A SURVEY OF THE ROLE PLAYED BY
TEACHERS' ADVISORY CENTRES IN PRIMARY
SCHOOL EDUCATION IN YATTA DIVISION,
MACHAKOS DISTRICT.

By

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A survey of the role
played by
DECLARATION

This project Report is my original work, has not been presented in any other university for the award of a degree.

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DATE: 26/8/87

This project report has been submitted for examination with my approval as university supervisor.

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DATE: 26/8/87
DEDICATION

This project report is dedicated to my wife Mbanya, my children Mulumba, Musyoki, Mutua, Munyiva and Wambua without whose patience and cooperation my study would have been difficult. My parents Kiminza and Munyiva for the support, encouragement and care they accorded to my family when I was away for the study.
ACKNOWLEDGEMENT

I acknowledge my project supervisor Dr. M.N. Barasa who tirelessly and patiently guided me through the project. I am also sincerely indebted to my classmates who made valuable contributions in the initial preparation stages of the project.

Next, I extend my deep appreciation to my relatives and friends who continuously encouraged me to work extra hard when I experienced role conflict between my family demands and those of the study.

I would like to thank the various scholars and authors who contributed enormously to my report. Also, I want to extend my countless thanks to Mrs. Theuri of the Basic Education Resource Centre at Kenyatta University for typing and correcting minor mistakes in the project.

Finally, I want to express my deep appreciation to my wife Mbanya Mutinda for her constant concern in spurring me on to completion of this project.
ABSTRACT

THE PROBLEM

The problem was a survey of the role played by teacher's advisory centres in primary education in Yatta division, Machakos district.

LIMITATION

The research was only based on the results reached after the analysis of data collected from only one educational division in Machakos District. The responses by some respondents were incomplete which made the analysis difficult. The research was carried out within a very short time making it difficult to prepare very comprehensive questions. Also some anticipated population did not respond at all.

METHODOLOGY

The study was a single element survey whose data was collected from the selected population using questionnaires and interview methods. Observation used was to find out the equipments and facilities available in the Teachers' Advisory Centres.

FINDINGS

1) The TAC tutors require special training after appointment.
2) The buildings housing the TAC were inadequate and improper for the services they were made for.

3. All the TACs did not have adequate equipments to facilitate the proper working of the tutors.

4. All the TAC tutors were not mobile and had difficulties in serving the large number of schools in the zones.

5. Most teachers felt that the TAC tutors were not qualified enough to handle their problems since they were appointed from their midst and no special training was given.

6. There was no linkage between pre-service and inservice training because tutors hardly visited the colleges.

7. The centres which did not have copy typists closed down when the tutors were away inconveniencing teachers who visited the centres.

8. Most of the tutors concentrated on evaluation test which occupied them for most of their time.
9. The TAC centres were not centrally located and most needy teachers could not reach them because of transport problems.

10. Most materials disseminated to schools did not reach the schools promptly because of poor means of communication.

11. The TAC tutors worked in isolation from the local communities because most of them were new. This isolation made their work quite difficult.
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CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND TO THE PROBLEM

After Kenya's independence in 1963, just like many other African countries, Kenyans were thirsty of education and there was rapid expansion of enrolment in primary schools. Because of the nature of education which used to be offered to Kenyans before independence, there was acute shortage of qualified teachers at all levels. The primary school level was most affected. High enrolment rate affected the quality of education in a number of ways. A number of sectors in the educational system could not keep pace with the rapid educational expansion. School inspectors were not enough to man all the schools. It was also difficult for the equipments to reach the schools in time and when it reached schools, it was hardly enough.

The quantitative expansion kept the teacher-pupil ratio high despite the government's efforts to reduce it. For example the teachers-pupil ratio, during the period 1979-1983 remained at 1:44; that is one teacher for every forty four pupils.
The introduction of free milk scheme for all primary school going children and the abolition of building and other related school funds increased the enrolment beyond the projected growth of primary school enrolment of 1979-1983. The figures were as shown by table I. Anticipating high shortage of teachers in the development plan of 1979-1983, the government recommended for the recruitment and placement of various cadres of teachers on a distribution of a district quota basis whose majority were to be untrained.

The high enrolment rate in primary schools has continued to affect the quality of education in a number of ways. Classrooms have been overcrowded, textbooks have been inadequate and most of the teachers remained untrained. The situation was worse immediately after independence and the government has continued to appoint commissions and committees to review the educational system and make recommendations. The first commission appointed in 1964 was the Kenya educational Commission which was chaired by Ominde. This commission made recommendations for reformation of education according to the needs of a newly independent nation.
The nation was supposed to structure its education to suit its needs for economic development and manpower requirement. To facilitate this, there was need for curriculum change and a new teaching approach.

All the other Commissions after the Ominde commision, revealed that there was need to phase out the untrained teachers whose number had continued to shoot up. It had not been possible for the government to train teachers as fast as the enrolment(s) had increased. Teachers' Training colleges remained few and unable to increase theirs enrolment because of inadequate facilities to cater for a large number of students. In such a situation, the government was forced to look for a way of improving the performance of the teachers in the field without necessarily admitting them in colleges for pre-service training. There has been a growing realization that whatever else is needed for effective education, the schools could not succeed without effective teachers who could not be effective unless they were assured of the importance of their work.
M. Miles asserted that good curricula, creative instructional materials, efficient organisation and management, modern facilities and equipment contribute to the effectiveness of education but all depend, for their full realization, upon the skill, wisdom and the commitment of the teachers.²

Most teacher educators believe that per-service preparation of teachers could only minimally deal with the skills and competencies required. Thus, the core need has been seen as an upgrading or redesigning of opportunities for inservice education. It was evident that the majority of teachers in our primary schools were either untrained or were trained many years back.

Most of the commissions and committees, appointed in Kenya to report on education, stressed on the quality of teachers as one major factor in the provision for the qualitative education. In the Continuing education for teachers policy, B.O. Odhiambo stressed on the need for a constant provision of betterment of opportunities for the serving teachers through inservice courses. By this provision, it was expected that the teachers would continuously extend their personal academic education, professional as well as administrative skills and their general understanding of the modern educational principles and methods.³
It is a logical generalization to assert that the quality of teachers is paramount for a quantitative and qualitative expansion of education. However, the teacher must be assisted by resources, facilities, the nature of organisation and management.

A mechanism is then necessary for the country as a measure for improving the deteriorating quality of primary school education. The roles of schools could be strengthened by making them more productive for school leavers and integrating school life with that of the community in which they are situated. J. Maranga has emphasised the importance of improving classroom performance, particularly that of untrained teachers while inservicing other teachers and training them through observation, analysis and synthesis of classroom activities.  

It looked apparent that the core to the problem of low quality of education was the teacher. Lijembe suggested the need for specific courses to be offered to teachers when curriculum changes were planned and when new course materials were to be introduced to schools.
The teacher needed to be kept abreast with any new teaching method and this was possible through the provision for forum - discussions among teachers. Forums may help reduce the teachers' loneliness and their distance from each other. The majority of teachers may need educational counselling services and guidance which may not be possible if educational experts were removed from their surrounding. Because the teacher plays a key role in curriculum implementation, it is important to involve him in designing and developing curriculum materials in a country whose educational system experiences a lot of curriculum changes. The Kenyan education system has changed its primary school curriculum several times since independence.

Supervision and inspection of teachers are vital in the improvement of education. Any sound supervision, therefore, should provide instructional services and specialized assistance to teachers. Proper inspection should assess how well the set objectives are being achieved and make recommendations on how best such objectives could be achieved.
Facilitating the inservice training of teachers, development of teaching aids and enabling teachers to participate in preparation of materials, Kenya Government incorporated teachers' Advisory Centres in the plan for establishment of primary school inspectorate of 1963. The plan stipulated that each district in Kenya should have a teachers' advisory centre and large districts to have two. Implementation of the teachers' advisory centres did not take place until the beginning of 1970 when twenty teachers' advisory centres were established. A total of 43 Teachers' advisory centres (TACS) were operating throughout Kenya by August 1981.6

Mother centres being far away, sub centres were established: 43 sub-centres in Machakos district and 6 sub-centres in Yatta division in May 1987.7 In this paper, the researcher attempted to provide a brief account of some of the factors that have led to the inception of Teachers' advisory centres within the educational system in Kenya. He further made a report on research findings of the role played by the TACS in primary school education in Yatta division of Machakos district.
1.2 THE RESEARCH PROBLEM

The research was a survey of the role of teachers' advisory centres in primary school education in Yatta division, Machakos district. The researcher did not do an evaluative study but rather a survey study.

