expected of them in educational reform at local level.

v) Teachers Advisory Centres are performing their roles in Rangwe Division without any problem.

iv) There is a follow-up on the roles played by the Teachers Advisory Centres being carried out by the authorities responsible.

1.6: Definition of Terms:

For the purpose of the study the following terms will be used with the meaning provided here in mind. Though there is no single neat definition of Teachers Advisory Centre due to the many roles it plays, the following one will be used for the purpose of the study.

Teachers Advisory Centre (TAC):

Is a place where the teacher goes to:-

i) get educational advice,

ii) prepare teaching aids,

iii) carry out experiments,
iv) exchange ideas and get up-to-date information on educational matters, and

v) the community is made aware of what is expected by them in educational reforms.

Division:

Is an educational area composed of zones, The whole division is under the management of Divisional Assistant Education Officer (DAEO). He is concerned with the overall administration of the pre-primary, primary and secondary in the division.

Divisional Assistant Primary School Inspector (DAPSI):

Is the officer coordinating the work of zonal assistant primary school inspectors (ZAPSI).

Zonal Assistant Primary School Inspector (ZAPSI):

Is the officer responsible for the administrative work in the zone of a division. He is responsible for the:

i) inspection of teachers and schools

ii) inservice courses and seminars for teachers

iii) distribution of school equipment and

iv) supply of school milk.
Zone:

This is an educational area within division with between 30 and 35 primary schools, and it is managed by ZAPSI.

Teacher Advisory Centre Tutor:

This is the officer responsible for managing and organizing the Teachers Advisory Centre.

1.7: Scope and Limitation of the Study:

Due to the short time allocated to this research project, it was not possible to carry out a detailed and thorough research throughout the district. The study only covered all the five Teachers Advisory Centres in Rangwe Division of South Nyanza District as the researcher intended to look into these Centres in depth rather than try to cover too large a sample at a superficial level as time could not allow. The findings of this research cannot be generalised for all the Teachers Advisory Centres in the district and even the whole country. There are many limitations which cannot allow for adequate fact-backed research paper of this kind. This project has no enough money for conducting sufficient investigations in the field.
1.8: Design of the Study:

This research study was conducted using a survey technique. It was a survey study of the roles played by the Teachers Advisory Centres in Rangwe Division of South Nyanza District.

The sample of the study included 22 respondents in all, that is 5 Assistant Primary School Inspectors, 5 Teacher Advisory Centre tutors, 1 Assistant Primary School Inspector Co-ordinator (APSI Co-ordinator), 10 randomly selected primary school headteachers (2 headteachers were taken from each of the 5 zones of the Division), and the District Primary School Inspector (DPSI). The research instruments used were a questionnaires schedule, interview schedule and physical observation schedule, by the researcher, of the Teachers Advisory Centres.

1.9: Research Questions Raised in the Study:

The following questions were used to guide the researcher for the purpose of the study to find out the roles played by the Teacher Advisory Centres in Rangwe Division of South Nyanza District.
1.9.1: Roles of the Teacher Advisory Centres:

i) What are the roles of the Teachers Advisory Centres? Are the roles written down for the Centres?

ii) Among these roles which ones are the Teachers Advisory Centres play?

iii) Which roles are they (Teachers Advisory Centres) not playing but are supposed to play?

iv) What are the reasons why these roles stated in (iii) above are not played?

v) Do the roles of the Centres extend to secondary schools and colleges?

1.9.2: The Tutors of the Teachers Advisory Centres:

i) How are the Teachers Advisory Centre tutors appointed?

ii) Is there any special training needed to be a Teachers Advisory Centre Tutor?

iii) After how long is the Teachers Advisory Centre Tutor promoted? To what grade?
iv) Are the Teachers Advisory Centre Tutors Civil Servants?

v) Is there any allowances for these Teachers Advisory Centre Tutors?

vi) Is there a Teachers Advisory Centre for the Teachers Advisory Centre Tutor?

v) How long does it take for a Teachers Advisory Centre Tutor to be replaced if the tutor who was at the Centre leaves?

1.9.3: The Administrative Personnel at the Teachers Advisory Centres:

i) What are the administrative personnel found at the Teachers Advisory Centres?

ii) Do the Teachers Advisory Centres have Assistant Teachers Advisory Centre Tutors, clerk, typist, a messenger, a cleaner?

iii) How are the Teachers Advisory Centres chosen in the Division?
1.9.4: **Facilities at the Teachers Advisory Centres:**

i) Is there a building in the Teachers Advisory Centre? Is it built by government or on harambee basis in the same way as primary schools are built?

ii) Is the building permanent or semi-permanent?

iii) Is the building found at its own area?

iv) How big is the building at the Centre?

v) Does it contain a library, store, conference room for conducting meetings with teachers and for inservice training of teachers?

vi) Are there enough teaching resources in the Centres?

vii) Does the Centre have a typewriter, furniture for use, duplicating machine, duplicating papers, stationery, radio, radio cassette, or tape recorder, TV, videos?

viii) Is there a car or a motor-cycle or a bicycle or none of these for transport to schools?

ix) Do the teachers come to the Teachers Advisory Centres to use these facilities?
1.9.5: The Ministry of Education Science and Technology's Aid to the Teachers Advisory Centres:

i) Does the Ministry provide enough funds for running and maintainance of the Teachers Advisory Centres?

ii) From where do the Teachers Advisory Centres obtain the funds for running and maintaining them?

iii) Does the Ministry provide a mobile unit to the Teachers Advisory Centre?

iv) Does each Teachers Advisory Centre have a mobile unit?

v) What does the Ministry provide at the Centre?

1.9.6: The Teachers Advisory Centres and the Surrounding Community:

i) As the surrounding community may be involved in the building of Teachers Advisory Centres, on harambee basis, how is the community made aware of the importance of Teachers Advisory Centres?
1.9.7: A Follow-up on the Roles of Teachers Advisory Centres:

i) To whom are the Teachers Advisory Centre Tutors answerable for their monthly reports?

ii) Is there a follow-up on the roles played by the Teachers Advisory Centres in the Division to make sure that the Centres fulfill their objectives for which they were established?

iii) If so how often is it done and by whom?

