FACTORS INHIBITING EFFECTIVENESS OF TEACHER ADVISORY CENTRES IN PROMOTING QUALITY LEARNING IN IMENTI NORTH SUB-COUNTY

BY

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DECLARATION

The Research Project is my original work and has not been presented to any other university for a degree or any other award.

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DEDICATION

I dedicate this project to my husband Mr. Kirimi and my sons Ted, Jim and Antony.
ACKNOWLEDGEMENT

I acknowledge my supervisors: Prof. Grace Bunyi and Dr. L.I Libese from Department of Educational Management, Policy and Curriculum Studies, Kenyatta University for their guidance during the writing of this project. If it was not for their guidance, this work could not have been completed.

I also acknowledge the DEOs, TAC tutors and teachers from Imenti North sub-County for giving me information which I required for the study.
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<tr>
<td>APSI</td>
<td>Assistant Primary Schools Inspectors</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
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<tr>
<td>INSET</td>
<td>In-Service Education and Training</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Schools</td>
</tr>
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<td>KEMACA</td>
<td>Kenya Educational Management Capacity Assessment</td>
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<td>KCPE</td>
<td>Kenyan Certificate of Primary Education</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<td>QASO</td>
<td>Quality Assurance and Standards Officers</td>
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<tr>
<td>PDE</td>
<td>Provincial Director of Education</td>
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<td>PSI</td>
<td>Primary Schools Inspectors</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>TRCs</td>
<td>Teachers Resource Centres</td>
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<td>TACs</td>
<td>Teacher Advisory Centres</td>
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<td>TSC</td>
<td>Teacher Service Commission</td>
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<td>TTCs</td>
<td>Teacher Training Colleges</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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ABSTRACT

Teacher Advisory Centres (TACs) were started as a form of teacher resource centres for the primary schools. The centres were incorporated in the 1963 plan for the establishment of the primary school inspectorate and were used as extensions for the inspectorate in the areas of supervisory services in the country. Despite the establishment of the centres, they are perceived not to have achieved the objectives for their institution. The purpose of this study was to determine factors inhibiting the effectiveness of Teacher Advisory Centres in promoting quality learning in Imenti North Sub-County. The study was guided by the following specific objectives: to identify the professional qualifications of Tutors serving in Teacher Advisory Centres in Imenti North Sub-County, to find out whether the availability of resources inhibits the effectiveness of Teacher advisory centres, to determine the effect of teachers’ perception of the services offered by Tutors on the effectiveness of TACs and to recommend on the ways of improving the efficiency of Teacher Advisory Centres in Imenti North Sub-County. Descriptive survey design was used for the study. The study was carried out in Imenti North Sub-County. The population for the study were TACs and primary schools in Imenti North sub-County. The study targeted TAC tutors, DEOs and teachers in primary schools in the Sub-County. Simple random sampling technique was used to sample teachers for the study. A total of 55 respondents were targeted by the study (this included seven TAC tutors, three DEOs and 45 teachers) out of whom 52 responded (including three DEOs, seven TAC tutors and 42 teachers) giving a response rate of 95%. Questionnaires, interview schedules and observation check list were used as instruments for data collection. Questionnaires were used to collect data from TAC tutors while the interview schedules were used to collect data from the DEOs and teachers. Observation check list was used to establish the availability and adequacy of different resources in the resources centres. Statistical Package for Social Sciences (SPSS) package was used to analyze the quantitative data. Descriptive statistics such as means, frequencies and percentages were used to analyze the data. The analyzed data was presented in form of tables, pie-charts and bar-graphs where applicable. The study found that the Tutors were professionally qualified for their work. This was evidenced by the fact that 43% of the tutors were bachelor degree holders and that all had served as teachers before promotion and were therefore considered professionally qualified for their posts. The study also found that all the TAC tutors attended training for their professional development. Regarding the availability of resources, the study found that 71% of the respondents indicated that the tutors were inadequate and that the libraries were not available as indicated by 43% of the respondents. On teachers’ perception of the services offered by TAC Tutors, the study found that the tutors often organized training workshops for teachers as indicated by 86% of the respondents. The study also found that teachers rarely visited the centres for advice and to search for resources as indicated by 76% of the respondents. It was concluded that professional qualification was not a factor inhibiting the effectiveness of the TACs while availability of resources and the relationship between teachers and TACs affected their effectiveness. The study recommended that the government through the ministry of education should set up funds to upgrade the centres through the provision of necessary resources and facilities to ensure their effectiveness. It was finally recommended that another study be done in other counties on the benefits of TACs which was not the concern of this study.
CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter presents information on the background of the study, statement of the problem, research objectives and questions, limitations of the study, significance of the study, limitations and scope of the study and assumptions of the study. The chapter ends with the theoretical framework, conceptual framework and the definition of operational terms.

1.1 Background of the Study

Most African countries are battling with illiteracy, inequity and lack of quality and relevance of their education systems and Kenya is no exception (Odhiambo, 2008). Sallis (1993) emphasized that quality is at the heart of most education policy agendas and that improving quality is probably the most important task facing many educational systems. According to the 2005 Education for All Global Monitoring Report, the quality of education remains very poor in most Sub-Saharan African countries (Republic of Kenya, 2005).

The origin of Teacher Advisory Centres can be attributed to the McNeil Report of the Board of Education 1944, in Britain which recommended the setting up of a building which could become an education centre of an area, to be used for the purpose of meetings of the kind decided on by the members of the teaching profession. Hanson (1975) makes reference to the James Report of 1942 which stated that pre-service teacher
training is only one aspect of professional teacher education and beyond that, there is continuous personal education and in-service training. Report by Shiundu and Omulando (1992) recommended the establishment of local resource centre for teachers to meet their day to day educational and professional needs.

Shiundu and Omulando (1992) cite Thornbury as suggesting that a good working definition for a teachers’ centre is a meeting place for at least two people concerned with learning; British educational scene of 1960s made establishment of teachers’ centre inevitable to provide neutral settings where discussion could go on away from administrative and school atmosphere. The educational scenes included; developing teacher control of local examination in secondary schools, developing mathematics project materials by teachers in groups and the establishment and development of large comprehensive schools.

According to United Nations Educational, Scientific and Cultural Organization (1975), Teacher Advisory Centres (TACs) in Kenya were established through a collaboration between the Kenyan government and UNESCO/UNICEF for the improvement of teaching in primary schools in 1963. The plan stipulated that each district in Kenya was supposed to have one TAC to serve as a local course centre for groups of teachers. They were supposed to be kept open for teachers seeking advice and help. According to the agreement, United Nations Educational, Scientific and Cultural Organization was to provide technical advice and guidance in planning and implementation of the project through its secretariat and experts assigned to the project. United Nations Children's Fund (UNICEF) was to provide some basic equipment, transport, salaries and subsidies as well as training agents. United Nations Educational, Scientific and Cultural Organization
(1975) further states that the Kenyan government was to provide premises, personnel and recurrent finances of the centres. Despite the agreement and the establishment of the centres, they have been faced with different challenges in achieving the objectives for which they were established. On the other hand, Sirfung (1978) stated that teacher education and training is equally important since because they are charged with the responsibility of imparting useful knowledge, skills, attitude, values, and other competencies to the young generation so that they can effectively learn in order to productively take part in national development.

United Nations Educational, Scientific and Cultural Organization (1975) observes that the world is undergoing drastic technological, political, social, economic and cultural changes. This calls for dynamism in education so as to equip the youth with the global changes and innovations. By extension, Odhiambo (1978) noted that teachers as curriculum implementers have to be continuously in-serviced so as to remain abreast with the changes facing the education sector especially curriculum innovations. It is in an endeavor to improve the quality of services offered to the learners by the teachers that prompted the Kenyan government to establish teachers' advisory centres in the country.

Teacher advisory centers therefore form an integral component of the education system as they aid in achieving the national goals of education in Kenya for example the establishment of teacher advisory centres in Kenya by the government was based on the fact that given the necessary support they could play a vital role in improving the quality of teachers who in turn improve their teaching techniques and consequently improved leaving by the pupils in primary schools.
Following the world declaration on Education For All (EFA) formulated at the Jomtien Conference (1990), education ministries and donor organizations made a new commitment to improve the provision and quality of education. Since then, the Teacher Resource Centres (TRC) strategy has grown to be a common feature of educational reforms and improvement programs throughout the developing world, particularly in Asia and Africa. According to MacNeil (2004), considering the teacher as the primary agent for educational change, and access to resources as a major factor in educational quality, TRCs have been set up to administer support to teachers in developing countries. Many aid programs have utilized resource centres to ensure the rapid delivery of in-service training or to train unqualified teachers.

Teacher Advisory Centres (TACs) were started as a form of teacher resource centres for the primary schools. According to Lijembe’s report (1978) TACs were incorporated in the 1963 plan for the establishment of the primary school inspectorate. Teacher Advisory Centres (TACs) were to be used as extensions of the inspectorate in the areas of supervisory services in the country. Odhiambo (1975) stresses that the need for establishing TAC was emphasized in 1969 when it was found necessary to establish the primary inspectorate service. According to the MOE annual report (1971), the main purpose for the establishment of these centres was to provide a basis in which in-service courses would be conducted by the other members of inspectorate and subject specialists for the primary teacher training colleges (TTCs).