1.3 STATEMENT OF THE PROBLEM

Teachers' advisory centres and the sub-centres were established to improve the deteriorating standards of education. There has been very little research done on the TACS since their inception. It was important to make a follow up on the TACS to find out how they have been executing their duties and provide a feedback.

The government started the TACS with a number of objectives to be fulfilled. This study enumerated the difficulties encountered in trying to achieve the objectives set. It also attempted to find out how the TACS discharged their duties and how the clients used the centres.
The TACS were supposed to play the following roles:-

a) Provide inservice training for headteachers on their administrative duties.

b) Provide inservice training for unqualified teachers with emphasis on the professional requirements.

c) Provide refresher training for qualified teachers on professional fields.

d) Contribute to the national curriculum development efforts.

e) Provide information on standardized school buildings and

f) Provide informal advice and demonstration to teachers visiting the centres on their own accord.

The researcher used the information collected form the field to suggest possible alternatives to the objectives that have been difficult to realize.

1.4 BASIC RESEARCH QUESTIONS

The researcher attempted to collect adequate and appropriate information to assist him to answer the following basic questions:-
a) Why were TACS established in Yatta division?

b) How did teachers utilize the facilities in the TACS?

c) Were the TACS achieving the objectives for which they were established to achieve?

d) What problems were encountered by the TAC (tutors) as they executed their duties?

e) What were the teachers' contributions towards the running of the TACS?

1.5 OBJECTIVES OF THE STUDY

The objectives of the study were to:

1) Investigate how TAC's provided inservice education to headteachers.
   a) What seminars were held?
   b) Who participated in the workshops organised by TACS?
   c) How were forums organised by the TACS?

2) Find out how the TACS organised inservice courses for untrained teachers.
   a) Frequency of the courses
   b) How participants were selected?
3) Identify the method used to acquire new materials and how the materials were distributed
   a) What experiments were undertaken on new teaching methods?
   b) Who prepared teaching aids?
   c) What subject panels were available and what they did?
   d) What contributions did TACS make to the national curriculum development?

4) Find out how the TACS provided refresher courses to qualified teachers on:
   a) Professional fields
   b) New teaching methods
   c) Making teaching aids

5) Investigate how TACS provided informal advice and demonstration to teachers
   a) How demonstration lessons were organised and
   b) How often the demonstration lessons were organised.

6) Find out the professional and academic qualifications of the personnel manning the TACS.
7) Survey the equipments, and facilities available in the teachers' advisory centres such as buildings like library, workshops and offices. Equipments like tape recorders, radios and projectors.

8) Identify how the TACS provided feedback to Kenya Institute of Education, the Ministry of education and the inspectorate.

1.6 SIGNIFICANCE OF THE STUDY

There has been very little research done on TACS in the past. The results of this study could be useful in providing information on the current position of TACS so that, the relevant government authorities could evaluate the success of the TACS.

Investigations into the problems being faced by the TACS might assist the relevant government authorities towards providing solutions and checking on the handicaps. The suggestions by the researcher might be useful in guiding the running of the TACS towards the attainment of the set goals.
1.7 BASIC ASSUMPTIONS OF THE STUDY

The researcher made the following assumptions:

a) The researcher assumed that, the TAC(tutors) were trained well to run the centres although there were claims from educational inspectors and politicians that they were unqualified.

b) He also assumed that, the teachers were aware of the existence and the usefulness of the TACS although educators have argued that, the teachers did not know the services the TACS provided.

c) He also assumed that, there were properly set channels through which the TACS communicated with their relevant authorities and through which feedback was provided, despite the claims that there were no direct connection between TACS and their higher related offices.

d) There were set strategies through which the TACS communicated to the immediate society about any educational change or requirements, irrespective of the claim that TACS did not relate well to the local communities.
1.8.1 METHODOLOGY

The researcher selected a sample from a population confined to only one educational division. The sample consisted of the divisional educational officer, 6 zonal assistant primary schools inspectors (APSI), 6 zonal teachers' advisory centre tutors, 12 headteachers and 36 assistant teachers.

Questionnaires and observation methods were used as tools for data collection. The data was analysed and reported using descriptive statistics.

1.8.2 LITERATURE REVIEW

The researcher reviewed literature related to the concept of TACS and their role in primary school education. Literature related to the constraints and problems faced by the TACS in executing the duties was also looked at.

1.8.3 DATA ANALYSIS

The researcher tabulated the data collected and interpreted it by using descriptive statistics since most of the data was nominal.
1.9.1 **SCOPE AND LIMITATIONS OF THE STUDY**

The study was based on results from only one educational division and therefore it might not be possible to generalize the findings to the whole district or the country. Most of the TACS were new and in rural areas and therefore they did not represent ideal centres. The reporting of the findings of the study was basically based on questionnaire analysis. Some respondents were careless in answering questions in the questionnaire and gave incomplete and incorrect information.

1.9.2 **DELIMITATIONS**

The study was purposely designed to cover only one educational division because of resources available. The researcher confined himself to the information about establishment of TACS and the constraints faced in attempts to achieve the set objectives. It was not possible to exhaust all the information on TAC in this particular research.
1.9.3 **DEFINITION OF TERMS**

The researcher felt that there were some key terms that would keep on appearing in the study which needed to be contextually defined.

i) **Teachers' advisory Centres (TAC)**

These were the centres build, manned and equipped with facilities to enable the teachers to meet, discuss, get information as well as analyse and develop teaching and learning materials for the purpose of achieving improved learning and teaching.

ii) **Educational division**

It was an area which comprised of at least five educational zones or about one hundred and fifty primary schools (150) or less depending on the physical size of the area.

iii) **Educational zone**

This was an area comprising of about 30(thirty) primary schools or more depending on the way they were scattered. The officer in charge of this area was an assistant primary schools inspector.
iv) **Teachers' Advisory Centre tutor**

It was the officer charged with the responsibility of running a teachers' advisory centre (TAC)

v) **Assistant Primary Schools Inspector (APSI)**

This was the officer in charge of an educational zone with between 25 to 30 primary schools.

vi) **Assistant Education Officer (AEO)**

He was the officer commanding an educational division.
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7 Interview with Assistant Education Officer, Yatta division.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1. BACKGROUND INFORMATION ABOUT THE TEACHERS' ADVISORY CENTRES IN KENYA

Teachers' advisory centres in Kenya were established by a collaboration between the Kenya government and UNESCO/UNICEF in a plan of operations for the improvement of teaching in primary schools of 1963. According to the plan of operations, each district in Kenya was supposed to have one teachers' advisory centre which was supposed to serve as a local course centre for groups of teachers. They were supposed to be kept open for teachers seeking advice and help. Such centres were supposed to be twenty by 1970 and plans were underway to establish twenty more during the period 1971-1972.¹

According to the agreement, UNESCO was going to provide technical advice and guidance in the planning and implementation of the project through its secretariat and through UNESCO experts assigned to the project during the period covered by the project. UNICEF agreed to provide supplies, equipment and
transport as well as salary subsidies and training grants. The Kenya government provided premises, facilities and staffing. Consequently, 43(TACS) had been established through Kenya by August 1981 and each district had at least one TAC and a few had more than one, in 1982. The first TAC in Machakos district was established in 1972. It was facilitated by the availability of accommodation for the centre in Machakos teachers' college, Availability of qualified personnel to man the centre trained in the college and the willingness of the teachers' education extension service (TEES) to supply the equipment. After its establishment, the centre served the whole district until some problems arose. For example, it was felt that some teachers were travelling for long distances to the centre. The centres did not serve all the people they were supposed to serve. The poor attendance of inservice courses organised by the mother centres plus the problems, mentioned above caused sub centres to be established in November 1982. Three men and one woman, were selected from each educational division for training at the mother centre. The trained teachers and their schools became advisors and training venues respectively. Later on, houses were built in the schools through self-help and facilities were provided for the sub-centres.
Teachers, parents and pupils collectively and generously contributed towards the building of the centres which were 43 in Machakos district and six in Yatta division by July 1987.

2.2. VALUE OF THE TEACHERS' ADVISORY CENTRES

Hoyle argued that it was impossible to prepare a teacher at the beginning of his career for all the responsibilities he was to face in a world of rapidly developing social and cultural change. He said that the current inability of so many schools and teachers to cope with the rapid change in curriculum, methods of teaching as well as the changing motivations and attitudes of children was a powerful argument for a national system of continuing education for teachers.