1.9.8: The Problems faced by the Teacher Advisory Centres in the Division:

i) What are the problems which face the Teacher Advisory Centres in the Division that cannot make them play the roles which they are supposed to play?

1.9.9: Organization of the Remainder of the Study:

The remaining sections of the study includes Chapter Two, Three, Four and Five. Chapter Two comprises of the Related Literature Review and the summary of the literature review of this study. The review is followed by Footnotes for Chapter Two.
Chapter Three comprises of the Methodology of this study. The methodology comprises of the samples, research instruments (research tools), and the procedures used in administration of the instruments.

Chapter Four comprises of Data Analysis and the interpretation, and findings of the results.

Chapter Five comprises of the summary, conclusions, recommendations and suggestions for further research of the study.
FOOTNOTES FOR CHAPTER ONE:

1. Ester A. Odede, "The roles of the Teachers Advisory Centres in the qualitative improvement of Teacher Education in Kenya."


3. Ibid., P.1.

Ministry of Education, Republic of Kenya, p. 11 - 12


CHAPTER TWO

2.0: RELATED LITERATURE REVIEW

Studies that have been conducted have shown that for any curriculum innovation, teachers need a significant in-service training so that they may understand what they are being asked to do.

Eshiwani G.S. (1980) in his occasional paper, "The Death of New Mathematics in Kenya," reports that there have been drastic changes in the field of Mathematics. The period after the second world war was the time of intensive mathematical activities such as new methods and techniques were developed and new mathematical concepts were created. It was therefore the desire of many mathematicians to infuse the school curriculum with the existement of the new developments in mathematics and to bring school courses into line with the University trends. The change started with the so called New Mathematics programme which was made compulsory for all primary school children in 1970, but after a few years of experimentation with these programmes there was a public outcry about the failures of the programme. In his study, Eshiwani G.S. found out that the failures of New Mathematics were:
For any curriculum change teachers must understand what they are being asked to do, but in Mathematics teachers were not in-serviced for the programme as there was lack of curriculum diffusion between those who developed curriculum at Kenya Institute of Education (K.I.E.) and teachers.

The curriculum developers failed to communicate to classroom teachers what they were trying to accomplish in New Mathematics.

There were no significant in-service training programmes for teachers who were supposed to teach New Mathematics.

Due to lack of in-service of teachers many mathematics teachers were no better than their students as the language used in new mathematics textbooks was generally difficult for both the pupils and the teachers and this led to inadequate understanding of the subject matter.
v) It was claimed by the parents generally that the children could not carry out basic arithmetical operations, and that the mathematics they were learning was not relevant to their day-today needs and so the parent castigated the primary education in that it was producing primary school learners who were illiterate.

Maranga J.S., (1980) in his discussion paper "Teachers Advisory Centre: Educational Change Through Teachers and material Development in Kenya," reports that two factors, both internal and external factors were responsible for a decision to establish Teachers Advisory Centres in Kenya.

i) A major internal factor includes the need to improve the quality of education provided in schools through strengthening the in-service education component for teachers among many others. In his study, Maranga, J.S. found that there was great dissatisfaction among the people of Kenya on the type and quality education being provided in schools, which
seem to oscillate on the emphasis on the academic education in Kenya began in 1920 when the Africans rejected practical education in favour of the academic education. Practical education was rejected on the grounds that it was calculated to enhance the economic and social status of the colonial masters at the expense of Africans.\textsuperscript{2} Also the Africans wanted at the same time to be given the same type of education as the Europeans so that they could complete for the same jobs. As there was no immediate positive response by the Europeans to the African request for equivalent education, the Africans in their reaction started independent schools designed to provide the academic type of education and free themselves from the colonial domination.\textsuperscript{3}

With this motivation for academic type of education, various communities in Kenya have, since independence, been actively involved in the building and financing all types of schools in their localities to provide adequate facilities to as many learners as possible to acquire the academic type of education in prepa-
ration for employment in white collar jobs in both public and private sectors. Today most communities are concerned with the quality rather than the quantity of academic education provided in their schools. This is demonstrated by public outcry and vast press statements to the effect that the quality and standards of education provided in schools in below societal expectations and is not worth the millions of shillings the government spends on it. An instance of this discontent was demonstrated in a series of meetings conducted by the Minister of Education throughout the country, where, in these meetings he (the Minister) castigated teachers and local communities of various Harambee and public school for poor performances in public examinations. He dismissed one school headmaster and its committee following a poor performance in Kenya Junior Secondary School Examinations (KJSSE).

Poor quality of education as measured by examination results can be blamed on three areas namely the schools, the teachers and the learners themselves.
As reported by Maranga, J.S. (1980) in his paper "Teachers Advisory Centre: Education Change Through Teacher and Material Development in Kenya," he reports that the way primary schools are structured, managed and run, are not conducive to the learning and teaching provided. He says:

"The schools are poorly equipped and staffed, infrequently supervised by those less qualified, obscurantist and understaffed inspectors. They provide poor inter-teacher and inter-school communication and above all they have poor professional assistance from the infrequent visits by inspectors.

He goes on to say,

Although attempts are being made to improve salaries of teachers in the past these salaries were poor and unable to attract adequately qualified teachers and, therefore, they have remained poorly motivated, poorly qualified and poorly trained where little guidance in teaching is provided. The teachers have also little resources to help them in their teaching."

The pupils on the other hand he found out that come to school from poorly equipped homes in terms of materials. They are poorly brought up lacking the inquiring attitude necessary for active learning. They are brought up to be passive and thus lack motivation to learn.
A major important external factor which is responsible for decision to establish Teachers Advisory Centres in Kenya is the reform of science teaching in primary schools. Maranga (1980) reports that increased activities in the science curriculum development for primary schools in the world is another contributory factor to the establishment of Teachers Advisory Centres in Kenya. By late 1950s and early 1960s most educational planners in both industrialized and developing countries saw and understood the importance of Brunner's statement in the context of teaching and learning in primary school. Brunner states:

"By knowing nature and being adopt in the ways of thinking of science and mathematics, man would not only appreciate nature but also would feel less helpless before it, and would achieve the intellectual dignity inherent, in his own scientist."