To become responsive to the needs of all teachers especially in the rural areas, TAC and sub-centres were assured better equipment and intensification for their functions during the plan period between 1979-1983 (Lijembe Report, 1978). Whether or not the existing
TAC performed their intended function, the government recognized their need. Various scholars have identified different roles to be played by the TACs. According to Ministry Education Policy document (1995), roles of TACs as follows:

First, TACs are conceived as in-service centres where new teachers obtain support from experienced teachers, while experienced teachers update themselves with new developments in educational ideas.

Secondly, TACs should be feedback and dissemination centres where teachers may produce support materials for teaching the new curriculum. They thus act as convergent points where teachers meet to discuss the new curriculum and give feedback to K.I.E.

Thirdly, TACs are expected to carry out research into primary teaching methods. They should enable teachers to conduct a research to initiate their own curriculum development programme using locally available teaching aids. These centres should pass research finding to the curriculum teachers for testing and forwarding to the Kenya institute of Education (K.I.E) for further research and modification to the needs of the local schools.

Fourthly, TACs are meant to be local curriculum development centres where teachers are organized as curriculum developers, and to support teacher in classroom work in primary schools. These centres keep close contact between local teachers and local subject panels.

Fifth, TACs tutors should help teachers by giving appropriate support materials and advice in new ideas, skills and teaching methods. Teachers should thus use such facilities as duplicators, photocopiers and typewriters for immediate use in classroom.
The sixth function is that TACs are expected to act as educational counseling centres that can be used as pastoral advice centres for parents, meetings of local subject panels. The parents should have a chance to discuss their children's problems with classroom teachers which receive and short cut resource materials from Kenya Broadcasting Centre, the Kenya Institute of Education (K.I.E), the school equipment production Unit of Kenya Science Teachers College, the museum, Government ministries and other voluntary organizations.

Finally, TACs should keep contact with other teacher training colleges for students' teachers to get skills from TACs tutor. In addition the centres may serve as exhibition centres, social centres, community development centres and provide loans and repair services. It is necessary to find out the content to which the TACs are playing these roles. It is upon this background that the researcher resolved to evaluate the factors inhibiting the effectiveness of TACs on the basis of their roles.

According to Miles, (cited in Maranga, 1984), the Ministry of Education conceptualized the following purpose for TACs in the primary schools.

Provision of in-service training at local level for head teachers in such subject area as leadership, supervisor of teaching staff, sociology, understanding the country’s needs and modern teaching methods and material development.

Provision of in-service training to both trained and untrained teachers in such subject areas as child-development, educational teaching methodology, subject matter content, production of teaching aids and introduction of health and nutrition in school.
Contribute at the local level, to the national curriculum development efforts through development of new curriculum materials, experimentation and distribution of new materials to schools. Teachers were to collect all available resources which would lead to specific statements of the objectives, develop initial materials appropriate for social objectives. Such teachers are supposed to be knowledgeable in the curriculum development skills to be able to guide in this exercise.

Provision of formal and informal advice and demonstration to teachers who visit centers at their own volition during daily curriculum hours.

In a study carried out by Asiachi (1987) on the roles of TACs and local curriculum panels in Kenya, the following roles were identified in their general order of importance:

TACs are used for updating and familiarizing teachers in the use of the new teaching materials, new teaching strategies and other changes introduced in the curriculum system.

Dissemination of teaching materials already developed by the Kenya Institute of Education (K.I.E). TACs are where teachers organize local curriculum development panels.

They are research and resource centres. They store library materials in which tutors advice teachers on ideas and use of facilities such as duplicating machines, photocopiers, typewriters and other hardware materials.

Finally, they could be used as zonal testing areas and as mechanisms for classroom teachers to evaluate their teaching performance. The study was to establish whether these roles are being played effectively by the centres.
Despite the above mentioned roles of TACs which are generally aimed at improving the quality of learning, poor performance in KCPE is still evident. This is an indication that the stakeholders in charge of the quality of education may not be playing their role in ensuring good performance in primary schools. TAC Tutors being one of the parties charged with the responsibility of improving the quality of learning at the primary level can be blamed for the poor performance. Other factors influencing performance in schools includes cultural practices such as female genital mutilation and child labour especially during coffee picking seasons.

1.2 Statement of the Problem

The establishment of Teacher Advisory Centres in Kenya was based on the assumption that, given the necessary support, the centres could play an important role in improving the quality of teachers. This was to be achieved by keeping them up dated on curriculum issues so as to carry out effective teaching in schools. Despite the effort the government has made to establish teacher advisory centres in almost every zone, these centres are perceived not to have achieved the objectives for which they were established. The poor performance in primary schools raised outcry from parents and other stakeholders in the Sub-County. The establishment of TACs is one of the strategies for ensuring quality in primary education in Kenya. It is upon this background that the researcher sought to determine the factors inhibiting the effectiveness of TACs in promoting quality learning in primary schools in Imenti North Sub-County.
1.3 Purpose of the Study

The purpose of this study was to determine factors inhibiting the effectiveness of teacher advisory centres in promoting quality learning in Imenti North Sub-County.

1.4 Objectives of the Study

The specific objectives of the study were to:

1. identify the professional qualifications of Tutors serving in Teacher advisory centres in Imenti North Sub-County
2. find out whether the availability of resources inhibits the effectiveness of Teacher advisory centres in Imenti North Sub-County
3. determine the effect of teachers' perception of the services offered by Tutors on the effectiveness of TACs in Imenti North Sub-County
4. recommend on the ways of improving the efficiency of Teacher Advisory Centres in Imenti North Sub-County

1.5 Research Questions

1. What is the training level of the tutors working in Teacher advisory centres in Imenti North Sub-county?

2. How equipped are the Teacher advisory centres in Imenti North Sub-county in terms of resources and facilities required for their effectiveness?
3. How often do teachers visit the Teacher advisory centres in Imenti North Sub-County?

4. What is the perception of teachers in Imenti North Sub-County on Teacher Advisory Centres?

5. What are the recommendations on what should be done to improve the effectiveness of TACs in Imenti North Sub-County?

1.6 Significance of the Study

The findings of the study will be of importance to the following categories:

The Ministry of Education- By highlighting on the factors inhibiting the effectiveness of the Teachers Advisory Centres, the Ministries can use the findings to come up with the strategies to eliminate the constraints to improve the efficiency of the centres.

Officials at TACs: The findings will be of importance to the officials working in TACs as they will get to know about the challenges facing the efficiency of the centres thus looking for other ways of minimizing the constraints and improving their efficiency.

1.7 Limitations of the Study

The study was only carried out in Imenti North Sub-County thus limiting the generalization of the findings of the study to the whole County. Other limitations arose from time and financial resources allocated for the study.
1.8 Scope of the Study

This study was carried out in TACs in Imenti North Sub-county. The study targeted TAC tutors, DEOs and Teacher in primary schools in the Sub-County. The study focused only on the challenges facing TACs from the resources and the cooperation of the teachers. This left out other sources of challenges which are perceived to affect the effectiveness of TACs.

1.9 Assumptions of the Study

The study was guided by the following assumptions:

i) That there are challenges facing TAC tutors in the performance of their duties

ii) Teacher Advisory Centres exists and are operational

iii) Teachers visit the TACs to look for assistance from TAC tutors and to look for resources which they require in their teaching.

1.10 Theoretical Framework

Administrative Theory

The study was guided by the Administrative Theory by Henry Fayol (1937). Fayols' administrative theory states that management has five principle roles: planning, organizing, commanding, coordinating and controlling. The theory focuses mainly on the personal duties of management at a much wider level. In other words, his work is more directed at the management layer. Fayol believed that management had five principle roles: to forecast and plan, to organize, to command, to co-ordinate, and to control.
Forecasting and planning was the act of anticipating the future and acting accordingly. Organization was the development of the institution’s resources, both material and human. Commanding was keeping the institution’s actions and processes running. Coordination was the alignment and harmonization of the group’s efforts. Finally, control meant that the above activities were performed in accordance with appropriate rules and procedures. This theory will be applicable in the study as it reflects the duty of TAC tutors in ensuring that the TACs serve their purpose.

Fayol (1937) developed fourteen principles of administration to go along with management’s five primary roles. These principles are: specialization/division of labour, authority with responsibility, discipline, unity of command, unity of direction, subordination of individual interest to the general interest, remuneration of staff, centralization, scalar chain/line of authority, order, equity, stability of tenure, initiative, and esprit de corps. Fayol clearly believed personal effort and team dynamics were part of an “ideal” organization. Fayol’s five principle roles (Plan, Organize, Command, Coordinate, and Control) of management are still actively practiced today. The concept of giving appropriate authority with responsibility is also widely commented on and is well practiced. Unfortunately, his principles of “unity of command” and “unity of direction” are consistently violated in “matrix management”, the structure of choice for many of today’s companies.