The report of the primary teachers' updating programme emphasised that the teachers' advisory centres should play a very vital role in the updating programme. It strongly recommended the increase of the number of TACS and placing them in suitable and accessible location, so that teachers who visited them could not be inconvenienced.
Also the committee felt that the TACS should be under the professional control of the district primary schools inspector. They were supposed to be manned by personnel acquainted with the problems of primary schools and curriculum development. These personnel were to be capable of carrying out research and trailing new materials and methods.\(^5\)

2.3. **THE SET OBJECTIVES FOR THE TACS**

According to the Lijembe report mentioned earlier, the role of the TACS was supposed to include:-

a) Providing convenient and appropriate equipped centres for updating teachers.

b) Preparing and producing support materials for use on updating courses in any follow-up required activities.

c) Taking active part in the development of the primary school curriculum by maintaining close and adequate contact with teachers and local subject panels. This made it possible for relevant feedback to be readily available when research and assessment of various programmes were required.
d) Carrying out research in primary teaching methods and the use of locally available teaching aids and communicating the results of such researches to the classroom teacher and the national curriculum specialist at the KIE.

e) Providing solutions to teachers' immediate day to day professional problems, such as new ideas, skills, teaching methods and teaching aids which have proved successful in the classroom.

f) Providing educational counselling services not only for teachers but also for the community as a whole.

g) They were supposed to receive various resource materials from agencies like voice of Kenya and Kenya Institute of Education. They were also supposed to act as distribution centres for such materials.

h) Working closely with the teachers' colleges to help expose students to what went on in primary schools and how to use the TACS when they left colleges.⁶
The government continued to support the setting and running of TACS which had proved very useful in the inservicing of teachers, the development of ideas and teaching aids. To become more responsive to the needs of all the teachers especially in the rural areas, TACS and sub-centres were assured better equipments and intensification of their functions during the plan period 1979-1983.

Since the inception of the idea of TACS, the centres have continued to be supported. Miles supports this idea by quoting Griggs who said that

Teachers' centres are... a concept of cooperation .... All these centres are seen as places where people involved in the grassroots work of education irrespective of title or background, meet together as professional equals. In such a status-free setting Catharsis is possible.

The TACS were known to provide the teachers with a clearer sense of "fate control" to influence the immediate educational environment and thereby encourage and enable more initiative taking incharge efforts. Because of increased sense of mastery and personal potency, teachers may take the actual freedom available to them to bring about changes in their school buildings beyond the doors of their own classrooms.
M. Matthew, summarises the key role of TACS as making equipment and learning aids of teacher's choice for his classrooms, sharing ideas among teachers, learning mathematics and science by laboratory method and using mini-school to get models for reorganising the classroom physically, pedagogically and content wise.

2.4 PROBLEMS WHICH HAVE BEEN FACED BY TACS

Ljembe observed some short-comings of the TACS which included the following:

a) TACS were located in places in which they were accessible to the majority of teachers;

b) They were housed in poor and badly equipped buildings;

c) Tutors in the centres were not mobile;

d) Duties of the tutors were not properly spelt-out;

e) Quite a number of TAC tutors were not specially trained for the task they performed;

f) Financing was inadequate.
M. Maranga identified a number of resistances faced by the establishment of TACS. He found out that the tutors worked diligently and confidentially and threatened the A.E.O's position and therefore the A.E.Os recommended for their transfers. These transfers were very frequent and the tutors could not get adequate time to work well. The AEOs instituted sanctions against any positive activities organised by the active centre leaders. They insisted that centre leaders could not plan any activities at the centres without the AEO's knowledge and consent. This move made the work of the tutors difficult because the AEOs did not allow anything to take off. Influential people in the public also objected to the collection of funds for putting up building at the centres or even buying essential equipments. This made expansion of the TAC hard because most of the buildings had to be put up through harambee efforts.

B.O. Odhiambo said that for qualitative and quantitative improvement of education to take place, there was need for production of enough qualified teachers. He emphasised the need for teachers quality to be raised and this fact postulated a new effort in teacher education called continuous education for teachers (CET).
The effort had a number of constraints which included:

a) Lack of enough inspectors and teachers trainers.

b) Poor design and organisation of courses for tutors and inspectors.

c) Inadequate transport and poor communication in some areas in the country.

d) Inadequate equipment and basically, inadequate funds for putting up buildings to house the tutors and the TACS.

e) The rapid increase in enrolments in the recent failed to keep pace with the growth of inspectors.
FOOTNOTES


2 Ibid., p. 17.


6 Ibid., p. 40.


9  Ibid., p. 171.

10  Ibid., p. 184.

11  Lijembe report (1978) op cit., p. 82.

12  Maranga, J.S. op cit., p. 3

Article

CHAPTER THREE

3.0 METHODOLOGY

3.1 SAMPLE

The researcher concentrated only in Yatta educational division. The division has six educational zones, each with an assistant primary schools inspector, and a teachers' advisory centre tutor. The sample then was formed by the divisional education officer, the six zonal APSIs, the six TAC tutors and forty eight teachers. The teachers were divided into four categories. The first category was formed by twelve headteachers two selected randomly from each zone. The assistant teachers were stratified into three strata of the untrained teachers, the newly trained teachers (one to three years) and the old trained teachers (trained four or more years ago). Each educational zone had its teachers stratified into the three categories and each category had two teachers selected randomly. Each zone in total provided six assistant teachers.

The total sample was of sixty one persons, who included one educational officer, six APSIs, six TAC-tutors, twelve headteachers and thirty six assistant teachers.
3.2. DATA COLLECTION - TOOLS AND INSTRUMENTS

The researcher used both questionnaire and observation methods for data collection. A questionnaire booklet with five parts was prepared. The questionnaire had multiple choice questions with spaces provided for putting a tick for the chosen response. Part (I) of the questionnaire was made for the assistant education officers, part (ii) for the APSI part (iii) for TAC tutors, part (iv) for headteachers and part (v) for assistant teachers.

The researcher took questionnaire booklets personally to the APSIs who passed them to the selected teachers. He arranged with the APSI for an appropriate date of collecting the questionnaire booklets from his office. He held casual interviews with the TAC tutors to supplement the information in the questionnaire. The casual interviews were not scheduled but were held during the time the researcher was being taken round the centres to observe the facilities.
3.3. DATA ANALYSIS

The data was extracted from the questionnaire and arranged in table forms to ease comparison. The data was interpreted and reported by descriptive statistics. Reporting the findings was an attempt to answer the research questions and achieve the set objectives. Percentages were used to clarify some information. The tables showing the tabulation of data range from appendix IIi to II(iv).
This chapter concentrates on the analysis of data based on the responses to the research instrumentation. The findings of the study attempts to answer the basic research questions raised in the study. Reporting the findings is related to the research assumptions.

The chapter is subdivided into fifteen sections in the following order:

i) Introduction of TACS in Kenya

ii) The roles played by TACS in primary school education.

iii) The roles the TACS did not play while they were supposed to play.

iv) Problems facing the TACS.

v) Professional and academic qualifications of the personnel running the TACS.

vi) Special professional training required by TAC tutors.
vii) Terms of service and promotion of the TAC tutors

viii) Ambitions, motivation and job satisfaction of the TAC tutors.

ix) Facilities available at the TACS

x) Buildings and equipments

xi) Supporting staff

xii) Government plans for TACS

xiii) Staff in the field require the services of the TACS

xvi) Feedback loop.

4.1.1 Introduction of TACS in Kenya

In the 1963, plans of operation that lead to the inception of teachers advisory centres in Kenya, the functions of the TACS were stated very clearly, and it was believed that the TACS would be very useful if they were started as stipulated. This research project undertakes to confirm whether the TACS were required in Kenya and the roles they play in improving the quality of primary education.
A. Okumu gave the following as some of the reasons for starting the TACS in Ragwe educational division of South Nyanza. His findings are similar to the findings of this research in Yatta educational division of Machakos district.

a) Schools have been poorly staffed and have inadequate equipments. The TACS were supposed to supplement the inadequacy of equipments through improvisation, preparing of teaching aids and holding discussions with teachers on their common and pressing day to day problems.

b) Most teachers have remained poorly motivated, poorly trained and poorly qualified. Such teachers require professional advice form educational experts. The TAC tutors were supposed to act as experts. Most old teachers found it difficult to adjust and adapt the new changes in subject content, teaching methodology and the nature of the teaching and learning aids required. The TAC tutor were supposed to help them out of their problems.
c) Enrolment rates have increased and class sizes have continued to swell. Large classes have been difficult to handle professionally. It requires a lot of effort for an untrained teacher to manage a large class effectively. It also requires the trained teacher to plan very well inorder to handle such classes.¹

The government then provided teachers with an environment which took care of their problems. Such environments were best provided for in the form of TAC where teachers met an educational expert, discussed pressing problems, sought guidance, expressed opinions and observed what the experts had prepared as demonstration. In such gatherings, the teachers brought out some professional short comings and shared with each other the discoveries made in the classroom.