Science teaching was thus viewed as a medium through which all round human development would be fostered. In Kenya science teaching in the primary schools was viewed as per Kericho Conference of 1966 for rapid
rural development. After this Kericho conference reports were prepared, projects established to improve the quality of education in primary schools and one such project established jointly by the Ministry of Education and UNICEF/UNESCO was the Teacher Education Extensive Service (TEES). The TEES collaborated with the Ministry of Education started to establish Teachers Advisory Centres in selected districts of Kenya in 1969. TEES project agreed to equip and finance the Teachers Advisory Centres while the Ministry of Education agreed to provide venues and personnel to man the centres.

Professor Ayot, H.O. (August 1981) reports on the Ideal and Intended Functions of the Teachers Advisory Centres as playing vital role in improving teachers quality and help teachers fit comfortably into their classrooms. Professor Ayot has reduced the roles played by Teachers Advisory Centres to eight namely:

i) In-service Education Centre,
ii) Feedback and Dissemination Centre,
iii) Research in Primary Methods,
iv) Local Curriculum Development Centre,
Apart from the above mentioned intended functions of the Teacher Advisory Centres the Kenya Government expects them to serve the community and to help integrate other governmental functions especially in the local areas. These functions can be multipurpose activities within the community. These activities include loan and repair, exhibition centres, social and community development centre. Whether or not the existing established Teachers Advisory Centres perform the intended functions, the government has recognized their needs.

In the Kenya Development Plan 1974-78 Part I - II it is reported that "the general aim of these Teachers Advisory Centres will be to provide direct support in the field for major changes in the educational process." The Centres will provide in-service training for teachers and contribute to the Curriculum Research Development Unit (CRDU). Of these Centres will have been equipped by 1974, and
the government will seek the donor assistance to
develop new centres, which in line with the govern-
ment policy of spreading educational support services
over less developed as well as more developed dis-
tricts will be placed at such points that they can
have maximum impact. Eventually there will be seven
centres of each consisting of a mobile unit, a re-
source centre and facilities for in-servicing training
of teachers.

In Kenya Development Plan (1978-83)\textsuperscript{13} it is
reported that Teachers Advisory Centres have proved
very useful for in-servicing of teachers and the deve-
lopment of ideas and teaching aids.

Gachathi report on National Committee of Educa-
tional Objectives and Programmes (NCEOP) has strongly
recommended a clear establishment of well defined
national standards of education at all levels. The
report went on to recommend the strengthening of
primary education throughout the country. Because
of teaching innovations such as new introductions of
subjects like pre-vacational studies and social ethics,
the report goes on to recommend a massive updating of
teachers to be able to handle the changes in the
content and approach to the education offered. The report also suggested need for localising the Primary School Curriculum so that it is relevant to the real social, economic and environment perspectives. No other establishment can act as a base to all these suggestions except the Teachers Advisory Centres. The teachers indeed have to be updated in order to reflect all these needs in a teaching/learning atmosphere and to translate the educational objectives into socio-economic realities of the environment set up.

According to the Lijembe Report of 1978, the objective of the in-service programme was to find ways and means of phasing out untrained teachers through in-service teacher education. The report has suggested different approaches to updating both trained and untrained teachers. The report recommended a total phasing out of untrained teachers, but the committee decided on organising updating programmes in areas of:

i) methods of teaching,
ii) child psychology,
iii) professional ethics, and
iv) keeping records of work done and pupils' progress chart for continuous assessment.

Lijembe report recognises the positive role of the Teachers Advisory Centres in as far as updating teachers is concerned. It recommended that the number of Teachers Advisory Centres should be increased and placed in central and accessible locations for teachers to visit and utilize with ease. Consequently the report recommended that the Teachers Advisory Centres should be staffed by the personnel who are acquainted with problems of Primary School Curriculum and pupil/teacher face to face interactions in the teaching/learning process.

SUMMARY OF THE LITERATURE REVIEW:

In summary of the literature review, the quoted writers have recommended the need for the in-service course for teachers to be done inorder to improve professional and to improve the quality and standards of education as there is dissatisfaction among the people of Kenya on the type of education provided in
schools which the community say is not relevant with the day-to-day needs for curriculum innovations. The writers have also recommended that Teachers Advisory Centres be placed in a central and accessible locations for teachers to visit and utilize with ease. Teachers Advisory Centres be staffed with the personnel who are acquainted with problems of the primary school curriculum.

Due to increased activities in the science teaching in primary schools there is need for the establishment of Teachers Advisory Centres for the updating of teachers. In the Kenya Development Plans the government has also recognized the needs of the existing Teachers Advisory Centres whether or not they perform the intended functions. In the literature review other functions of the Teachers Advisory Centres have been recognized apart from the provision of the in-service training for teachers, therefore, the establishment and maintenance of Teachers Advisory Centres are important and very necessary.
FOOTNOTES TO CHAPTER TWO:


3. Ibid., p. 2.


12. Ibid., p. 9.


*Report on the Primary Teachers Upgrading Programme Committee:* (May 1978), p. 81 (Here after refered to as Lijembe Report).
CHAPTER THREE

3.1: METHODOLOGY OF THE STUDY:

This study was conducted using a survey technique. Specifically it was a survey limited to the roles played by Teachers Advisory Centres in Rangwe Division of South Nyanza District. In this Division there are only 5 Teachers Advisory Centres and all were covered in the study. The data collected were used to describe the roles played, and, those roles that were not played but were supposed to be played by the Teachers Advisory Centres in the Division. Tables were used to make the findings clearer as is shown in the text.

3.2: The Sample:

The researcher was aware of the fact that to be able to effectively tackle the problem at issue, one needed to work with a larger sample than what is shown here. It would have been necessary too to give the project a comparative approach by looking at the situations in other divisions of the district and even looking at other Teachers Advisory Centres in the whole province. This two very desirable dimensions were however ruled out because of time and financial limitations.
The sample of the study included the 5 Teachers Advisory Centre Tutors, 5 Zonal Assistant Primary School Inspectors (ZAPSI), District Primary School Inspector, 1 Assistant Primary School Inspector Co-ordinator (APSI Co-ordinator) of the Division, who is also responsible for the functions of the tutors of the Centres, and 10 randomly selected primary school headteachers where 2 were taken from each of the 5 zones of the Division. In all there were 22 respondents.