This study adopted Fayol’s administrative theory to explain the constraints facing TACs in promoting quality learning in primary schools. According to Fayol the management in any organization is charged with the role of forecasting and planning, organizing, commanding, co-ordination and control on the resources. The study used Fayols’
principle to explain the factors inhibiting the effectiveness of TACs i.e how the availability of the resources in the advisory centres, tutors for professional qualifications and teachers perceptions affected the efficiency of TACs.

1.11 Conceptual Framework of the Study

Figure 1.1 Conceptual Frame work

Qualification of TACs Tutors
- Professional qualifications

Availability of resources
- Financial resources
- Material resources
- Human resource

Teachers’ perception of TACs
- Teachers visits to the centres
- Sharing of ideas among teachers
- Borrowing of Resources

Management of TACs

Effectiveness of TACs

Learning in Schools

Pupils’ performance in Examinations

Source: Researcher (2011)

The conceptual framework above shows the relationship between the variables of the study. The independent variables are: qualifications of TAC officials, availability of resources and teachers perception while the dependent variable is the effectiveness of Teacher Advisory Centres (TACs). The qualifications of the TAC officials give them confidence to use the available resources or develop local resources to empower teachers
to implement the curriculum. The intervening variable for the study is the management of the TACs. According to the Fayol’s administrative theory, management of organizations is considered to be central for organizational effectiveness, thus if the management of TACs is not effective it will definitely affect the curriculum implementation process and performance of learners in schools.

1.12 Definition of Operation Terms

**Effectiveness of TACs** - This is the level of the performance of TACs in relation to the roles they are expected to play in ensuring quality learning in primary schools.

**Resources** - These are all instructional materials found at the TAC used in the process of teaching and learning.

**Teacher Advisory Centre** - A formerly established place where teachers go to get educational and professional advice through in-service courses, seminars and workshops. They learn to prepare resources, exchange ideas and get updated information on educational matters.

**TAC Tutor** - This is a teacher appointed by Teachers Service Commission to be in charge of a Teacher Advisory Centre

**Quality Learning** – This involves the use of resources from the TACs to facilitate learning in primary schools. This is measured in terms of the performance of pupils in national examinations.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature on: professional qualifications of officials serving in Teacher Advisory Centres, availability of resources and teachers perception of the TACs. The chapter ends by presenting a summary of literature review.

2.2 Professional Qualifications of TAC Official's

According to Fullan (1992), since the 1980s, there have been rapid changes and developments in nearly every aspect of society, not only in Western countries but also in Africa. Inevitably, the educational environments also have undergone rapid changes accordingly over the past decade. These include the rising demand for accountability, increasing expectations of people, changing values and needs of individuals and society, and emerging new technology, and theories of teaching, learning and management. All these have put a heavy demand on teachers and administrators to acquire new knowledge and skills to deal with the changes in order to provide education of high quality to the public.

Various authors have suggested that a school organization must develop itself and its members in order to achieve sustained quality. For example, Elmore (1990) contends that teacher empowerment through continuous development is one of the key factors for success in school restructuring. Nias et al. (1992) argue that the key to whole-school curriculum development is professional learning. It is widely believed that teaching
practice can always be improved and that professional development is a never-ending process. Fullan (1993) indicates that the emerging trend is for teachers to work in new structures where principals, teachers, professional educators, parents and community resource personnel all participate to form a network of learning.

Padhi (2004) asserts that training is very important for employees to be productive. Employees require interpersonal skills, the ability to function within teams, problem solving skills, job management, and performance analysis and improvement skills. Employees are trained to become effective. According to Kiboro (2003), in school situations, team building has been based upon biases, prejudices, and "the way we have always done it around here" rather than evidence based decision-making taking account of qualifications, competence and ability.

Organization for Economic Cooperation and Development (1989) states that although there might be a clear need for staff development in order to achieve sustained quality in school education, two issues need to be resolved before full thrust can be carried forward. First, conceptions of education quality are often confusing, elusive, or even illusory, it is not surprising that the meaning of education quality, a value-laden concept, changes over time and varies across different groups and contexts. An Organization for Economic Cooperation and Development (1989) report has argued against providing one simple definition of quality in education, and has suggested instead a multiple understanding of the concept based on context and user. Second, Cheng and Tam (1994) found that there is lack of a clear framework to explain the relationship between education quality and staff development even though it is often assumed that staff development is necessary for education quality. The poor understanding of school education quality and its relationship
to staff development sets a very tight limitation on the effectiveness of efforts to conduct staff development programmes and enhance the quality of school education.

Through a survey of the literature, five competencies relevant for the QASO training were identified. According to Wanzare (2006), the competencies were human relations, knowledge of the subject, supervisory approaches, report writing and action research. It was noted that these competencies are often incorporated in QASO INSET courses without due regard to their relevance. This may lead to wastage of resources. INSET programmes would be more effective if the target group is involved in identifying their own felt needs.

Republic of Kenya (1988), stated that the quality of education has often surfaced as a major issue in Kenya. According to Eshiwani (1993), the quality of education is heavily dependent on the quality of staff, their motivation, and the leadership they experience. In this regard, Walter et al. (1996) noted that the quality of teaching depends on the quality of the teachers which, in turn, depends to some extent on the quality of their professional development. The Kenyan government, in an attempt to ensure quality teaching in schools has invested substantial amounts of financial and human resources directed toward in-service training programs for teachers. However, little consideration has been given to developing services which would increase teacher commitment, interests, motivation, and self-fulfillment, make teachers feel secure and confident about themselves as professionals and promote pupils learning through improved teacher performance. According to Republic of Kenya (1988), improved pupils performance in formative and summative evaluators is clear indicators of effective teaching.
The concept of Teachers’ Advisory Centres in Kenya is not actually new as many might think. It has been viewed as a focal point incorporating the sharing of ideas (new and old) that have been acquired within the ever changing dictates of societal needs. A teacher’s advisory centre, depending on the intended activities, may not necessarily be seen as a place but rather an activity. It may be described as an internalized concept involving a system of ideas being shared for a common goal. The Bessey report (1972) on Teachers Advisory Centers; educational technology emphasized this point when it stated “the concept of teacher’s centers recognizes a whirlpool danger”. These centers give substance to the idea that if the curriculum change is to be effective and continuous it must be rooted in the desire of teachers generally to be concerned in the change.

Ayot (1982) states that the Kenyan government established TAC with the aim of improving the quality of teachers. TACs were thus started as educational innovation to improve the quality of unqualified teacher, and those who trained many years before. According to Lijembe report (1978), the inspectorate and TSC worked out a program whereby selected teachers were chosen by the TSC to become tutors in charge of the centers. Overall supervision remained the responsibility of the chaired inspector of basic education. The TAC tutors have since been employees of TSC. However, no establishment for TAC was made and (Ayot, 1982) observes that lack of a clear established policy for TAC tutors worried those who hoped to become senior tutors as centers gradually received more recognition.

Porter in in-service Education and Teachers Advisory Centers edited by Elizabeth Adams (1975) argues that it is impossible to prepare a teacher at the beginning of his career for all the responsibilities he/she is to face in a world of rapidly changing social economic,
technological, political and cultural changes. He says that the current inability of so many schools and teachers to cope with the rapid changes in curriculum and methods of teaching is a powerful argument for a national system of continuing educational for teachers. Bloom, Davis and Hess (1965) stressed on the need for continuing education arguing that the social, political, technological, economic and cultural changes are long term and would call for new conception of the task of the curriculum so as to make learning relevant in schools, a new orientation to teacher training and school organization and development in the curriculum, teaching methods and views about the role of the students and the teachers in-service of teachers then becomes inevitable if they have to effectively teach the pupils. This shows that TACs, must play an important role in the continuing education of teachers after formal training. Teachers should use the centers in the updating educational programs in the changing world. This argument is supported by Gechathi report (1976) which recommended a clear establishment of well defined national standards of education at all levels. Due to the introduction of new subjects the report also recommended a national wide updating of teachers to be able to handle the changes in the content and instructional techniques.

Lijembe report (1978) stressed that TACs play a very vital role in the updating programs for primary school teachers. For example the in-service courses carried out for the TAC were two fold. The first kind involved untrained teacher, who needed the courses for certification. The second kind involved both trained and untrained teachers geared to updating them not only in new curriculum but also in some identified problem areas of the existing curriculum. The report strongly recommended increase in the number of TACs and placing them in suitable and accessible locations so that teachers, who visited
them, could not be inconvenienced communication wise. It suggests the need that primary school curriculum that it is relevant to the social, economic technological and environmental perspectives. No other establishment could act as a base to all these suggestions except the TACs. They are supposed to be manned by personnel acquitted with the problem of primary schools especially on curriculum development. These personnel must be capable of carrying out research and providing new materials and coming up with relevant teaching methods.