Analysis of responses from respondents confirmed that TACS in Yatta were started to serve the teachers and improve the deteriorating standards of education. Appendix II shows that out of the thirty assistant teachers interviewed, twelve visited the TAC to attend inservice while eighteen visited the TAC to attend subject panel meetings.
4.1.2 THE ROLES PLAYED BY TACS IN PRIMARY SCHOOL EDUCATION

The government had set objectives for the inception of the TACS before they were started. Prof. Ayot summarised the key roles to nine which were as follows:-

i) Inservice education centres

ii) Feedback and material dissemination centres

iii) Local curriculum development centres

iv) Centres for research in primary school methods of teaching

v) Research centres

vi) Education counselling centres

vii) Receiving centres

viii) Teachers' Colleges Contact centres and

ix) Centres that provided linkage between education provided by the schools and the education expected by the community.²

From the responses received from the respondents who were teachers, tutors and administrators, it can be stated that the TACS in Yatta were not performing all their functions.
Appendix II i to iv show the response and the numbers of respondents. Most of the teachers stated that the TACS performed the following duties.

   i) They provided inservice facilities.
   ii) They disseminated curriculum materials and received them from teachers.
   iii) They tried to develop local curriculum materials.
   iv) They acted as guidance and counselling centres.

The teachers, however, pointed out that the tutors faced a number of problems which prevented them from performing their duties as expected. The frequency of seminars was low, they were poorly organised and the tutors were not conversant with the real situations in the classrooms. Some teachers said that, some of the problems appeared to be beyond the control of the tutors.

The tutors themselves, as appendix II(iii) indicates stated that they knew their roles some of which were not achieved because of handicaps. The most pronounced handicaps were inadequate equipments and lack of relevant training.
However according to the teachers the tutors tried to help them.

4.1.3. THE ROLES THE TACS DID NOT PLAY ALTHOUGH THEY WERE SUPPOSED TO PLAY

From data analysis the TAC tutors identified the following as the duties they could not perform although they were supposed to:

i) They did not do research in primary school teaching methods.

ii) The TAC did not act as research centres.

iii) The centres were not contact centres with the teachers' colleges.

iv) The linkage between the education provided in schools and the education expected by the community was not possible.

Due to lack of skills, the tutors were unable to conduct research. Most tutors felt they required special training after appointment to enable them to carry out most of their duties successfully. They said that due to poor communication skills, contacting colleges was difficult.
All the six TAC tutors indicated that they communicated the educational policies to parents through parents' days and chief's meetings as shown in columns of appendix II\textsuperscript{(iv)}. Investigations and responses of teachers showed that there were too many schools for the tutors. It was difficult for these tutors to attend all the infrequent parents' days because most of them were held about the same time towards closing period. Immobility was a major handicap to the frequency of visits to schools to meet parents. Table \textsuperscript{IV(1)} shows that there were also too many teachers for the few tutors. e.g. Yatta East had 45 schools, 351 teachers for just one TAC tutor during the research period. The A.P.S.I. confirmed during the research that, some schools were too far from the centres. Given the Teacher-pupil ratio which is about 1:40 as shown by the same table. Teachers said that the classes were just too large especially because the shown ratios werenot real they were the records for the office. One teacher said that he had 75 pupils in his std. one class. Shortage of trained teachers and lack of classrooms could not enable him to reduce the class. He said that he could not get time to attend any seminar because they were only two in the school against two classes.
A number of teachers said that they did not think the tutors were competent enough to inservice them. One teacher said,

We were together in college with our tutor and I obtained better points than he did in the final exams, besides, his office is more empty than my classroom.  

Professor Indire, nominated M.P. recently when contributing in Parliament said

though teachers advisory centres have been around for sometime, they had not been effective and should be strengthened.
<table>
<thead>
<tr>
<th>ZONES</th>
<th>PRIMARY SCHOOL</th>
<th>TOTAL NUMBER OF TEACHERS</th>
<th>TOTAL NUMBER OF PUPILS</th>
<th>TEACHER-PUPIL RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>YATTA NORTH</td>
<td>28</td>
<td>268</td>
<td>10476</td>
<td>1:39</td>
</tr>
<tr>
<td>YATTA EAST</td>
<td>45</td>
<td>351</td>
<td>13535</td>
<td>1:39</td>
</tr>
<tr>
<td>YATTA CENTRAL</td>
<td>31</td>
<td>278</td>
<td>10744</td>
<td>1:39</td>
</tr>
<tr>
<td>YATTA SOUTH</td>
<td>28</td>
<td>163</td>
<td>4909</td>
<td>1:30</td>
</tr>
<tr>
<td>NDITHINI</td>
<td>22</td>
<td>170</td>
<td>7370</td>
<td>1:43</td>
</tr>
<tr>
<td>IKOMBE</td>
<td>25</td>
<td>209</td>
<td>7370</td>
<td>1:35</td>
</tr>
<tr>
<td>TOTAL</td>
<td>180</td>
<td>1439</td>
<td>54,364</td>
<td>1:38</td>
</tr>
</tbody>
</table>

NB: These figures reflect how the ratios should be but ideally the ratios are about 50.
4.1.4 PROBLEMS FACING THE TACS

The survey of the roles played by TACS in Yatta showed that, the centres faced a number of problems. The problems enumerated by the tutors and APSI include the following:

i) The method of financing the TAC centres was not clear and reliable. Facilities could not be bought because funds were not available.

ii) The tutors were not competent to handle the large numbers of very qualified/unqualified teachers.

iii) Tutors lacked guiding principles to their specific duties.

iv) The tutors deputised the APSIs more than doing their duties.

v) All the centres lacked equipment and offices had only a table and a chair.

vi) The TACS in the division were very far from the mother centre and therefore there was no contact between the centres and the Teachers' colleges. and finally

vii) Tutors did not reach schools easily because of lack of means of transport.
4.2.0 PROFESSIONAL AND ACADEMIC QUALIFICATIONS OF THE TUTORS

According to the government stipulations as stated by B. Odhiambo, a person should qualify for appointment as a TAC tutor after being professionally qualified as a PI and having taught for at least 5 years. According to the information obtained from the field, all the six tutors in the division had fulfilled the government requirement. One of them was an approved teacher, four were SI and the other one was a PI. Most of the tutors were originally PI and were promoted on merit through the government plan to elevate them. The promotion were purely on merit although the zonal APSI had some influence. Appendix II (iii) shows the situation in Yatta division.

4.2.1 SPECIAL TRAINING

All tutors in the division felt that, they highly required special training after appointment. It was their general feeling that they required orientation to the new office and its duties if they were going to be efficient.
4.2.2 TERMS OF SERVICE & PROMOTIONS OF THE TAC TUTORS

All the tutors were T.S.C. employees seconded to their new post. They all had been appointed from the classrooms and were not given further instructions pertaining to their new job. They did not have a scheme showing their terms of service and the modes and requirements for promotion. All the tutors interviewed thought that they could only be promoted to APSI and they did not know the requirements for promotion.

4.2.3 AMBITIONS, MOTIVATION AND JOB SATISFACTION OF THE TUTORS

All the tutors interviewed aspired towards promotions to a higher grade (once) but they did not know the grade and the requirements for promotion. They all worked with the APSIs as their immediate bosses who according to some tutors did not really expose them properly to the duties. One tutor said that the APSIs feared that the tutors might excel and out-shine them.
The working morale of the tutors was very low. Their offices were empty, they did not have the facilities they required and they could not answer some questions from teachers during seminars because they could not make some statements. The only job the tutors appeared to like was the evaluation tests organised by the division and the zones. Setting the tests brought the tutors close to teachers, and they discussed a variety of issues.

4.3.0 FACILITIES AVAILABLE IN THE TACS

4.3.1 Buildings

Government stipulation say that, the building housing the TAC should be a properly and adequate multi-purpose building which should house a library, a workshop, a lecture room and offices. In all the six centres in the division, there were newly constructed permanent buildings which were put up through harambee effort. The buildings were a single block which had several rooms housing numerous officers. In all the centres the TAC tutors had their offices adjacent to the APSIs.
There were no more rooms that could be used for the other requirements of the TACs. In most cases meetings were held under trees or under borrowed community space.

The TAC tutors offices had only a table and two chairs, space was very limited and nothing else could share the office with the officers. The local community did not know whether the buildings they put up for the officers were inadequate.