3.3: Instrumentation:

A questionnaire was used to get the information about the roles Teachers Advisory Centres play. The questionnaire covered areas like the personal information of the Teachers Advisory Centre tutors, roles played at the Centres, promotion, allowances, where to get the funds to run the Centres, how the Centre tutors communicate (travel) within the division, etc. The questionnaire was unstructured (open ended) requiring the respondents to make an individual explanations as much as possible. The questionnaire was supplemented by an interview schedule questions.
employed for the purpose of establishing rapport with the respondents in order to gauge the reliability of the responses they made. Basically the interview covered the same areas that the questionnaire covered but allowances were made for the subjects to respond in more detail.

The questionnaire and the interview schedule questions were supplemented again by the personal observation of the Centres so that the researcher physically observe what the centres had and what were not present at the Centres. This was to confirm what each centre had and what the Centres did not have. The observation of the Teachers Advisory Centres were done when the Centre tutors had been informed and requested for permission of the observation of their Centres. The written documents about the Teachers Advisory Centres were studied during this research.

5.4: Administration of the Instruments:

The researcher reported to the District Education Officer (DEO) of South Nyanza District for permission to visit the schools and the Teachers Advisory
Centres in the division to conduct the interviews. The primary school headteachers, Assistant Primary School Inspectors and the Teacher Advisory Centre Tutors were informed in advance of the visit that enabled the researcher to request them for time they could be available for the interview of more than half an hour duration. Only ten (10) of the headteachers in the Division (2 from each zone) were interviewed.

The questionnaires were delivered personally by the researcher to the respondents. This was done to ensure full response. The researcher also collected the completed answers from the respondents personally. During this time written documents about the Teachers Advisory Centres were studied.

5.5: Analysis of Data and Interpretation of Results:

The responses received from the questionnaires and interviews were grouped according to the answers made. The findings answered the roles which the Teachers Advisory Centres were playing and which ones they are not playing but were expected to play. The answers were confirmed by the physical observations
of the Centres by the researcher. The researcher then found out which problems faced the centres that cannot allow them to perform the expected roles. The tables used are fully introduced, discussed and interpreted. The researcher applied the descriptive kind of statistical method.
CHAPTER FOUR:

ANALYSIS OF THE DATA AND FINDINGS OF THE STUDY:

4.0: Introduction:

This chapter deals with the analysis of the data derived from the responses to the research instruments and the findings of the study as they relate to the major questions raised in the study. The chapter is subdivided into eight sections as follows:

i) The Roles of Teachers Advisory Centres.

ii) The tutors of the Teachers Advisory Centres.

iii) The administrative personnel at the Teachers Advisory Centres.

iv) Facilities available at the Teachers Advisory Centres.

v) The aid given to the Teachers Advisory Centres by the Ministry of Education, Science and Technology.

vi) The Teachers Advisory Centres, and the surrounding community.
vii) A follow-up on the roles played by the Teachers Advisory Centres.

viii) The problems faced by the Teachers Advisory Centres.

4.1: The Roles of the Teachers Advisory Centres:

In introducing the Teachers Advisory Centres in Kenya, the Kenya Government clearly defined the roles and functions which looked very impressive. The roles and the intended functions of the Teachers Advisory Centres are clearly stated in Lijembe Report,¹ which Professor H.O. Ayot² has reduced to 8 main headings. Odhiambo B.D.,³ in his pamphlet produced for the Inspectorate, Ministry of Education, specified six major functions of the Teachers Advisory Centres. The roles of the Teachers Advisory Centres at the Divisional level was found to be written down and the duties of the tutors of these Centres were clearly specified.⁴

In this study in Rangwe Division it was found that the roles of the Teachers Advisory Centres were to act as venues through which the teachers (trained and untrained) could study, analyse and learn the
good teaching methods for the purpose of becoming professionally competent in their work. To achieve these goals the following functions of the Teachers Advisory Centres had been visualised:

i) Provision of In-service training at local level to headteachers.

ii) Provision of In-service training locally to both trained and untrained teachers.

iii) Provision of informal advice and demonstration to teachers visiting the centres at their own volition during daily consultation hours.

iv) Contributing at local level to the national curriculum development efforts through development of new materials, experimentation with materials developed elsewhere in the world, distribution of new materials to schools and initiating experimentation with projects that meet particular local needs.
4.1.1: The Roles Played by the Rangwe Division Teachers Advisory Centres:

In Rangwe Division, the researcher found that the Teachers Advisory Centres could not play all the expected roles which they were supposed to play. Instead they were playing the following roles:

i) Helping in organising and running of the in-service courses as was found fit by the Zonal Assistant Primary School Inspectors (ZAPSI).

ii) Making the sample teaching aids. The researcher found that the materials to be used in the making of the sample teaching aids were not enough, as the resources for making the apparatus were limited. This was because there were no funds to buy the manila papers and the writing materials. The Teachers Advisory Centre tutors had to "dig deep" into their pockets to produce little money, which was none refundable, they could find so that they could buy these materials.
iii) Displaying of the made teaching aids on the walls. During this study the physical observations of the Teachers Advisory Centres by the researcher revealed that the materials displayed on the walls were seriously eaten by the crowling insects on the walls. Most of the displayed materials which were hanging from the roof and on the walls provided better shelters for the insects, and the wasps built their nests on them making it very difficult for anyone to touch them because a person could be stung by the wasps.