In Kenya, the inspectorate section of the ministry of education has been charged with the responsibility of continually monitoring the standards of education from time to time modifying the curriculum to suit the necessary needs of the country. This was well spelled out in the ministry of education – annual report (1971), thus; the inspectorate carries out the duties of maintenance of standards of curriculum, bringing about new changes for the improvement of education. The duties include conducting subject panel inspections, grading inspections, advisory visits to schools, special inspections of teachers among others. As a way of reinforcement, an extended pronouncement was made by the Bessey report (1972) on the need to improve the quality of education when it is said, “a partnership between those teaching in schools and those responsible for planning and providing educational change is highly desirable”. According to Bessey Report (1972), channels of communication between the various agencies e.g. KIE, KNEC, QASOs DEOS, are very important, but of greater and immediate effect is the establishment of conveniently located centers in which teachers, teacher educators, administrators and quality assurance and standards officials can meet for joint sharing of ideas, as between partners on matters of educational moment. In this particular case,
teachers as change agents operate at a grassroots level where knowledge and resources are scarce. Medlin (1983) states that there must be room for continuous in-service education designed so that teachers can improve their skills, widen their knowledge and increase their awareness so that they can respond adequately to the educational needs at primary schools for effective learning and improvement in the quality of education in their zones.

It is quite desirable to provide in-service courses for teachers particularly in the area of enabling them to adjust to the dictates of the new situation like curriculum innovation. The aspect of manpower development is essential. Usually those who provide the in-service courses are assumed to have held prior training in the areas they are in-servicing teachers. In this case, the TAC tutors are expected to be trained specialists in the various disciplines of the school curriculum. At a close observation on this issue, one important question is: are the TACs in Kenya managed by trained experienced and qualified personnel. There is straight forward answer to this question though evidence tends to indicate that the number of people trained in the management of Teachers Advisory Centers in the country is quite small, if any in the majority of cases, the TAC tutors are drawn from the teachers service commission though trained as teachers and simply assigned to the responsibility of running of TAC's. Professor H.O Ayot's (1972) survey reveals this when it says; "the most worrying thing in the centers is the problem of establishment. There is no clear establishment and teachers are posted to the centre by T.S.C. their salaries are not to compensate the additional advisory and administrative duties. However to convince the T.S.C for more staff, one needs a very good tutor with a clear mind and plan of what he intends to accomplish. According to the report of a study
done by the Kenya Educational Management Capacity Assessment (KEMACA) (2008) on the adequacy of the basic training for Quality Assurance Officers, it was found that 25% of the DEOs interviewed indicated that QASOs training was not adequate, 53% said it was “somewhat” adequate; while only 3% said the basic training was adequate. This is an indication that training of QASOs in one of the constraints to their effectiveness in the performance of their duties which may in turn hamper the implementation of the curriculum.

The type of training that ever took place to update the TAC’s tutors is indicated in the ministry of education annual report 1974. On the in-service courses, teams of inspectors and TAC tutors were assisted to rationalize their programmes and oriented teachers throughout the republic to utilize the new science materials. K.I.E staff were also involved in the development of man-power to assist in this task. During the year orientation courses, seminars were organized for all assistant primary schools inspectors (APSI), the primary schools inspectors (PSI), T.A.C tutors and assistant education officers (AEO). According to the Ministry of Education (1974) TAC tutors in turn organized in-service courses for teachers in their own areas in each district in order to improve educational standards primary schools.

The courses involved here included administration, home science, general science, modern maths, music, art and craft. In this particular situation it can be viewed that the training or in-servicing of TAC tutors had a direct purpose of enabling them to relay information to the teachers in their own zones and indeed, this has had an influence from the TAC tutors during implementation. It was also was seen that during the innovation process in curriculum, the involvement of all the change agents beginning from the
inspectorate headquarters down to the primary school teachers was quite essential. The result of such a process was related by the ministry of education annual report (1974). According to UNESCO (1983), a typical example of this process (although) based on population studies programme is cited in the UNESCO Newsletter no.18, (1983) “the training workshop was to provide opportunities for the participants to share their experience in the development in school and out-of-school”.

The attitude of primary school teachers, including even the head teachers towards TAC tutors is usually negative because of the status of these centres. They find it difficult to be convinced that a TAC tutor is knowledgeable enough and can be of help to them, especially where such a tutor fails to prove his worth on the job. Training of TAC tutors and all the TAC related personnel will give them the courage, confidence and will to perform well. From the roles of TACs as outlined by the Lijembe report (1978) it is clear that the roles call for highly qualified manpower, who include two trained librarians to man the resource centre by, indexing i.e. (cataloguing and classifying), shelving, referencing and the general reader’s services at the centre. Two technicians to assist in the teaching aids production at the workshops and the maintenance and operation of audio-visual equipment, two clerk typists to man the typing pool and the reprographic service and one highly trained and experienced person for the general administration of the centre including research activities. In Kenyan situation, the three personnel are almost absent and one wonders how long it will take to attain this level. The truth is, without these people at the centre, our chances of realizing positive returns from the TACs are slow. For now the tutors at the centres are more of custodians than what they
are meant to be and most of them double as Qasos and AEOs especially in arid and semi-arid areas in Kenya hence deviating from their original purpose of being established.

Ogomo (1988), states that with trained and adequate staff at the TAC’s in the country we may expect better results on the roles of these centers. If certain basic facilities e.g premises, transport, tools e.g typewriters go along with the required man-power, a much better level of performance is likely to be realized in these centres and in the schools. The facilities needed at the centers may include; The complex in which the typing pool for correspondence and reprographic services may be kept, the library facilities for reference, indexing and the general lending services, a well equipped workshop for the construction and use of teaching aids. Other room facilities for storage, playing back and display purposes. Administrative office of the tutor in-charge of the center as well as some basic equipment such as cameras, duplicating machine, overhead projector, typewriter, radio. Cassette reorders will be very necessary in an effective center. Funds will need to be set aside for recruitment or running costs for stationery and other software including minor maintenance of the centre.

Teachers who are appointed as TAC tutors are recommended by their District Education Officers assisted by the District Primary School Inspectors who pass the recommendation to the Chief Inspector of Schools through the Provincial Education Officers, who must also be satisfied that the persons nominated for appointment as TAC tutors are suitable candidates for appointment based on their performance as teachers. However, apart from the training one receives as a teacher, there is no additional training to make one a TAC tutor, and many teachers feel that some TAC tutors are not performing their duties effectively, because they lack the necessary training. This is probably true since TAC
tutors do not, in particular, possess good skills in collecting, and organizing educational materials and disseminating information to the school population that they were appointed to serve, the sort of skills normally acquired through training in library and information studies rather than in teacher training.

Moreover, the level of information consciousness is not high enough among the TAC tutors in most centres. Information consciousness refers to the value that the TAC tutors place on information as a resource. Their low level of information consciousness may be best shown by their lukewarm support and encouragement for the usage of information resources by teachers from the collection that they had in their TACs. The low level of information consciousness among the TAC tutors was manifested in a rich diversity of ways: the practice of keeping educational materials locked up in cabinets; the complete lack of information retrieval tools; the habit of keeping the TACs closed several days in a week; and the failure to make any attempt to assess the information needs of the school population that they are meant to serve. However, some variation among individual TAC tutors with regard to level of information consciousness varied from one TAC tutor to another with same making good progress.

2.3 Availability of Resources

Knamiller (1999) states that teachers centre alone do not appear to be an effective strategy for improving the quality of teaching and learning in the classroom. Neither do they make a big difference to the availability and use of teaching and learning materials in the classrooms. However according to the World Bank Report (1990), many schools in developing countries fail to promote effective learning of children because available
resources are not used efficiently and effectively by the teachers concerned. This includes the resources at the Teacher Advisory Centres.

According to Oni (1995), resources constitute a very important factor in the functioning of the educational system as the success of the system or otherwise depend on the manpower and materials made available. In support of this, Fabunmi (1997) identified resources in an educational establishment to include students, personnel, physical facilities, curriculum and finance. These are the major variables that determine the rate of educational development of a given country.

Teacher Advisory Centres require both capital and recurrent expenditure. Recurrent expenditure covers salaries of the centre tutors, traveling and subsistence costs, e.g. consumables and contingencies. Capital funds are used for the purchase of equipment, furniture and resource materials like books. In a study done by Odini (1996), he found that TACs, as providers of educational materials, were actually not sustainable at the moment. They are dependent on such donations as are given. Their decline has been most acute over the last two decades. He argues that, for the past twenty years the Kenyan economy has been declining and inflation combined with recession has produced higher prices for educational materials in general and books in particular. This has caused severe problems for the country's educational needs, including libraries and resource centres. Sources of revenue have been drying up while costs of reading materials have continued to increase. Odini (1996) asserts that acquisition budgets have been particularly severely affected and most of the TACs do not get any funds from the government for the purchase of educational materials.
In a study done by Odini (1996), he found out that several TAC tutors reported that they had not received any funds for purchasing any educational materials for the last five to six years. The only form of funding that they have received has been in the form of their monthly salaries. The only TACs which have received reading materials in the recent past are those which have benefited from DFID donations.

Community support is required for the mobilization of TACs, an example is TACs in Mombasa. In order to receive equipment and materials for the TAC, a functioning management committee, composed of parents and education representatives, had to be established. The management committee was required to open a bank account and provide secure storage facilities for the TAC. The project also encouraged parental participation in other aspects of school involvement. According to Anderson (2002), parental involvement in school and TAC financing and governance turned out to be essential for the programme’s success.