4.3.2 EQUIPMENTS

TAC Centres according to the government should have the following equipments. A videotape, radio, radiocassette, projectors and carpentry tools just to mention a few. In all the six centres in Yatta division only two had a copy typist and a typing machine which was shared by the tutors and the APSI.

The machines were donated by voluntary organisations. The other four centres used hired printery services whenever they required them. The cost was met by the pupils through the parents. Table IV.2 shows the equipments available in the centres.
<table>
<thead>
<tr>
<th>ZONES</th>
<th>EQUIPMENTS FACILITIES</th>
<th>PERMANENT BUILDING</th>
<th>PROPERLY PUT TAC</th>
<th>LECTURE ROOM</th>
<th>WORKSHOP</th>
<th>CARPENTRY TOOL OTHER EQUIP.</th>
<th>REF/BOOKS</th>
<th>TYPING MACHINE</th>
<th>COPY TYPIST</th>
<th>ASST. TUTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>YATTA NORTH</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>YATTA EAST</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>YATTA CENTRAL</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>YATTA SOUTH</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>NDITHINI</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>IKOMBE</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
4.4.0 SUPPORTING STAFF

Out of the six centres, only two had copy typists who according to the tutors were very important. They acted as their deputy when they were away, acted as office messenger and kept the centres open in their absence. In zones like Yatta East with 142 untrained teachers which was 40% of teachers. There is definately a lot of work required to assist them. Tutor would need an assistant to reach all the needy teachers effectively. Only 12 out of the 36 teachers who filled the questionnaires had visited the TAC for inservice while 18 visited the centres to attend subject panel meetings. Teachers indicated that, the frequency of the inservice meetings was very low.

4.4.1. STAFF IN THE FIELD THAT REQUIRED SERVICES OF THE TUTORS

Table IV. 3 shows the percentage of untrained teachers in the division. The percentages ranged from 33 to 44. These were very high percentages. Among the trained teachers, most of them were newly trained and others had been trained long ago.
All these categories required the services of a qualified tutor. In cases where the percentage of untrained were high like Ndithini and Ikombe, they definately required a number of tutors.

Table IV. 4 shows the comparison between the trained teachers and the number of streams. According to government stipulations, the lower primary classes must be taught by a trained teacher. This table shows that it would be impossible for the lower primary streams to have a trained teacher at any one given moment. If all the lower primary streams were taught by a trained teacher, very many upper primary classes would go without the guidance of the trained teachers. According to one administrator, they solved this problem by combining lower primary classes.

4.4.2. GOVERNMENT PLAN FOR TACS

The government proposed a plan to have a definite establishment for the centres. Each centre in future may have at least a qualified lecturer, two assistant lecturers and five supporting staff
namely a librarian, a typist, a driver, a messenger and a watchman. The centres would have a van or a minibus to help tutors travel with resource materials to the teachers in the division. This plan confirms the importance the government accords to the TACS despite the handicaps.
<table>
<thead>
<tr>
<th>ZONES</th>
<th>TRAINED TEACHERS</th>
<th>UNTRAINED TEACHERS</th>
<th>TOTAL NO. OF TEACHERS</th>
<th>% OF UNTRAINED TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YATTA NORTH</td>
<td>179</td>
<td>89</td>
<td>268</td>
<td>33</td>
</tr>
<tr>
<td>YATTA EAST</td>
<td>209</td>
<td>142</td>
<td>351</td>
<td>40</td>
</tr>
<tr>
<td>YATTA CENT.</td>
<td>174</td>
<td>104</td>
<td>278</td>
<td>37</td>
</tr>
<tr>
<td>YATTA SOUTH</td>
<td>96</td>
<td>67</td>
<td>163</td>
<td>41</td>
</tr>
<tr>
<td>NDITHINI</td>
<td>97</td>
<td>73</td>
<td>170</td>
<td>43</td>
</tr>
<tr>
<td>IKOMBE</td>
<td>118</td>
<td>91</td>
<td>209</td>
<td>44</td>
</tr>
<tr>
<td>TOTAL</td>
<td>873</td>
<td>566</td>
<td>1439</td>
<td>39%</td>
</tr>
</tbody>
</table>

1. NB The high % of the untrained teachers make the requirement of TAC'S Paramount.
2. The average no. of UTS in the division is about 39.
### TABLE IV. 4

**COMPARISON BETWEEN THE NUMBER OF TRAINED TEACHERS AND STREAMS**

<table>
<thead>
<tr>
<th>STREAMS &amp; ZONES</th>
<th>TOTAL STREAMS LOWER PRI.</th>
<th>TOTAL STREAMS UPPER PRI.</th>
<th>TOTAL NUMBER OF TRAINED TEACHERS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YATTA NORTH</td>
<td>127</td>
<td>135</td>
<td>179</td>
<td>In the morning session when all the lower primary class are manned by trained teachers only 52 trained teachers take upper primary.</td>
</tr>
<tr>
<td>YATTA EAST</td>
<td>153</td>
<td>185</td>
<td>209</td>
<td>When all the lower primary is manned by trained teachers 56 trained teachers take care of upper primary.</td>
</tr>
<tr>
<td>YATTA CENTRAL</td>
<td>125</td>
<td>144</td>
<td>174</td>
<td>49 trained teachers can be available for upper primary if the lower primary must be taught by trained teachers.</td>
</tr>
<tr>
<td>YATTA SOUTH</td>
<td>62</td>
<td>48</td>
<td>96</td>
<td>34 trained teachers are available for 48 class when the lower primary is being taught.</td>
</tr>
<tr>
<td>NDITHINI</td>
<td>93</td>
<td>91</td>
<td>97</td>
<td>4 teachers are available for upper primary when lower primary is in school.</td>
</tr>
<tr>
<td>IKOMBE</td>
<td>68</td>
<td>99</td>
<td>118</td>
<td>50 trained teachers are available for upper primary when lower primary is in progress.</td>
</tr>
</tbody>
</table>

**NB:** The few trained teachers available for streams, force the administration to have very large lower primary classes.
All the tutors in the six centres said that they did not know who their immediate bosses were. They said that they gave out information to any office whenever it was required. Among the offices information was given were the inspectorate, the D.E.O. and the TSC through the APSIs. They said that, they did not have clearly defined methods of follow up activities on the implementation of the new curriculum materials. However, the APSI often called headteachers' meetings to discuss and express their day to day problems.

The tutors felt that teachers adjusted to any curriculum material very fast as long as it was testable in the public examination. Teachers said that the most important feedback was provided by the results of the examinations.

Tutors did not relate well to the teachers' colleges. Their relationship could have helped to link the preservice to the inservice training. There was hardly any relationship between the communities and the educational agencies. Tutors and APSIs said that, the chief meetings and school parents' days were some of the forums they explained to the communities the education expectations.
Headteachers assisted the tutors and education agencies in explaining the government policies to the teachers and parents.
FOOTNOTES

1. A. Okumu, A study of the roles played by the teachers' advisory centres in Rangwe division of South Nyanza district (M.Ed.) P.T.E. Project 1986. p.78.


3. Interview with an assistant teacher Ianguni primary school - Yatta North.


The importance of the establishment of TACS has been underestimated. If the TACS were given the importance they deserve they could have been established with respect to the recommendations of the plan of operation of 1963. Proper building would have been put up and the required personnel would have been recruited. Yatta division just like the other divisions in the country has had a very large number of untrained teachers.

If the TACS were to serve their purpose successfully, they should have been housed in proper structures to enable the tutors to accord the teachers the service they required. Equipments were not available in all the centres in the division. The personnel running the centres was unqualified.

The division has had very many pupils for very few teachers. The teacher pupil ratio was very high about 1:60. Lower primary classes were very many compared to the number of trained teachers.
If the government requirement were followed of one trained teacher for one class in lower primary, a lot of classes in upper primary would go unattended.

The frequency of seminars and courses has been very low. Refresher courses were non-existence and most teachers stayed in the classrooms for very long without the required exposure to new materials and methods of teaching. Teachers' knowledge on subject content required inservice training which was not regular.

The quality of education has been very low and is bound to remain so if the quality of teachers is not improved. Improvement of teachers' quality is only possible through organisation of seminars and courses. It should be noted that teachers have numerous problems both personal and professional. An attempt to solve these problems is paramount and can possibly be done through the TACS.

The tutors were not given special training after appointment. It was emphasised that the tutors desperately required special professional training besides their initial training.
Constant training would keep the tutors abreast with modern methods of teaching and would make them feel competent and confidence on the job.

The tutors did not have supporting staff which they required. They definitely required the services of a copy typist, messenger and an assistant tutor to act when he was away. The centres lacked properly defined source of income and hence lacked all the necessary equipment.