The researcher found that the displayed materials were not serving any good purpose as they could not be used by the teachers.

iv) Giving teachers informal pieces of advice on professional matters. One of the research instruments used, that is the interview schedule, revealed that since the Teachers Advisory Centres tutors did not have any special training for the job they could not give adequate advice as the advice might be equally misleading.
4.1.2: The Roles which were not played by the Teachers Advisory Centres but were supposed to be played:

The following roles were supposed to be played, but the researcher found that the Teachers Advisory Centres were not playing them:

i) The Teachers Advisory Centres were supposed to lead local research work with an intention of producing relevant materials and ideas to the teaching profession. This role was never played at all by the Teachers Advisory Centres as all the tutors of these Centres in their response to the questionnaire used in this research accepted that they did not know how to carry out any research work.

ii) The Teachers Advisory Centres were supposed to run and maintain the Centres' library which was never there in any of the Teachers Advisory Centres which were observed by the researcher. The whole of the Centres in Rangwe Division had no library at all. Sometimes it was the Teachers Advisory Centres which were borrowing textbooks from the primary schools. The
Teachers Advisory Centres had no codes for making orders from the Schools Equipment Scheme (SES) to be supplied with any materials.

iii) The Teachers Advisory Centres Tutors were supposed to make frequent visits to hospitals, garages and timber workshops to collect teaching aids. This was very difficulty as there was no means of transport, as was found by the researcher. The Centre tutors had to borrow a bicycle from a friend or walk on foot to these places. In the end the Centre Tutors brought nothing to the Centre. There was no Teachers Advisory Centres with any of the collected materials from these places.

iv) The Teachers Advisory Centres tutors were supposed to make the local community around the centres aware of the importance of such centres. According to the response which the Teachers Advisory Centres tutors made, they were not aware of such a move to make the community aware as they said that it was not in the functions specified for the Teachers Advisory Centres, the researcher found.
4.1.3: Why the Roles of the Teachers Advisory Centres didn't extend to Secondary Schools and Teachers Colleges:

The researcher found that the Teachers Advisory Centres tutors were not qualified enough to handle the Secondary and College affairs. The Centre tutors were instead encouraged by the District Primary Schools Inspector (DPSI) to have informal discussions with college tutors on professional matters. From this study it was found that none of the Teachers Advisory Centres tutors had ever held a discussion with secondary school teachers neither had they visited the secondary schools to see for themselves of what was going on in the schools.

4.2.0: The Tutors of the Teachers Advisory Centres:

4.2.1: The Appointment of the Tutors of the Teachers Advisory Centres:

In this study the researcher found out that in the beginning when Teachers Advisory Centres were being established in South Nyanza District for the
first time, the Assistant Education Officer (AEO) recommended one of his teachers in his area to become a Teachers Advisory Centre tutor. Now (1986), the existing vacancies at the centres for the Teachers Advisory Centres tutors were advertised and copies of the advertisement pinned at the noticeboards of all the Assistant Primary School Inspectors, and even on the noticeboard at the District Education Office. Applicants required had to be professionally qualified teachers of at least Sl grade. The applicants were to apply to the District Education Officer and those applicants that met the requirements above were shortlisted for interview and the successful candidate was employed as a Teachers Advisory Centre tutor. At this time of study the researcher found that two Teachers Advisory Centres in Rangwe Division had no Centre tutors for more than two months and the Centres were running with no Centre tutors. When this research was being conducted two tutors of the Centres were employed, but, of trained Pl grade. This contradicted the laid down procedure for appointing the Centre tutors.
4.2.2: Special Professional Training for the Teachers Advisory Centre Tutors:

This research study has revealed that there was no special professional training needed for one to be employed as a Teacher Advisory Centre Tutor. The successful teacher for the job came from the classroom to the Teachers Advisory Centre and began the management, maintenance and running of the Centre without any training. The rest of the work at the Centre was learnt on the job.

4.2.3: Promotion of the Teacher Advisory Centre Tutors:

The researcher found that, in writing, a Teachers Advisory Centre tutor was to be promoted to the next higher grade within 6 months after the first date of his appointment as a Teachers Advisory Centre Tutor. This research study revealed that practically the promotion of the Centre tutors was not as automatic as it was written down. During the time when this research study was being conducted it was found that there was a Centre tutor at one of the Teachers Advisory Centres in Rangwe.
Division who had worked for over 1½ (one and a half) years as a Pl teacher without being promoted to the next higher grade, and worse still this Centre tutor was a K.A.C.E. (Kenya Advanced Certificate of Education) holder.

4.3: The Personnel Employed at the Teachers Advisory Centre:

Table 1 shows the administrative personnel in the Teachers Advisory Centres in Rangwe Division.

Table 1:
The Personnel Employed in the Teachers Advisory Centres:

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Centre 1</th>
<th>Centre 2</th>
<th>Centre 3</th>
<th>Centre 4</th>
<th>Centre 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Tutor</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Centre Tutor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centre Clerk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Messenger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driver</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1 shows that only one Teachers Advisory Centre had two Centre tutors. Two of the Centres had one Teachers Advisory Centre tutors each. Two of the Centres, during the time when this research was being conducted, had no Centre tutors at all. Since every zone in the Division must have Teachers Advisory Centres it was clear then that two zones in the Division which had between 60 - 70 primary schools were running without Teachers Advisory Centre tutors. The researcher found that one tutor from one of the Centres was responsible for two Teachers Advisory Centres. This was very difficult for the tutor to work in the two Centres satisfactorily.

All the Teachers Advisory Centres the research revealed had no Centre Clerk, no Typist, no Messenger and no Driver. This shows clearly that the Centres were run and managed by between two and nil Centre tutors, and so the work at the Centres was too much for the Teachers Advisory Centre tutors.

4.4.1: The Facilities Available at the Teachers Advisory Centres:

Facilities include the materials and services
available which make the management of Teachers Advisory Centres easier. In this section the researcher describes the state in which the Teachers Advisory Centres in Rangwe Division were found during the research study and then goes to show the facilities which were available and those ones which were lacking.

4.2: The Teachers Advisory Centres:

Out of the five Teachers Advisory Centres in Rangwe Division one of the Centres was none existence. There was no building or even the classroom in any primary school in the zone which could be used as a Centre. Although the Centre was not available, there was a Teachers Advisory Centre tutor in the zone. The tutor used any of the Teachers Advisory Centres in the Division, and this showed that the tutor had a big problem of managing his work.

The researcher found that the Teachers Advisory Centres were normally placed in classrooms in one of the primary schools where the classrooms could be found available. However these schools where the Teachers Advisory Centres were placed were not
necessarily in a central point where the teachers could come and use the centres easily.