According to Knamiller (1999), in Kenya, the 25 functional teacher resource centres serving secondary schools “provide the only source of class readers for Kenya Certificate of Secondary Education [KCSE] English classes in many government secondary schools”. The teachers who use the resource centres feel that having a resource centre in their district has a positive effect on KCSE English exam results. However, Knamiller (1999) concludes that the TRCs “have no measurable impact on schools further than a few kilometers away”.

The obligation for many supervisors to offer support and exercise control is faced by two contrasting problems; internal role conflict and a regular conflict with teachers.
According to Casteel (1999), role ambiguity is one of the challenges facing QASOs. He adds that there is confusion of roles between quality assurance (inspectorate) and quality development (advisory staff). Most of the officers do not know what is expected of them in these two areas and so they end up concentrating more on quality assurance, abandoning quality development. Apart from their core tasks, as outlined in their job description, DEOs perform a variety of other tasks, some of which had little to do with their main supervisory functions.

2.3.1 Availability of Financial and Material resources

Kahn (1991) reports that centres for teachers and resources have been established worldwide. These centres, despite their varying names (Learning Resource Centres, Pedagogical Centres and Advisory Centres), have the common characteristic of providing classroom support for teachers. The teachers should be given the right kind of support since their potential for development is limitless and their competence is constantly being tested in the class. According to Adams (1975), recognizing the teachers' arduous task and supporting them in their work is the aim of Teachers Resource or Advisory Centres.

Lack of useable transport is a key reason cited over the year for the inspection officers not being able to fulfill their duties. Report after report by successive Secretaries for Education have lamented on the shortage of transport. As an example, the Annual Report of the Secretary for Education (1994) noted that in districts where vehicles were not available, low levels of supervision were experienced or Education officers did a sterling job in the supervision of schools despite the lack of transport. The average workload would be quite manageable if transport were available for the QASO. Without transport
and travel allowances, the supervisors can be idle while, there is a lot of work out in the field.

According to Karanja (2008), TAC’s were poorly equipped and lacked modern educational institution materials and equipment to respond to the teachers needs. This was partly responsible for the reluctance of the teachers visiting the centers. Rukunga (2003) also found out that the activities at the centers were irregular and poorly planned thus not maximally made use of. It was also noted that TAC tutors faced several challenges including lack of adequate means of transport, poor communication with the Ministry of Education, inadequate training and demonstrational materials and lack of retraining of the TAC tutors to cope with current changes in the field of education. Karanja (2008) recommended that TAC’s be properly equipped to meet the needs of teachers. He further emphasized the need to retrain TAC tutors and for them to be provided with proper means of transport. This will increase effectiveness and efficiency of TAC’s and TAC tutors. According to a report by Department for International Development (DFID) on research carried out on the effectiveness of teacher resource center strategy (1999) in Mombassa and Kisumu in Kenya, there seemed to be evidence of impact of TAC.

2.3.2 Human Resource

Although the Primary Teacher Updating Programme Committee recommended that staff of TACs be increased. A study by Odini (1996) found out that the recommendation had not been implemented. Every TAC was run by only one tutor, who opens the TAC only two days in a week on average and spends the rest of the days in the field visiting schools.
to meet and discuss teaching methods, curriculum and other educational matters with teachers. All the teachers who were interviewed underlined the need for TAC staffing to be increased so that the TAC could be open throughout the week. The practice of keeping the TACs closed during the time when the TAC tutor was away in the field was a major discouraging factor to teachers in visiting and accessing educational materials in the TACs. A typical statement which was recorded in several interviews with the teachers was as follows:

"The TAC is rarely open since the tutor is never around whenever I visit the TAC. I think he spends all his time in the field. I have ceased to use it"

From the findings by Odini (1996), it is clear that inadequate staffing led to very irregular opening which has discouraged many teachers from visiting the resource centres. The problem of irregular opening hours was aggravated by a lack of records and publicity on what information resources are available; even those centres which have benefited from donor aid continue to be shunned by teachers, who still see TACs as unimportant channels for accessing educational materials.

According to Odini (1996), the level of information consciousness was not high enough among the TAC tutors who were interviewed. Information consciousness refers to the value that the TAC tutors placed on information as a resource. Their low level of information consciousness was best exemplified by their lukewarm support and encouragement for the exploitation of information resources by teachers from the collection that they had in their TACs. The low level of information consciousness among the TAC tutors was manifested in a rich diversity of ways: the practice of keeping
educational materials locked up in cabinets; the complete lack of information retrieval tools; the habit of keeping the TACs closed several days in a week; and the failure to make any attempt to assess the information needs of the school population that they were meant to serve. Odini (1996) asserts that, however, some variation among individual TAC tutors with regard to level of information consciousness.

The most important resource in any organization, with regard to TAC’s in this study is its human resource. According to Okumbe (2001), the key human resource in an educational institution is the teacher. Therefore, an elaborate human resource management programme must be put in place in order to derive their maximum resourcefulness for the enhancement of teaching and learning. To further stress the importance of teachers as human resource, Cascio (1992) stated that: teachers are probably the most important resource that any country has. This is so because an efficient human capital development depends on the quality of teachers. The effectiveness of doctors, teachers, lawyers, accountants, engineers and others depend on how well they have been prepared for their various roles in the society by their teachers. Odini (1977) asserted that: the quality of education provided depends to an extent, the teaching effectiveness and the attitudes of the staff.

Head teachers as managers influence how different activities are carried out in schools and as such putting emphasis on the importance of TACs for the benefits of not only the students but also the teachers and so they play a pivotal role in their schools. According to Okumbe (2001), most head teachers as chief Human Resource Managers lack skills in human resources management. He adds that pre–service courses did not prepare them
adequately for this onerous task and they have had no in-service training in Human Resources Management. This mostly results to inadequate, haphazard or no induction and orientation in schools which leads to less efficiency on the part of teachers.

Mukiebe (1995) argues that no educational reform can be fully effective without the agreement and active partnership of the personnel who will ultimately be responsible for implementation of the laid down system. The Kenyan government, in an attempt to ensure quality teaching in schools, has invested substantial amounts of human resources directed toward in-service training programs for teachers. This input has also been put in the TAC's with the aim of improving the pupil's performance in the schools. Every TAC is run by only one tutor, who opens the TAC only two days in a week on average and spends the rest of the days in the field visiting schools to meet and discuss teaching methods, curriculum and other educational matters with teachers. It is a necessity that the TAC's be opened throughout the week so that the teachers can access them. The practice of keeping the TACs closed during the time when the TAC tutor was away in the field is a major discouraging factor to teachers in visiting and accessing educational materials in the TACs.

It is the inadequate staffing leading to very irregular opening which has discouraged many teachers from visiting the resource centers. The problem of irregular opening hours was aggravated by a lack of records and publicity on what information resources are available; even those centers which have benefited from donor aid continue to be shunned by teachers, who still see TACs as unimportant channels for accessing educational materials. TAC staffing needs to be increased and staff needs to develop
attributes that will make them be seen by teachers as dependable providers of useful educational materials.

Managing the human resources available at the TAC’s is one of the most important task of the tutors. The success of any TAC programme depends on how effectively the TAC head deploys this important resource for the best use of the schools in their zones. Skills on public relation and human management are poor due to lack of retraining and inservicing the centres officials. This then makes it difficult for them to relate well with each other and the teachers as well. Shortage of staff under normal circumstances, every zone is expected to have one teachers centre with a creative and demonstrative tutor in charge of the centre, assisted by an assistant tutor, clerical and support staff that varies in number depending on the development level and activities. Irregular opening has also discouraged teachers from visiting the resource centres. This irregular opening has been aggravated by lack of records and publicity on what information resources are available.

According to Robb (2000), staff development entails professional study to expand knowledge of teaching practices and how students learn. The studying includes reading; reflecting and actively applying knew knowledge in the school community. Gerrard (2000) contends that staff development is intended to strengthen the capacity of an organization to perform its mission more effectively by encouraging and providing for the growth of its human resources. Staff development affirms the ability of an individual and the organization to grow and of each to contribute to the growth of each other. Staff development therefore makes the most of the present potential and prepares the individual and the organization for the future.
2.4 Perception of Teachers on TACs

The attitude of primary school teachers, including even the head teachers towards T.A.C tutors is usually closer to negative because of the status of these tutors. They find it difficult to be convinced that a TAC tutor is knowledgeable enough and can be of help to them, especially where such a tutor fails to prove his worth on the job. Training of TAC tutors and all the TAC related personnel will give them the courage, confidence and will to perform well.

Lijembe report (1978) stressed that TACs should play a very vital role in the updating program for primary school teachers. The in-service courses to be carried out of the TAC are two fold. The first kind involves untrained teacher, who needs the courses for certification. The second kind involves both trained and untrained teachers, geared to updating them not only in new curriculum but also in some identified problem areas of the existing curriculum. The report strongly recommends the increase in the number of TACs and plays them in suitable and accessible locations so that teacher, who visited them, could not be inconvenienced. It suggests the need for locating that primary school curriculum so that it is relevant to the social, economic and environmental, perspective.