The TAC tutors did not have a scheme of service and their terms of service were not clearly known which affected the tutors' morale. Schools were widely scattered and there were very few officers for very many schools.

The tutors did not identify any linkage between the preservice and the inservice courses. Lack of this linkage produced graduates who could not harmoniously work with the old trained teachers. New College graduates entered the field with very many theoretical ideas which they wanted to try out, while the old teachers had already tried most of them out and knew that could work and those that could not.
The APSIs did not assist to the TAC tutors towards job maturity. Most of the APSIs saw the tutors as their potential enemies on job and kept them very far from their offices.

5.2 CONCLUSION

There were very many primary school pupils for very few teachers. Most of the few teachers were untrained and were in schools located very far from the TAC centres. There was such a high work load that teachers could not get adequate time to attend inservice courses whenever they were arranged. It was reflected that, the untrained teachers could hardly cope up with the bulky of the work they had besides their other problems. This fact made the quality of education low.

The duties of the TAC tutors were not clearly defined during appointment. This made the tutors' work unguided and the working was very difficult. The poor and uncertain terms of service failed to motivate the tutors. The poorly put up buildings in all the centres made the work very difficult. Prepared teaching aids for demonstration lessons could not be preserved, there was no room for seminars and no library.
Inadequate and indefinite supply of funds made the centres lack essential facilities and equipments which made the tutors inactive. The tutors could not move with resource materials to schools because of lack of vehicles. This fact alone was a real handicap and made tutors to stay within their stations.

The tutors in the centres did not have supporting staff which made the job unpleasant, monotonous and intolerable. The communities around most of the centres did not support the centres because they did not understand what the centres were supposed to be doing. By the period this research project was going the government had implemented the programme of transferring the APSI to work away from their home districts. The APSIs the researcher found in Yatta had not adjusted because they were only a few months old. The tutors appeared to be doing most of zone's administrative jobs.

The ministry did not have a clearly defined follow up and feedback channels. This aspect isolated the tutors from the ministry's agencies, the community and the schools. Due to lack of guidance then, the tutors lack a properly defined sense of direction.
5.3. RECOMMENDATIONS

After appointment, the TAC tutors should be given special training to make them conversant with their new job. Alternatively, appointments could be done to more qualified personnel who would command more respect from the teachers. Such people could be drawn from graduates of Bachelor of Education (Primary Option). These graduates are very conversant with the primary school methods of teaching.

Tutors require a comprehensive and clearly defined scheme of service so that they could be motivated and have a high working morale. Sources of funds should be known to the tutors and funds should be made available to equip the centres with the required equipments and other facilities.

Properly structured buildings should be constructed so that all the equipments and other facilities can acquire space. The government proposal of providing supportive staff should be hurried so that the few tutors available are not strained beyond their abilities and capabilities. If a clear distinction was made between the duties of the APSI and the TAC tutors,
one would not deputise the other. Mobility of the centre tutors required to be given a priority. The government could provide soft-loans for purchase of motor-bicycles for the centre tutors and arrange to reimburse them mileage at the end of the month.

5.4. **SUGGESTIONS FOR FURTHER RESEARCH**

Because of limitations and delimitations of this research project, the researcher could not extensively explore all the aspects related to the problem of study. The researcher could not then arrive at a very comprehensive valid conclusion that could be widely applicable. The researcher therefore feels that more research could be done on areas related to the problem. On the basis of the data collected, analysed and the findings, the following suggestions for further research study could be made in this regard:

i) Financial requirements for a TAC to be fully established.

ii) Development of feedback activities from the teachers in the field and the ministry of education.

iii) Development of positive attitude towards the TAC by both the untrained teachers and the trained teachers based on inservice.
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APPENDIX I

Kenyatta University
Dept. of Com./Tech
P.O. Box 43844
NAIROBI.

Dear respondent,

You have been randomly selected to form a sample of a research project investigating the role of teachers' advisory centres in primary school education in Yatta division. Responses to the questions in this questionnaire will provide basic information for the research project.

The information you will provide will be treated confidentially and for the purpose of the research only. Your name therefore need not appear anywhere in the booklet. The researcher will highly appreciate your assistance and cooperation.

Thank you.

Yours faithfully,

KIMINZA, A.O.M.

c.c.l Dr. M.N. Barasa
Kenyatta University
P.O. Box 43844;
NAIROBI.

2. All respondents
APPENDIX I (i)

QUESTIONNAIRE FOR THE DIVISIONAL EDUCATION OFFICER

Please put a tick in the box \[\checkmark\] against the most appropriate response(s) you have chosen.

Example:

I was trained in
(a) Kilimambogo T. College
(b) Machakos T. College\[\checkmark\]
(c) Iregi T. College
(d) Nairobi University

Q1. I am professionally a
(a) University graduate
(b) An approved teacher
(c) S.I. teacher
(d) P. I teacher
(e) P. II teacher

Q2. My academic qualification is
(a) University graduate
(b) Form six
(c) Form four
(d) Form two
(e) Any other (specify)_____________________

Q3. My division has had the following number of teachers' advisory centres:
Q3. (a) 5 and more
(b) 3 - 4
(c) 1 - 2
(d) None

Q4. The locations of the TACs were:
(a) Selected by the D.E.O.
(b) Recommended by Division Development Committee
(c) Recommended by the local M.P.
(d) Any other (specify______________________)

Q5. My teaching experience before appointment was:
(a) More than 20 years
(b) 10 - 19 years
(c) 5 - 9 years
(d) 1 - 4 years
(e) Any other (specify______________________)

Q6. Materials, equipments and facilities for the TAC are procured through.
(a) Harambee basic
(b) School equipment scheme
(c) Mother TAC
(d) Donation by Donor agencies
(e) Grants from the Ministry
Q7. Materials are disseminated to the TACs by
   (a) Tutors
   (b) A vehicles from the D.E.O.
   (c) Matatus
   (d) Any other (specify______________________)

Q8. Put a tick to show any of the roles you think the TACs play. (You can tick many)
   (a) Prepare teaching aids
   (b) Inservice teachers
   (c) Conduct research on teaching methods
   (d) Organize local discussions
   (e) Advise teachers
   (f) Any other (specify______________________)

Q9. How successful do you think the TAC are achieving the objectives for which they were set?
   (a) Very successfully
   (b) Successfully
   (c) Fairly successfully
   (d) Hardly successfully

Q10. The division organises some of the following forums/seminars for the TAC tutors
     (a) Divisional subject panels
     (b) Divisional joint trial exams
     (c) Divisional TAC tutor meetings
     (d) Any other (specify_______________)
Q11. The organizer of the forums mentioned (in no. 10) above is:-

(a) Teachers advisory centres tutors (central zone)
(b) Divisional education officer
(c) D.E.Os representative
(d) Chairperson of the divisional TAC tutors
(c) Any other (specify__________)

Q12. How were the buildings accommodating the TAC obtained in your division?

(a) Renovated classrooms
(b) Rooms rented in shops
(c) Through fund raising
(d) Donated community offices
(e) Any other (specify__________
APPENDIX I(ii)

QUESTIONNAIRE FOR THE ASSISTANT PRIMARY SCHOOLS INSPECTOR

Please put a tick in the box against the most appropriate response you have chosen.

Example:

The name of my educational zone is:

(a) Yatta East
(b) Yatta Central
(c) Yatta West
(d) Yatta North

Q1. My academic qualification is:

(a) University graduate
(b) Form six
(c) Form four
(d) Form two
(e) Any other (specify )

Q2. My professional qualification is

(a) University graduate
(b) An approved teacher
(c) S.I. teacher
(d) P.I. teacher
(e) P. II teacher
(f) Any other (specify )
Q3. My teaching experience before appointment as an APSI was:

(a) More than 20 years
(b) 10 - 19 years
(c) 5 - 9 years
(d) Less than 5 years

Q4. Information and new curriculum materials are disseminated to schools by:

(a) Teachers who come to collect them
(b) TAC tutor who take them to schools
(c) Matatu drivers
(d) Post office

Q5. Teachers' knowledge on subject matter and new methods of teaching are updated through:

(a) Inservice courses
(b) Seminars
(c) Workshops
(d) Passing circular letters
(e) Any other (specify___________)

Q6. The TAC is useful to me in the following ways:

(a) Provides refresher courses to teachers
(b) Prepares demonstration lessons
(c) Updates teachers knowledge
(d) Any other (specify___________)
Q7. I inspect and supervise teachers when

(a) A report about a teacher is required
(b) Parents complain about a teacher
(c) Performance in exams is low in his subject
(d) They apply to be seen for upgrading
(e) Any other (specify________________)

Q8. The untrained teachers are assisted through:-

(a) Seminars
(b) Inspection
(c) Supervision by head teachers
(d) Any other (specify________________)

Q9. The zonal TAC tutor is useful to me in the following ways (indicate as many as possible)

(a) Assists the untrained teachers through discussions in seminars
(b) Prepares demonstration lessons for teachers.
(c) He organizes local subject panels for discussions
(d) Prepares reports as feedback to the Ministry
(e) Visits near by colleges and talks to teachers on new teaching methods
(f) Any other (specify________________)
Q10. The local community is informed about the school expectation and new changes through:

(a) The chiefs' meetings
(b) Parent days in schools
(c) General meetings in schools
(d) Circular letters to parents through school
(e) Any other (specify__________________ )
QUESTIONNAIRE FOR TEACHERS' ADVISORY CENTRE TUTORS

Please put a tick in the box against the most appropriate response(s) you choose.