4.4.3: The Teachers Advisory Centre Buildings:

The researcher found out that almost all the Teachers Advisory Centres buildings were semi-permanent. It was only one of the Centres which was of a permanent building. One of the Teachers Advisory Centres was placed, not in a classroom, but in a narrow corridor between two classrooms which could hardly contain eight teachers sitting inside, as the eight chairs could not fit properly when placed in this corridor which was serving as a Teachers Advisory Centre. In another centre all the windows were missing and so could not be shut. The centre had nothing inside and the door was unlockable. The floor of this Centre was dug as if it was a living place of an "ant-bear."

The buildings of the Teachers Advisory Centres in Rangwe Division had no store, no library, no conference room for conducting meetings with teachers or for in-service training of the primary teachers.
This research study has revealed that the buildings of the Teachers Advisory Centres were built by the parents/community on Harambee basis but the communities were not aware and did not understand the importance of such Centres and were not prepared to help in building of the Teachers Advisory Centres. There was no Teachers Advisory Centre in the Division which was built on its own area as a Centre.

4.4.4: Facilities in the Teachers Advisory Centres:

Table 2 shows the facilities in the Teachers Advisory Centres in Rangwe Division of South Nyanza District, as was found by the researcher.
### TABLE 2

Facilities in the Teachers Advisory Centres

<table>
<thead>
<tr>
<th></th>
<th>Centre 1</th>
<th>Centre 2</th>
<th>Centre 3</th>
<th>Centre 4</th>
<th>Centre 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevant textbooks</td>
<td>Few</td>
<td>Few</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Type-writer</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duplicating machine</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Duplicating papers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Radio</td>
<td>-</td>
<td></td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Radio-cassette recorder</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Film projector</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Video</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Television</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tables</td>
<td>8</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Chairs</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Carbinets</td>
<td>2</td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cupboard</td>
<td>1</td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bookshelf</td>
<td>3</td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sewing machine</td>
<td>1</td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
At the time of this research study it was found out by the researcher that the necessary facilities that could make the Teachers Advisory Centres play their roles well were lacking, as Table 2 can show. The physical observation of the Teachers Advisory Centres by the researcher revealed that:-

(i) Two of the Centres had totally no facility at all, that is, one of the 2 Centres was non-existing and the other had nothing.

(ii) One of the Centres had nothing apart from 2 chairs.

(iii) Two Centres had 8 and 7 tables respectively and the rest of the Teachers Advisory Centres had none.

(iv) One of the Centres had a radio which was personalised by the Zonal Assistant Primary School Inspector. The radio was not in the Centre but in his house.

(v) All the 5 Teachers Advisory Centres in
Rangwe Division had:
(a) No Duplicating Machine.
(b) No Duplicating Papers.
(c) No Radio-Cassette-Recorder.
(d) No Film Projector.
(e) No Television.

(vi) Only two of the Centres had few teaching resources e.g. relevant textbooks and the Centres were borrowing books from the primary schools in which they were placed.

The researcher found that only one of the Centres which was the first one to be started in the District and had been moved from the College into a classroom in one of the primary schools in Rangwe Division had one type-writer but without a typist, 2 carbinets, 1 cupbord, 3 bookshelves and 1 sewing-machine which had not been used due to lack of a specialist in clothing and textile subject at the Centre.

The researcher found that because of lack necessary facilities teachers from primary schools did not come to the Centres to prepare for their own teaching aids.
There was no enough furniture for use by the teachers from the schools.

4.5 The Aid Given to the Teachers Advisory Centres by the Ministry of Education Science and Technology

From this research study the researcher found that there were no funds provided by the Ministry for running and maintaining the Teachers Advisory Centres. The Ministry also did not provide the materials for the Centres and the materials that the Teachers Advisory Centres had were given as donations. The Ministry of Education Science and Technology was only paying the salaries of the Teachers Advisory Centres tutors, who were not civil servants but were Teachers Service Commission (TSC) employees, and the Centre tutors were in the TSC pay-roll. The researcher also found that Teachers Advisory Centres were playing the role of organising the zonal primary examinations in the Division. The primary pupils contributed between five and ten shillings to meet the buying of the materials needed for the preparation of these zonal primary examinations as there were no
funds from the Ministry.

4.6 The Teachers Advisory Centres and their surrounding Communities

The communities surrounding the Teachers Advisory Centre, the researcher found that, were responsible for building the Teachers Advisory Centre just as the primary schools were built on the Harambee basis. Further the researcher found that the communities were not made aware of what was expected of them in educational reforms and did not understand the importance of the Teachers Advisory Centres. Therefore the communities were not prepared to help in building the Centres. There was no a demonstration school in the Division which could be used to demonstrate a good teaching lesson and to bring the communities together to see for themselves the importance of such centres.
4.7 A Follow-up on the Roles Played by the Teachers Advisory Centres

The researcher found out that there was no proper follow-up on the roles played by the Teachers Advisory Centres. The interview schedule used to find out if a follow-up was ever done revealed that the working relationship was very poor between the Zonal Assistant Primary School Inspectors who were senior to the Teachers Advisory Centre tutors as the duties of the two were not clearly defined.

4.8 The Problems Faced by the Teachers Advisory Centres

This research study revealed that the Teachers Advisory Centres in Rangwe Division had a lot of problems which could not allow them to play their roles as was required. Some of the problems which the researcher found in this study were:

(i) There was lack of means of transport where the Teachers Advisory Centre tutors were forced to travel on foot to visit the primary schools. Sometimes a Centre tutor had to borrow a bicycle from a
friend to go to distant schools. There was no travelling allowance and the money used by the Centre tutor for travelling when on duty was never refunded. For any agency to function well and play its roles satisfactorily in local areas transportation is needed.

(ii) Lack of special professional training for the job of a Teachers Advisory Centre tutors. The study revealed that a teacher moved from classroom to Teachers Advisory Centre as a tutor. There was no refresher courses for the tutors and this caused lack of confidence in the new job of being a tutor in the Teachers Advisory Centre.

(iii) There were no buildings for the Teachers Advisory Centres and so vacant classrooms in a chosen primary school were used. The pupils from the taken classroom for the Centre were then taking their lessons under a tree. It was found that if the headteacher of that primary school which offered the
classroom to be used as a Centre changed his mind and refused to give the room then the Teachers Advisory Centre in that school was moved out to another place, so the Teachers Advisory Centres did not have permanent schools to operate from.

