

This study was designed to evaluate the managerial needs for Heads of Teachers Advisory Centres in Kakamega North District Western Province. The study was concerned with finding whether the T AC tutors were versed with the managerial skills like planning, coordinating, directing, training, instructions and supervision. The study also aimed at finding out the problems encountered by T AC tutors in discharging their duties and their roles they played in curriculum development. The main instruments used in the research to collect data included interview guides and observation check lists for T AC tutors and questionnaires for primary school teachers.

The quantitative data collected from the field was coded then analyzed using Statistical Package of Social Sciences (SPSS) while qualitative data was organized into themes and patterns pertinent to the studies. The findings were then presented in descriptive statistics. According to the findings, it was noted that most of the TAC tutors needed more capacity building workshops to sharpen their grasp in the new changes in the curriculum like Information Technology that had been incorporated in the education system. It was also noted that TAC tutors lacked adequate resources like text books, well equipped offices with electronic gadgets like computers, projectors and tape recorders. They also lacked adequate furniture and conference rooms.

The study also discovered that the T AC tutors were not inducted to their new jobs and also experienced financial constraints. It was noted that the TAC tutors were forced to use part of their salary to fuel motorcycles and cater for maintenance charges in the course of duty. Some of the tutors had to do duties meant for the A.E.O and pay for typing and photocopy services due to shortage of personnel at the TACs. They also lacked a properly defined scheme of in-service that would give them opportunity for training. To add on, it was noted that the TAC tutors had trained in general administration and management of T ACs in areas like filing system, public relations and curriculum management.

Based on these findings, the following recommendations were made: The TAC tutors should be regularly in-serviced in order to sharpen their skills and be updated with the changes in the curriculum. The Ministry of Education should have a clear policy of financing the TAC centres. The government through Ministry of Education should provide funds for construction and equipping of TAC centres with equipment that facilitate learning. In conclusion the Ministry of Education should have frequent capacity building workshops for TAC tutors where managerial skills like administration, evaluation, legal aspect of education and financial management are covered. The government should also facilitate employment of more manpower in TAC centres like support staff to assist T AC tutors discharge their duties effectively.