Example:

I travel to schools by:

(a) Motor bicycle
(b) Personal car
(c) Public transport
(d) Walking on foot
(e) Any other (specify___________)

Q1. My academic qualification is

(a) University graduate
(b) Form six
(c) Form four
(d) Form two
(e) Any other (specify___________)

Q2. My professional qualification is:

(a) University graduate
(b) An approved teacher
(c) S.I. teacher
(d) P.I teacher
(e) P. II teacher
(f) Any other (specify___________)
Q3. Before my TAC appointment, I had taught for:

(a) More than 20 years
(b) 10 - 19 years
(c) 5 - 9 years
(d) Less than 5 years

Q4. I have been in the TAC for:

(a) 10 - 15 years
(b) 5 - 9 years
(c) 2 - 4 years
(d) Less than 2 years

Q5. I have attended the following courses for updating my knowledge since my appointment:

(a) Courses organised by the Ministry
(b) Seminars organized by the D.E.O.
(c) Residential training organized by the Ministry
(d) Workshops organized by the Ministry
(e) Any other (specify__________)
(f) One room for all purposes
(g) Any other (specify

Q7. The teachers' advisory centre in the zone is located in a:

(a) Teacher's college
(b) Temporary building
(c) Primary school classroom
(d) Secondary school classroom
(e) A.E.Os office
(f) Any other (specify

Q8. The following equipments are available in the TAC in this zone:

(a) Reference books
(b) Radio
(c) Camera
(d) Tape recorder
(e) Slide projector
(f) Overhead projector
(g) Typing machine
(h) Duplicating machine

Q9. The following staff members assist me in running the centre:

(a) Copy typist
(b) Assistant tutor
(c) Office messenger
(d) Clerk
Q10. Workshops for teachers organized by the centre include:

(a) Subject panel seminars  
(b) Panels for setting and marking zonal exams  
(c) General workshops  
(d) Any other (specify) 

Q11. The TAC is financed by:

(a) Ministry of Education  
(b) " " " through D.E.O.  
(c) Donors send donations direct to the centre  
(d) Harambee funds  

Q12. The equipments in the centre were:-

(a) Bought through harambee effort  
(b) Given from the Kenya equipment scheme  
(c) Given by the ministry through the D.E.O.  
(d) Any other (specify) 

Q13. I travel to schools by:

(a) Public transport  
(b) A motor bike  
(c) A bicycle  
(d) Walking  
(e) My own vehicle
Q14. The number of school the zone has is:

(a) More than 40  
(b) Between 30 and 39  
(c) Between 20 and 29  
(d) Less than 20

Q15. The building where the centre is located was:

(a) Constructed through Harambee effort  
(b) Donated by the community  
(c) An office was renovated  
(d) A classroom was renovated

Q16. Participants to workshops and seminars in the centre are:

(a) Selected by headteachers  
(b) Selected by the tutor  
(c) Recommended by the APSI  
(d) Any other (specify__________)

Q17. New materials are disseminated to schools through:

(a) Teachers who collect them from the centre  
(b) A government vehicle which distributes them  
(c) The post  
(d) Any other (specify__________)
Q18. To be promoted to the next grade, I must:

(a) Be inspected and qualify
(b) Fulfil some laid down conditions
(c) Serve for a given period
(d) Any other (specify_________________)
APPENDIX I(iv)

QUESTIONS TO BE ANSWERED BY THE HEADTEACHERS

Please put a tick in the box [✓] against the most appropriate response you have chosen.

Example:

I was appointed a headteacher:

(a) More than 20 years ago. [ ]
(b) Between 10 to 19 years ago. [✓]
(c) Between 5 to 9 years ago. [ ]
(d) Less than 4 years ago. [ ]

Q1. My academic qualification is:

(a) University graduate [ ]
(b) Form six [ ]
(c) Form four [ ]
(d) Form two [ ]
(e) Any other (specify____________________) [ ]

Q2. My professional qualification is:

(a) University graduate [ ]
(b) An approved teacher [ ]
(c) S.I. teacher [ ]
(d) P.I teacher [ ]
(c) P. II teacher [ ]
Q3. Recently I attended the following seminars organized by the TAC tutor:

(a) Local subject panel meeting
(b) Setting local zonal exams
(c) Workshop for preparing teaching aids
(d) Seminar to discuss new teaching methods
(e) Any other (specify___________)

Q4. I have seen the following teaching aids in the TAC:

(a) Globe showing the Earth
(b) Science kit for teaching science
(c) General materials for teaching maths.
(d) Any other (specify___________)

Q5. Refresher/inservice courses for qualified teachers organized by the TAC include:

(a) New curriculum materials.
(b) Workshops on teachers' problems.
(c) Seminars on best teaching methods.
(d) New teaching approaches.

Q6. Participants to workshops and seminars organized by the TAC tutors are chosen by:

(a) TAC tutors
(b) Headteachers.
(c) APSI
(d) Teachers nominate others in their schools

Q7. I supervise and inspect my teachers when:

(a) A report is needed by A.P.S.I.
(b) Pupils complain about the efficiency of the teachers.
(c) Parents bring reports about the teachers
(d) A guest is about to visit the school.
(e) I suspect the teachers' work.

Q8. I assist the untrained teachers in the following ways in my school:

(a) Advise them on general professional conduct.
(b) Give them samples of schemes of work, lesson notes and lesson plans to look at:
(c) Attach a untrained teacher to a trained teacher.
(d) Discuss with them their problems in a friendly atmosphere.
QUESTIONS FOR THE ASSISTANT TEACHERS

Please put a tick in the box against the most appropriate response(s) you have chosen.

Example:

I am most qualified to teach:

(a) G.H.C.  
(b) Social Studies  
(c) Science  
(d) Agriculture

Q1. My professional qualification is:

(a) University graduate  
(b) An approved teacher  
(c) S.I. teacher  
(d) P.I teacher  
(e) P. II teacher  
(f) P. III teacher  
(g) Untrained teacher

Q2. My academic education is of:

(a) University level  
(b) Form six level  
(c) Form four level  
(d) Form two level  
(e) Std. seven level  
(f) Any other (specify)
Q3. I have been a trained teacher for:

(a) More than 20 years
(b) Between 10 to 20 years
(c) Between 5 to 9 years.
(d) Between 2 to 4 years
(e) Less than 2 years

Q4. I have been an untrained teacher for:

(a) Between 10 to 20 years
(b) " 5 to 9 years
(c) " 2 to 4 years
(d) Less than 2 years

Q5. Participants to seminars are selected by:

(a) The head teacher
(b) The tutor
(c) Teachers nominate among themselves
(d) Education Officer

Q6. I was inspected by the APSI

(a). More than 5 years ago
(b) From 4 to 3 years ago
(c) From 1 year to 2 years ago
(d) Never been inspected

Q7. The inspection helped me to:

(a) Improve my teaching approach
(b) Improve the way I used to reinforce pupils.
(c) Know how to write instructional objectives
(d) The inspection did not help me much.

Q8. I have visited the TAC to:

(a) Attend inservice course
(b) " a subject panel meeting.
(c) " a seminar on new curriculum materials
(d) Attend a seminar on making teaching aid

Q9. The supervision helped me to:

(a) Improve my teaching approach
(b) Improve the way I used to reinforce pupils
(c) Improve my style of writing instructional objectives.
(d) The supervision did not help me much.