(iv) The facilities which could be used in the Teachers Advisory Centres were absent or inadequate and the researcher found that this made the Centre tutors' work very difficult.

(v) The researcher found that there was no funds allocated for running and maintaining the Teacher Advisory Centres. The funds could help in organising courses that was relevant to the primary teachers.

(vi) The Teachers Advisory Centre tutors were subordinate staff to Zonal Assistant Primary Schools Inspectors (ZAPSI), and
therefore were junior to ZAPSI. The Centre tutors were not allowed to write circular letter to primary schools without the permission from ZAPSI's office, yet the Centre tutors and the ZAPSI's had different duties.
FOOTNOTES TO CHAPTER FOUR


5.0 SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH STUDY

5.1 Summary

The research project set out to investigate the roles played by the Teachers Advisory Centres in Rangwe Division of South Nyanza District. The study was also to find out which required roles the Teachers Advisory Centres played and which ones they did not. The study also investigated the problems which were facing the Teachers Advisory Centres in the Division.

The researcher used three research instruments in this study namely:-

(i) The questionnaire which were open ended questions which allowed the respondents to give a more detailed answers.

(ii) The interview schedule.
(ii) The physical observation schedule where the researcher went physically to the Teachers Advisory Centres to find out the truth about the Centres and to see what materials and resources the centres had or did not have.

The study reviewed literature related to the Teachers Advisory Centres and the roles that were played by these Centres.

In Chapter Three of the study was concerned with the methodology of the study, samples and the research instruments used in the study.

Chapter Four dealt with the data analysis and the findings of the study.

Chapter Five was concerned with summary of the research study, conclusions, recommendations and suggestions for further research study.
5.2 Conclusions

The conclusions presented are based on the data gathered and analysed as part of the study, upon extra-information provided by the respondents, Teachers Advisory Centre tutors, Zonal Assistant Primary Schools Inspectors and the headteachers of primary schools.

Several possible conclusions can be drawn from the findings of this research study. One of the salient points which was noted from the findings of the study is that the work required in the Teachers Advisory Centres was too much for the Teachers Advisory Centre tutors.

The research findings showed that one of the Teachers Advisory Centres in Rangwe Division did not physically exist, although the Centre tutor was present, two of the Teachers Advisory Centres had totally nothing at all in them, and two of the Teachers Advisory Centres had very few facilities. It can generally be concluded that the Teachers Advisory Centres were not playing
any useful role to primary teachers, and therefore, were not fulfilling the objectives for which they were established.

There was no follow-up of the roles played by the Teachers Advisory Centres to help the Centre tutors to improve on the roles they play to make them achieve the objectives of the Teachers Advisory Centres.

No organisation or institution can provide proper services unless it is properly financed. The Teachers Advisory Centres were adversely affected by financial constraints as there were no funds allocated to these Centres. This resulted into lack of systematically organised in-service training for primary teachers by the Teachers Advisory Centres.

The facilities that were present in the Teachers Advisory Centres were not enough and their conditions as the observation revealed were relatively below the required standards.
For any agency to function well in the local areas there is need to have transportation in order to avoid wasting time on public transportation which is not always very reliable. The Teachers Advisory Centres could not carry out their work of assisting teachers well, as three of the Centres tutors could travel on foot, and two tutors could move on a borrowed bicycles to the primary schools in their zones.

Teachers Advisory Centre tutors did not seem to be conversant with their duties and responsibilities as the Centre tutors were doing the inspection of schools together with their bosses, the Zonal Assistant Primary Schools Inspectors. This was due to lack of prior special training, for one to be a Teachers Advisory Centre tutor, in areas of professional and academic competence.

The working relationship between the Zonal Assistant Primary Schools Inspectors and the Teachers Advisory Centre tutors was very weak due to the misunderstanding of each others' duties.
Zonal Assistant Primary Schools Inspectors were more senior to the Centre tutors and the Centre tutors were subordinate staff to them, yet the two (the ZAPSI and the Centre tutors) were doing the same work of inspection of primary schools which could only have been done by the Zonal Assistant Primary Schools Inspectors.

5.3 Recommendations

The following recommendations can be made from the findings of this study.

(1) An institution should be introduced to offer a special training for those managing Teachers Advisory Centres. Tutors of these Centres need the training so as;

(i) to be conversant with the work needed in the Teachers Advisory Centres,

(ii) to enrich their professional and academic competence,
(iii) to help teachers in the field,

(iv) to become important in educational innovations for effective curriculum development.

(2) There should be a clear policy from the Government indicating the terms and conditions of service for the Teachers Advisory Centre tutors.

(3) The Ministry of Education Science and Technology should come up with a clear policy of financing the Teachers Advisory Centres as no organization or institution can provide proper services unless it is properly financed.

(4) Teachers Advisory Centres should be reduced in number in the Division for which the research study was carried out so that enough suitable equipments such as the currently used primary curriculum materials,
textbooks on the primary school methodology and references may be made available to every Teachers Advisory Centres.

(5) A properly designed buildings, in its own area at a central place for easy reach by the primary teachers, containing lecture hall, displaying room for the teaching materials, charts, pictures etc; home science rooms, offices for tutors, typists etc, store, large room for the library, workshop and proper sanitation unit should be constructed for the Teachers Advisory Centres for exclusive use.

(6) Staff personnel in the Teachers Advisory Centres should be properly established having at 3 Centre tutors including at least a female home science specialist, and other supporting bodies such as, the librarian, typist, messenger and a watchman.
(7) The responsibilities for both the Teachers Advisory Centres tutors and the Zonal Assistant Primary Schools Inspectors should be clearly defined in such a way that the Centre tutors should not do the work for which they were not employed to do.

(8) There is need to have means of transport at the Teachers Advisory Centres in order to avoid wasting time on public transportation which is not always very reliable if the Centre tutors are to travel well on time to whichever schools they are going to do their work.

(9) The displayed teaching/learning materials on the walls of the Teachers Advisory Centres should be protected from being eaten by the crowling insects on the walls.

(10) The tasks assigned to the Teachers Advisory Centre tutors, where there is only one Centre tutor in the Centre, seem to be too many and
formidable for them to cope up with, given the fact that the Centre tutors are not specifically trained staff to run and manage these Centres. With this limited managerial know-how, the role expectations in these Centre tutors should be reduced and more Centre tutors to be employed so that the heavy work load in the Teachers Advisory Centres be divided among the staff.