No other establishment could act as a base to all these suggestions except the TACs. They were supposed to be manned by personnel acquitted with the problem of primary schools and curriculum development. These personnel were to be capable of carrying pout research and providing new materials and methods of teaching.

Co-operation among the stakeholders and particularly between teachers and Teachers Advisory Centre Tutors (TAC tutors) is essential to there being an effective collection of
resources in a centre. This co-operation is particularly important in the provision in the
centre of books and others resources which match pupils' and teachers' needs and in the
provision of appropriate resources in general.

According to Masagara (1983), lack of training and “know how” not only among those
who supervise teachers but also among the teachers centres themselves is also another
issue. The skill for example of learning how to draft locally based materials or how to
assist others through in-service education is not one which has been learnt in college or
anywhere else for that matter. So even when teachers meet they may not help each other
the way it is expected to be. Due to this, teachers have actually ceased going to the
centers as they consider it a waste of time. According to Masagara (1983), lack of clear
guidelines and directions in-fact any locally based in-service policy needs guidelines and
not a situation whereby activities merely respond to local demands, materials and
directives to indicate priorities and provide guidelines from organizations are very
important.

According to Odede (1982), TAC centres faced a lot of challenges including lack of
adequate means of transport to access the schools, lack of instructional materials and
equipment to respond to teachers needs, inadequate training and demonstration materials,
poor communication between the ministry of education, advisory centres and the Kenya
Institute of education as well as lack of retraining of the centres tutors together with other
officials.

The aim of inspection according to (Mbiti, 1982) is to improve and maintain the quality
and standards of education in Kenya. However most tutors are not welcomed in most of
the schools. Infact most of the tutors are treated with suspicion and negativity leading to poor relationship between them and the teachers. This attitude towards the tutors hinder them from being of any benefit to the teachers even where they make efforts to visit them.

2.5 Summary of Literature Review

The researcher presented relevant literature on different challenges facing the effectiveness of TACs. On the effect of professional qualification, it has been found that training and professional qualification are very important in quality service delivery and productivity. It has been found that the effectiveness of TAC tutors can be affected by the trainings they attend and their readiness to learn. Regarding the availability of resources, it has been found that the availability of resources in the resource centres plays an important role in ensuring effective service delivery at the centres. Lack of means of transport among the tutors has been sited as one of the challenges facing the effectiveness of the centres. Inadequacy of staff at the centres has also been cited as a major challenge in the centres. On the cooperation from the teachers side, it has been found that the fact that the centres are always closed made teachers not to make use of the centres as they get discouraged to visit them. This study was therefore aimed at filling the knowledge gap that exists in the literature by establishing other factors hindering the effectiveness of the TACs.
3.1 Introduction

This chapter describes research design, study population, sampling design and procedure, data collection instrument, data collection procedures and data analysis. It also explains various scientific methods to be used in achieving the study objectives.

3.2 Research Design

Descriptive survey design was used for the study. According to Kothari (2003), the main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. This design therefore helped the researcher to find out the factors inhibiting the effectiveness of Teacher Advisory Centres. The fact that the design allows for the description of the phenomenon under study; the researcher was at a position to determine how different factors such as the availability of resources, the professional qualifications of the tutors and teachers perception influenced the effectiveness of TACs. The study was a survey in nature which allowed only part of the targeted population (schools) to be sampled for the study.

3.3 Study Locale

The study was carried out in Imenti North Sub-County. The sub-county comprises of three districts namely Imenti Central, Imenti North and Imenti South. The sub-county is located on Thika-Meru-Maua road, 268 kilometers from Nairobi. The district has been characterized by poor performance of pupils in primary schools which is an indication of
poor quality of learning in the schools. This is evidenced by the analysis of KCPE results from 2007 to 2010 which showed that performance of pupils in K.C.P.E in Imenti North Sub-County had been declining. This has been raising outcry from parents and other stakeholders hence prompting the researcher to carry out a study to find out the factors inhibiting the effectiveness of TACs in promoting quality learning so as to improve the declining performance in primary schools in the study area. Due to the fact that TAC tutors are charged with the responsibility of promoting learning in primary schools, it is perceived that any hindrance to performance of their duties affects learning in their areas of service. It is upon this background that the study was done to determine the factors affecting the effectiveness of the TAC centres in promoting quality learning in schools.

3.4 The Target Population

Cooper (1996) describes a population or universe for a study as any group of individuals or institutions which have one or more characteristics in common that are of interest to the researcher. The population for the study were TACs and Schools in Imenti North sub-County. The study targeted TAC tutors, DEOs and primary school teachers in the Sub-County. District Education Officers were targeted because they are charged with the responsibility of overseeing education in the district and were therefore perceived to have information on the challenges facing the effectiveness of TACs. Teachers were targeted because they are the beneficiaries of the centres and thus were perceived to have information on the challenges facing the effectiveness of TACs. Finally, the TAC tutors were targeted because they were the major targeted population for the study as they serve in the TACs. There were seven TACs in Imenti North Sub-County. According to PDE
3.5 Sampling Technique and Sample Size

All the TAC tutors serving in the County were interviewed. Simple random sampling technique was used to sample 15 primary schools. A total of 3 teachers were randomly sampled from each of the schools sampled. A total of 55 respondents were targeted by the study. This included seven TAC tutors, three DEOs and 45 teachers from 15 sampled primary schools in the Sub-County.

3.6 Research Instruments

In the selection of the instruments to be used in the study, the researcher ensured that the objectives of the study were clear and that the instruments chosen were suitable and appropriate. Questionnaires, Interview schedules and observation check list were used as instruments for data collection. The researcher therefore by considering the literacy level of the targeted respondents and their availability chose to use questionnaires, interview schedules and observation checklist as instruments for data collection.

3.6.1 Questionnaire

The researcher used questionnaires to collect data from the TAC tutors. Questionnaires were used to collect data from the TAC tutors as they were the main respondents in the study. The instrument was chosen because the targeted population are considered learned and therefore the data required for the study will be easy to get. The questionnaires were divided into different sections whereby each section addressed questions to achieve each
of the specific objectives of the study. Both open ended and closed ended items were contained in the questionnaires. Likert scale was used in questions testing on the degree of the respondents’ agreement with particular variables of the study and the extent of the effect of the variables tested with different areas of school management. The instrument was divided into different sections where section A contained items on the background information of the respondents, section B contained items on the professional qualification of the TACs, section C contained items on the availability of resources, section D contained items on teachers’ perception on TACs and section E contained questions on solutions to the constraints facing TACs.

3.6.2 Interview Schedules

Yin (2003), states that interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. The researcher used interview schedules to collect data from District Education Officers and teachers in the primary schools in the Sub-County. Kerlinger (1973) observed that most people are more willing to communicate orally than in writing, this therefore provided data more readily in an interview. The interview schedule was structured based on the predetermined questions for the study.

3.6.3 Observation Checklist

The researcher also used observation checklist to collect data on the availability of material resources in the TACs. According to Mugenda (2008), observation is one of the most important and extensively used research methods in the field of social sciences. The researcher used observation check list to check on the availability and adequacy of
resources at the TACs. This enabled her to conclude on whether availability and adequacy of resources at the TACs inhibited the effectiveness of the centres.

3.7 Piloting of Research Instruments

Piloting was done to test on the validity and reliability of the instruments. The instruments of the study were tested in TAC which did not participate in the actual study. The piloting was done to ensure clarity and sustainability of the language used in the final instruments for the actual data collection.

3.7.1 Validity

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Opinion and comments from my supervisors were used to check on the content validity of the instruments.

3.7.2 Reliability

To test on the reliability of the instruments, the researcher used split-half method. The method involved scoring two halves usually odd and even items of a test separately for category of the instruments and then calculating the correlation coefficient for the two sets of scores. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describes the internal consistency of the test.
The Spearman Brown Prophecy Formula below was used to test on the reliability of the instruments:

\[
\frac{2 \times \text{Corr. Between the Halves}}{1 + \text{Corr. Between the Halves}} = \frac{2r}{r + 1}
\]

Where \( r = \) reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items. According to Orodho (2004), a correlation coefficient of about 0.8 will be judged high enough for the instruments to be accepted as reliable for the study. The research got a correlation coefficient of 0.76 for the teachers' questionnaires and 0.78 for the TAC tutors' questionnaires. The researcher therefore considered the instruments reliable.

3.8 Data Collection Procedure

The researcher obtained a letter from the Ministry of Education allowing her to go to the field. The researcher made appointments with TAC tutors serving in respective districts to notify them of the permission to carry out the study in their centres and to arrange for data collection. The researcher self administered the instruments to the respondents who were given ample time to respond to the questions. This was to ensure achievement of a good return ratio and help respondents to get a chance to seek clarification on items that proved difficult.
3.9 Data analysis

Primary data from the field was first edited to eliminate mistakes which were made by respondents during data collection. Coding was done to translate question responses into specific categories. Coding was expected to organize and reduce research data into manageable summaries. Quantitative data collected was analyzed, presented and interpreted using both descriptive and inferential statistics while content analysis technique was used to analyze qualitative data collected using interview schedules. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data. Descriptive statistics was used to calculate frequencies and percentages which were used to describe the data. The analyzed data was presented in form of tables, pie-charts and bar-graphs where applicable.
4.1 Introduction

This chapter presents the findings of the study as per the study objectives. The purpose of this study was to determine factors inhibiting the effectiveness of Teachers’ Advisory Centres in promoting quality learning in Imenti North Sub-County. A total of 55 respondents were targeted by the study out of whom 52 responded (constituting seven TAC tutors, three DEOs and 42 teachers) giving a response rate of 95%.