Q10. In the school where I am teaching now:

(a) We do not use teaching aids.
(b) Teachers prepare their own teaching aids depending on their creativity.
(c) The head-teacher requires teachers to use some aids.
(d) We do not need teaching aids
### APPENDIX II.1

#### ASSISTANT TEACHERS' RESPONSES:

<table>
<thead>
<tr>
<th>ACADEMIC QUALIFICATION</th>
<th>PROFESSIONAL QUALIFICATIONS</th>
<th>PERIOD OF SERVICE</th>
<th>PERIOD TAUGHT AS UN-TRAINED TEACHER</th>
<th>WHO APPOINTS TEACHERS FOR SEMINARS</th>
<th>FREQUENCY OF INSPECTION</th>
<th>IMPORTANT OF INSPECTION</th>
<th>REASONS FOR VISITS TO TAC</th>
<th>USE OF TEACHING AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-F6</td>
<td>12-PI</td>
<td>3-MORE THAN 20 YRS.</td>
<td>3-BETWEEN 10-20 Yrs.</td>
<td>12 selected by Heads</td>
<td>25 INSPECTED BETWEEN (1-2 yrs.)</td>
<td>20 helped attended 12 teachers</td>
<td>5 NEVER INSPECTED</td>
<td>10 attended aids</td>
</tr>
<tr>
<td>12-F4</td>
<td>4-PII</td>
<td>4-BETWEEN 10-20 Yrs.</td>
<td>6 BETWEEN 5-9yr</td>
<td>5 selected by TAC tutors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-F2</td>
<td>6-PII</td>
<td>13 BTN. (5-9yrs)</td>
<td>10 BETW. (2-4)</td>
<td>8 teachers nominate themselves</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-Std6</td>
<td>8-VTS</td>
<td>5 BTN (2-4yrs)</td>
<td>11 LESS THAN 2 yrs.</td>
<td>5 AEO Appoints</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 LESS THAN 2 yrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of Assistant teachers and the response made:**

88
### APPENDIX II
#### HEADTEACHERS' RESPONSES

<table>
<thead>
<tr>
<th>Numbers of Headteachers &amp; their responses</th>
<th>ACADEMIC QUALIFICATION</th>
<th>PROFESSIONAL QUALIFICATION</th>
<th>NATURE OF SEMINARS ATTENDED AT TACS</th>
<th>TEACHING AIDS SEEN AT TAC</th>
<th>PURPOSE OF ATTENDING SEMINARS</th>
<th>NATURE OF SELECTING PARTICIPANTS TO SEMINARS</th>
<th>WHEN INSPECTION WAS DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 was form 1</td>
<td>1 was SI</td>
<td>3 attended subject panel meeting</td>
<td>2 saw a science kit.</td>
<td>5 attended seminars on new curriculum materials</td>
<td>2 were selected by TAC tutors</td>
<td>4 when pupils complained about a teacher</td>
<td>4 when pupils complained about a teacher</td>
</tr>
<tr>
<td>6</td>
<td>3 were PI</td>
<td>6 went to set examination</td>
<td>6 saw general materials for teaching maths.</td>
<td>3 were selected by headteachers</td>
<td>2 were selected by APSI</td>
<td>2 when parents complained</td>
<td>2 when parents complained</td>
</tr>
<tr>
<td>3 were form 4s</td>
<td>7 were PII</td>
<td>2 went to discuss teaching methods</td>
<td>3 saw no teaching aid</td>
<td>2 attended workshop on teaching problems</td>
<td>4 teachers nominated themselves</td>
<td>5 when the teachers' work was suspected</td>
<td>5 when the teachers' work was suspected</td>
</tr>
<tr>
<td>6 were form 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 was std 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **ACADEMIC QUALIFICATION**
  - 1 was form 1
  - 6
  - 3 were form 4s
  - 6 were form 2
  - 1 was std 7

- **PROFESSIONAL QUALIFICATION**
  - 1 was SI
  - 3 were PI
  - 7 were PII

- **NATURE OF SEMINARS ATTENDED AT TACS**
  - 3 attended subject panel meeting
  - 6 went to set examination
  - 2 went to discuss teaching methods

- **TEACHING AIDS SEEN AT TAC**
  - 2 saw a science kit.
  - 6 saw general materials for teaching maths.
  - 3 saw no teaching aid

- **PURPOSE OF ATTENDING SEMINARS**
  - 5 attended seminars on new curriculum materials
  - 2 attended workshop on teaching problems
  - 2 attended seminars on teaching methods

- **NATURE OF SELECTING PARTICIPANTS TO SEMINARS**
  - 2 were selected by TAC tutors
  - 3 were selected by headteachers
  - 2 were selected by APSI
  - 4 teachers nominated themselves

- **WHEN INSPECTION WAS DONE**
  - 4 when pupils complained about a teacher
  - 2 when parents complained
  - 5 when the teachers' work was suspected
<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Professional Qualification</th>
<th>Period of Service Before Appointment</th>
<th>Period of Service As TAC</th>
<th>Facilities Available</th>
<th>Equipment Available</th>
<th>Supporting Staff</th>
<th>Workshops Organised by TAC for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Form 6</td>
<td>1 - ATS</td>
<td>3 tutors for more than 20 yrs.</td>
<td>2 tutors for between (5-9) yrs.</td>
<td>1 lecture room available</td>
<td>4 centres had Ref. Books</td>
<td>2 centres had a copy typist</td>
<td>3 tutors organised subject panel seminars</td>
</tr>
<tr>
<td>4 Form 4</td>
<td>4 - SI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 tutors organised panels for setting internal examinations</td>
</tr>
<tr>
<td>1 - PI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sources of Funds to Finance TAC**

- 2 centres got funds from the ministry through DEO
- 2 centres got donations directly from donors
- 2 got funds from harambee efforts

**Acquisition of Equip.**

- 1 centre bought equipment through harambee efforts
- 4 centres got supplies from school equipment scheme
- 1 centre got from ministry
- 2 by public transport
- 4 walked to schools

**Nature of Transport to Schools**

- Yatta N.
- Yatta E.
- Yatta C.
- Yatta S.
- Ndithini
- Ikombe

**Number of Schools in the Zone**

- 28
- 45
- 31
- 28
- 22
- 25

**Acquisition of Building**

- 4 put up through harambee efforts
- 2 renovated offices

**Mode of Selection of Teachers for Seminars**

- 1 selected by heads
- 4 selected by tutors
- 1 recommended by APSI

**Method of Dissemination of Materials**

- 6 tutors said teachers collected materials

**Requirements for Promotions**

- 4 said one must be inspected & qualify
- 2 said one must serve for a given period.
## A.P.S.I. RESPONSES

<table>
<thead>
<tr>
<th>ACADEMIC QUALIFICATION</th>
<th>PROFESSIONAL QUALIFICATION</th>
<th>TEACHING EXPERIENCE BEFORE APPOINTMENT</th>
<th>METHOD OF DISSEMINATION OF MATERIAL</th>
<th>COURSES ATTENDED FOR UPDATING TEACHERS KNOWLEDGE</th>
<th>USEFULNESS OF TAC APSI</th>
<th>WHEN INSPECTION IS DONE</th>
<th>ASSISTANCE ACCORDING TO UTS BY APSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-F6</td>
<td>2-ATS</td>
<td>2 had taught for more than 20 yrs.</td>
<td>2 said that teachers collect them.</td>
<td>6 APSIs said that they organise courses.</td>
<td>4 said that inspection was done when a report was needed</td>
<td>4 Through seminars</td>
<td></td>
</tr>
<tr>
<td>2-F4</td>
<td>4-SI</td>
<td>3 had taught for between (10-9 yrs)</td>
<td>1 said that tutors took them to schools</td>
<td>1 said that tutors prepared demonstration lessons</td>
<td>1 said that inspection was done when parents complained about a teacher</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1 had taught for less than 5 yrs.</td>
<td>3 said that materials were posted to schools</td>
<td>1 updated teachers professional knowledge.</td>
<td>3 Inspection was done when performance was poor.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 It was done when a teacher applied to be seen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 It was done as a routine.</td>
<td></td>
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</tr>
</tbody>
</table>

Through seminars
2 through inspection and feedback.
2 through supervision by head teachers
Appendix IV (Contd.)

<table>
<thead>
<tr>
<th>USEFULNESS OF TAC TUTORS ON TEACHERS TO APSIs</th>
<th>INFORMATION TO THE COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - Assisted through discussion</td>
<td>5 - Through chiefs meetings</td>
</tr>
<tr>
<td>2 - Prepared demonstration lesson for teachers</td>
<td>4 - During parents days in schools</td>
</tr>
<tr>
<td>3 - Organised local subject panels.</td>
<td>3 - During circular letters to schools</td>
</tr>
<tr>
<td>4 - Prepared reports as feedback to the relevant educational agencies.</td>
<td></td>
</tr>
</tbody>
</table>