5.4. Suggestions for Further Research Study

Due to limited scope of this research project, the researcher could not carry out an extensive research in order to arrive at conclusions that would be more valid and widely applicable. The researcher therefore feels that more research could be done in areas related to this problem. Hence, on the basis of the data gathered, analysed and the findings the following suggestions for further research study may be made in this regard:-
(i) Causes of the poor working relationships between the Teachers Advisory Centre tutors and the Zonal Assistant Primary Schools Inspectors.

(ii) The quantity and the quality of the facilities that should be available in the Teachers Advisory Centres.

(iii) How the Teachers Advisory Centres can be used to win the positive attitude of the rest of the community members to help the Teachers Advisory Centres through self-help efforts.


17. Maranga, J.S. "The Role of Teachers Advisory Centres and Parents: Prospectives from Machakos District".


27. __________________________
Kenya Education Commission

28. __________________________

29. __________________________


32. The Weekly Review (Nairobi), August 1st, 1975

"Is Education Worth All the Millions?"

33. The Weekly Review (Nairobi), November 30th, 1979,

"Kenya Census Figures"
A Letter to the Respondents

Alexander Okumu,
Kenyatta University,
P.O. BOX 43844,
NAIROBI


Dear Sir/Madam,

REF: THE QUESTIONNAIRE

This questionnaire is intended to collect the information that will be used to build up a general description of the roles played by the Teachers Advisory Centres in Rangwe Division of South Nyanza District. The information you provide will be confidential and therefore you do not need to write your name or indicate your school or Teacher Advisory Centre, on it. Your assistance in answering it will be highly appreciated.

Thank you,
APPENDIX II

THE QUESTIONNAIRE

The questions provided are open ended (unstructured) questions. Answer them (the questions) in the foolscaps provided. You are free to give a detailed account of the answers you will give by explaining them in your own words.

1. How are the Teacher Advisory Centre tutors appointed?

2. Are there any promotions for the Teacher Advisory Centre tutors? If so what is the next higher position that they can be promoted to?

3. For how long does it take the Teacher Advisory Centre tutors to be promoted to the next higher position?
4. Is there any special professional training needed to be Teachers Advisory Centre Tutors?

5. Are the Teacher Advisory Centre tutors civil servants or Teacher Service Commission (TSC) employees?

6. For how long should one have been a teacher before he/she is chosen to be a Teacher Advisory Centre tutor?

7. What position in the school should one have held before being appointed to become Teacher Advisory Centre tutor?

8. How many Teacher Advisory Centre tutors are employed to run and manage a Teacher Advisory Centre?

9. What is your academic qualification?

10. What is your professional qualification? Mention grade, i.e. P₄, P₃, P₂, P₁ .......... Graduate Teacher.
11. Did you attain this professional qualification through training course or through promotion on merit?

12. How is the Teacher Advisory Centre in the Division chosen? Is it near to or far away from most of the primary schools?

13. What are the objectives of the Teacher Advisory Centres?

14. Is the Teacher Advisory Centres conveniently placed for teachers wanting to use it? If so, where is it situated?

15. Does the buildings of the Teacher Advisory Centre have a store; library; conference room for conducting meetings with teachers and for in-service training of teachers?

16. Does the buildings of the Teacher Advisory Centre have a store?
17. If the library is in the Centre how do you make arrangements for borrowing and returning the books and other materials? How large is the reading room?

18. Is the building permanent or semi-permanent?

19. Is the building built by the government or constructed on Harambee basis in the same way as primary schools are built?

20. Does the Teacher Advisory Centre have the facilities such as typewriter, duplicating machine, film projectors, TV, radios, radio-cassettes, videos, furniture (chairs, tables, bookselfs, carbinet, etc.)? Mention the facilities which the Teacher Advisory Centre has and the ones which it should have but it doesn't.

21. Are there enough teaching resources e.g. relevant textbooks, teaching aids for the teachers at the Centre?
22. Does the Ministry of Education Science and Technology supply the Centres with the necessary facilities, relevant teaching aids (stationary)?

23. Does the Ministry aid the Centres with funds for running and maintaining it?

24. If the Ministry doesn't aid the Centres with funds from where does it obtain the funds running and maintaining it?

25. What is the procedure of getting the materials for the Centre?

26. Does the Teacher Advisory Centre have a mobile unit? How do you move to schools especially the ones in remote areas of the zone?

27. How do the Teacher Advisory Centre tutors keep abreast with the current changes of the curriculum?
28. Do the primary teachers come to the Centre to prepare for their own teaching aids?

29. How did the teachers keep informed about new methods of teaching?

30. Do you organize lectures for teachers in areas of identified problems? If so, which ones? Give examples.

31. What are demonstration schools?

32. What preparations do you need to make before you conduct a demonstration lesson?

33. How many courses do you organize in a month/term?

34. What are the major items you include in your monthly reports?

35. To whom are the Teacher Advisory Centre tutors answerable for the monthly reports?
36. Why doesn't the Teacher Advisory Centre tutors' responsibilities extend up to the Secondary Schools and Teacher Colleges?

37. As the Community may be involved in the building of Teacher Advisory Centres on Harambee basis, how do you make the community aware of the importance of such Centres?

38. Are the local authorities contacted for donations of equipments they no longer need but could be useful Teacher Advisory Centres e.g. broken down projects, old x-ray films, unusable motor spares, pieces of timber, generators, etc. for teaching aids?

39. How do the Teachers Advisory Centres form a link with the K.I.E., Inspectorate, University or other institutions of higher learning?

40. In terms of seniority who is above the other, the Teacher Advisory Centre tutors (TAC tutors) or the Zonal Assistant Primary Schools Inspectors (ZAPSI's)?
41. How is the working relationship of the two?

42. Is there a follow-up on the roles played by the Teachers Advisory Centres in the Division?

43. If follow-up is done, how often is it done and by who?

44. Is there any local research which the Teacher Advisory Centre tutor has been carrying out in the Teacher Advisory Centre?

45. What were the findings of this local research?