The findings of the research are presented based on the four research objectives restated below:-

1. To identify the professional qualifications of Tutors serving in Teacher advisory centres in Imenti North Sub-County

2. To find out whether the availability of resources inhibits the effectiveness of Teacher advisory centres in Imenti North Sub-County

3. To determine the effect of teachers’ perception of the services offered by Tutors on the effectiveness of TACs in Imenti North Sub-County

4. To recommend on the ways of improving the efficiency of Teacher Advisory Centres in Imenti North Sub-County

The chapter first presents the general information of the respondents, after which data on each of the four research objectives are presented.
4.1.1 Distribution of TAC Tutors by Gender

TAC tutors were first asked to indicate their gender. The findings of the study were as presented in Figure 4.1.

**Figure 4.1 Distribution of TAC Tutors by Gender**

![Pie chart showing gender distribution of TAC tutors]

Female 43%
Male 57%

Figure 4.1 shows that 4(57%) of the tutors were male while 3(43%) were female. The findings are supported by Cunanan (1994) explanations for the current under-representation of female in school leadership where females have been inadequately prepared for administrative positions. His explanation was that, within educational administration of the past, women were neither recruited nor offered the financial support necessary to allow them gain experience even though graduate school education had been found to be essential to those women who aspired to be principals. From the findings of the study, it can be said that most of the TAC tutors were male.
4.1.2 Distribution of the Respondents by Positions

The respondents were asked to indicate their positions. The findings of the study are presented in Table 4.1.

Table 4.1 Distribution of the Respondents by Positions

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAC Tutors</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>DEO</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Teachers</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 42(81%) of the respondents were teachers, 7(13%) were TAC tutors and 3(6%) were DEOs. The finding of the study is supported by Okumbe (2001) who stated that team work and delegation of duties enhances the effectiveness of an organization in achieving its goals. It is therefore considered that the TAC Tutors’ work in collaboration with DEOs and teachers to ensure effective learning in schools. From the distribution of the respondents, it can be said that the information used for the study was collected from different people with different views which enriched the findings of the study.
4.2 Professional Qualifications of Tutors Serving in Teacher Advisory Centres in Imenti North Sub-County

The first objective of the study was to identify the professional qualifications of Tutors serving in Teachers Advisory Centres in Imenti North Sub-County.

4.2.1 Professional Qualification of TAC Tutors

The respondents were asked to indicate their level of education. The findings of the study were as presented in Table 4.2.

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that 3(43%) of the tutors were bachelor degree holders. The study also found that 2(29%) were diploma holders, 1(14%) were PI holders and that another 14% were master degree holders. From the findings of the study, it can be said that most of the TAC tutors were qualified as only 1(14%) were PI holders. In support to these findings, Harris and Sass (2006), examined how teacher qualifications and in-service training affected student achievement in Florida. They found small effect of teaching experience
and educational background on teacher performance. The researcher therefore concluded that professional qualification of the tutors was not a challenge to the effectiveness of the TACs.

4.2.2 Experience of TAC Tutors as Teachers

TAC tutors were asked to mention whether they served as teachers before being promoted to their current positions. The study found that all TAC tutors 7(100%) had served as teachers before their promotion. In support to this finding, Falk (2001) in his study on the effects of teachers' professional development on students’ learning found that, the more professional knowledge teachers have, the higher the levels of student achievement. Thus tutors service as teachers before their appointment were perceived to have given them experience and were considered more knowledgeable on the challenges facing teachers in curriculum delivery. Hanson (1975) makes reference to the James Report of 1942 in Britain which stated that pre-service teacher training is only one aspect of professional teacher education and beyond that, there is continuous personal education and in-service training. From the findings of the study, it can be said that the TAC were at a position to identify the challenges and find ways of improving the situations in schools as they had worked in such environments.

The TAC tutors were further asked to indicate the period for which they served as teachers before being promoted. The findings of the study were as presented in Figure 4.2.
Figure 4.2 Experience of TAC Tutors as Teachers

Figure 4.2 shows that 3 (43%) of the tutors served as teachers for a period between 16-20 years. The study also found that 2 (29%) had served for a period between 11-15 years, 1 (14%) had served for a period between 6-10 years and that another 1 (14%) had served for a period above 20 years. According to Rice (2004) and Bauer (2005), several studies have found a positive effect of experience on teachers' effectiveness; specifically, "the learning by doing" effect is most obvious in the early years of teaching. Borman et al. (1993) and Schmidt et al. (1986) state that work experience improve performance, but only indirectly via relevant knowledge and skill, because prior work experience provides the opportunity for individuals to acquire relevant knowledge and skills that can, in turn, enhance performance in the job. Thus service as teacher before promotion can be perceived to have enhanced the effectiveness of the tutors. From the findings of the study, it can be said that most of the TAC tutors had served as teachers for a long period of time and were therefore considered to have adequate knowledge on the challenges in primary schools and ways of mitigating them.
In an interview with the DEOs on the professional qualifications of the tutors, the study found that two of the DEOs interviewed mentioned that TAC tutors were qualified while one of them mentioned that they were not qualified by pointing out that their skills needed to be up-dated.

4.2.3 Experience as TAC Tutor

The respondents were asked to indicate the period for which they had served as tutors. The findings of the study were as presented in Figure 4.3.

Figure 4.3 Experience as TAC Tutor

![Figure 4.3 Experience as TAC Tutor](image)

Figure 4.3 shows that 3(43%) indicated that they had served as tutors for a period of between 6-10 years. The study also found that 2(29%) had served as tutors for a period between 11-15 years, 1(14%) had served for a period between 1-5 years and that another 1(14%) had served for a period between 16-20 years. In a study done in Nigeria by Ondo State Ministry of Education (2002) on the effect of teaching experience on students’ performance, it was found that, schools having more teachers with above twelve years
teaching experience achieved better results than schools having teachers with twelve years and less than twelve years teaching experience. Sirfung (1978) stated that teacher education and training is equally important since teachers are charged with the responsibility of imparting useful knowledge, skills, attitude, values, and other competencies to the young generation so that they can effectively learn in order to productively take part in national development. From the findings of the study, it can be said that Most of the tutors had served for a period more than 5 years and were therefore considered experienced and could understand the challenges affecting them in delivering their duties.

4.2.4 Training for TAC Tutors

The respondents were asked to indicate whether there were trainings organized for TAC tutors and whether they attended them. The study found that all respondents 7(100%) indicated that there were trainings offered for TAC Tutors and that they attended them. This is an indication that training is very crucial in ensuring the effectiveness of TAC Tutors in performing their duties. Ogomo (1988) stated that with trained and adequate staff at the TAC’s in the country we may expect better results on the roles of these centers. Hanson (1975) makes reference to the James Report of 1942 in Britain which stated that pre-service teacher training is only one aspect of professional teacher education and beyond that, there is continuous personal education and in-service training.

Padhi (2004) asserts that training is very important for employees to be productive. Employees require interpersonal skills, the ability to function within teams, problem solving skills, job management, and performance analysis and improvement skills. Orora
states that many teachers perceive staff development programmes as an instrument for enhancing their effectiveness in instructional duties. Gerrard (2000) contends that staff development is intended to strengthen the capacity of an organization to perform its mission more effectively by encouraging and providing for the growth of its human resources. Walter et al. (1996) noted that the quality of teaching depends on the quality of the teachers which, in turn, depends to some extent on the quality of their professional development. Colombo (2007), in his study on developing cultural competence: mainstream teachers and professional Development found that increases in teacher and school social worker cultural competence were being linked to attending professional development style workshops. Thus tutors need for training is perceived to be very crucial in the performance of their duties. It can therefore be concluded that tutors were professionally qualified to discharge their duties effectively.

The respondents were further asked to mention the nature of trainings they got. The following areas were mentioned: time management, preparation of professional documents, setting and marking of evaluation tests, leadership management, strategic planning, curriculum orientation, school based teacher development planning, primary school action for better health, school empowerment program, guidance and counseling and report writing. These gave them confidence to deliver their services to schools.
4.3 Availability of Resources in Teacher Advisory Centres in Imenti North Sub-County

The second objective of the study was to find out whether the availability of resources inhibits the effectiveness of Teacher Advisory Centres in Imenti North District

4.3.1 Human Resource: TAC Tutors

To test on the adequacy of human resource, the respondents were asked to indicate whether Tutors were adequate considering their numbers versus their areas of service. The study found that 5(71%) of the respondents indicated that the TAC Tutors were inadequate while 2(29%) indicated that the tutors were adequate. The findings are supported by a study done by Odini (1996) who found that every TAC was run by only one tutor who opened the TAC only two days in a week on average and spend the rest of the days in the field visiting schools to meet and discuss teaching methods, curriculum and other educational matters with teachers. The findings of study are in agreement with Kisirkoi (2011), who established that in Nairobi County, Three (3) out of five (5) TAC tutors had visited only seven schools once in a term and one (1) TAC tutor had visited two schools once in a term and another TAC tutor had not visited any school in a term. This is an indication that inadequacy of TAC Tutors inhibited the effectiveness of the TACs.
4.3.2 Availability and Adequacy of Material Resources

TAC tutors were asked to indicate the availability and the level of adequacy of various resources at the centres which facilitates their work and services at their respective centres. The findings were as presented in Table 4.3.

Table 4.3 Availability and Adequacy of Material Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Library space</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Reference books</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Financial resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Means of transport</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 4.3 shows that 3(43%) of the respondents indicated that the libraries were not available while another 3(43%) indicated that they were available but inadequate. The study also found that resources such as reference books were available but inadequate as indicated by 4(57%). The study finally found that financial resources were not available as indicated by 4(57%). The Annual Report of the Secretary for Education (1994) noted that in districts where vehicles were not available, low levels of supervision were experienced or Education officers did a sterling job in the supervision of schools despite the lack of transport. In a study done by Odini (1996), he found that several TAC tutors reported that they had not received any funds for purchasing any educational materials in
the past five to six years. According to the World Bank Report (1990), many schools in developing countries fail to promote effective learning of children because available resources are not used efficiently and effectively by the teachers concerned. This is an indication that lack of resources at the centres has been persistent and can be perceived as one of the major challenges facing the TAC tutors in performing their duties in Imenti North Sub-county.

From the observation checklist, it was found that even though some centres had libraries, their capacities were small thus could only accommodate a small number. Regarding the means of transport, it was observed that some centres had bicycles and motor cycles and vehicles for transport but they were inadequate. It was also observed that there were typewriters but they were not in functional conditions. There were also photocopiers and a few computers in the centres. From the findings of the study it can be said that most of the resources at the centres either were outdated or required replacement, while some required repair and consistent servicing and maintenance for their effective functioning.

4.3.3 Effects of Availability of Human and Material Resources on Service Delivery at TACs

TAC tutors were asked to indicate their level of agreement with regard to different statements on the availability of resources and service delivery at the centres. The findings were as presented in Table 4.4.
Table 4.4 Effects of Availability of Human and Material Resources on Service Delivery at TACs

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are inadequate staff serving at the TACs in Imenti North Sub-County</td>
<td>4 58%</td>
<td>1 14%</td>
<td>1 14%</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>The irregular opening of the TACs has discouraged teachers from visiting the centres</td>
<td>0 0%</td>
<td>2 28%</td>
<td>2 28%</td>
<td>3 44%</td>
<td>0 0%</td>
</tr>
<tr>
<td>The resources in the centres are inadequate and outdated</td>
<td>2 28%</td>
<td>3 44%</td>
<td>2 28%</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>TAC tutors serving in the centres have workloads hindering the effectiveness of their services</td>
<td>3 43%</td>
<td>3 43%</td>
<td>0 0%</td>
<td>1 14%</td>
<td>0 0%</td>
</tr>
</tbody>
</table>

Table 4.4 shows that 4(58%) of the respondents strongly agreed that there were inadequate staff serving at the TACs in Imenti North Sub-County. The study also found that the respondents disagreed with the statement that the irregular opening of the TACs has discouraged teachers from visiting the centres. It was further found that 3(44%) of the respondents agreed with the statement that the resources in the centres are inadequate and outdated. These findings were supported by the report from the Annual Report of the
Secretary for Education (1994) where it was noted that in districts where vehicles were not available, low levels of supervision were experienced or Education officers did a sterling job in the supervision of schools despite the lack of transport.

According to Oni (1995), resources constitute a very important factor in the functioning of the educational system as the success of the system or otherwise depend on the manpower and materials made available. In support of this, Fabunmi (1997) identified resources in an educational establishment to include students, personnel, physical facilities, curriculum and finance. These are the major variables that determine the rate of educational development of a given country. The study finally found that 3(43%) of the respondents strongly agreed that TAC tutors serving in the centres had workloads which hindered effective delivery of their services. The results presented above were in line with the findings of a study conducted by Otieno (2008) who found out that lack of facilities and resources affects curriculum implementation in the management and structure of teachers’ advisory centres in Thika district. Similarly, Kosgey (2011) in a study on effectiveness of TACs in curriculum implementation in public secondary schools in Chepalungu district established that TACs were ill equipped to meet the training needs of secondary school teachers. The findings are also in agreement with Kiriskoi (2011) who states that TACS in Nairobi County lack stationery and facilities such as furniture. Moreover, Karanja (2008) established that TAC’s in Ruiru Division of Thika district were poorly equipped and lacked modern educational instructional materials and equipment to respond to the teachers needs. From the findings of the study, it can be said the availability and adequacy of resources affected the effectiveness of TAC centres.
In an interview with the DEO on the challenges facing TAC tutors, the following responses were given: that there was lack of means of transport at the centres, inadequate staff, poor roads for accessing the schools especially during rainy seasons and that there were inadequate instructional materials.

In an interview with the teachers on the challenges facing TAC tutors, the following were mentioned: poor turn up during meeting scheduled by TAC tutors, inadequate skills for handling teachers, lack of incorporation of modern technology, negative attitude of teachers towards the tutors and their services and inadequate staff leading to closure of the centres most of the time. According to Odede (1982), TAC centres faced a lot of challenges including lack of adequate means of transport to access the schools, lack of instructional materials and equipment to respond to teachers needs, inadequate training and demonstration materials, poor communication between the ministry of education, advisory centres and the Kenya Institute of education as well as lack of retraining of the centres tutors together with other officials.

4.4 Effect of Teachers’ Perception of the Services offered by Tutors on the Effectiveness of TACs in Imenti North Sub-County

The third objective of the study was to determine the effect of teachers’ perception of the services offered by Tutors on the effectiveness of TACs in Imenti North Sub-County

4.4.1 Visiting of TACs by Teachers

Teachers were asked to indicate the frequency of their visit to the centres to seek for advice. The study found that 32(76%) of the respondents indicated that they rarely visited the TACs to seek for advice while 10(24%) indicated that they frequently visited the
centres. According to Karanja (2008), TAC’s were poorly equipped and lacked modern educational institution materials and equipment to respond to the teachers needs. This was partly responsible for the reluctance of the teachers visiting the centers. Rukunga (2003) noted that TAC tutors faced several challenges including lack of adequate means of transport, poor communication with the Ministry of Education, inadequate training and demonstrational materials and lack of retraining of the TAC tutors to cope with current changes in the field of education. From the findings of the study, it can be said that teachers rarely visited the centres. This is an indication that they had a negative attitude toward towards the services offered by TAC Tutors.

In an interview with the DEOs, they were asked to mention whether teachers made use of the TACs. It was found that most of the teachers never made use of the centres and that they never visited the centres frequently. This came as a result of inadequate resources at the centres, closing of the centres most of the time as a result of inadequate staff at the centres and that the resources at the centres were outdated.

4.4.2 Teachers’ Perception of Services Offered by TAC Tutors

Teachers were asked to mention whether they were satisfied with the services offered by the TAC Tutors. It turned out 25(60%) of the respondents indicated that they were not satisfied with the services of TAC Tutors while 17(40%) indicated that they were satisfied with their services. According to Lumsden (1998), a positive attitude “creates an environment that is more conducive to learning and can have a positive effect on student performance”. Thus teachers’ perception of the services offered is likely to affect their attitudes and satisfaction of the services offered by TACs
The respondents were further asked to explain their answers. Those who indicated that they were satisfied explained that the advice they receive from the Tutors helped them in the implementation of the curriculum and that the information they get from the TACs were beneficial. Those who mentioned that they were not satisfied explained that most of the centres were always closed and therefore accessing information from the centres was difficult. Weisberg and Sagie (1999) provided a list of possible causes for teacher discouragement to include: poor facilities, overcrowded classrooms, discipline problems, excessive workload, inadequate salaries, lack of both parental and administrative support, and the current level of public scrutiny and open criticism facing teachers and public schools. They further explained that most of the recommendations by the officers were not implemented thus they were considered not beneficial due to lack of practical implementation among teachers.

4.4.3 Trainings offered by Tutors through Workshops and Seminars

The TAC tutors were to indicate the level of frequency at which they organize workshops for teachers. The study found that 6(86%) of the respondents indicated that TAC tutors often organized training workshops for teachers while 1(14%) indicated that they rarely organized such workshops. According to the report of a study done by the Kenya Educational Management Capacity Assessment (KEMACA) (2008) on the adequacy of the basic training for Quality Assurance Officers, it was found that 25% of the DEOs interviewed indicated that QASOs training was not adequate, 53% said it was “somewhat” adequate; while only 3% said the basic training was adequate. Therefore, it can be concluded that there were training workshops for teachers which were affected by the low attendance of the teachers thus affecting the effectiveness of the TAC.
4.4.4 Attendance of the Training Workshops by Teachers

TAC Tutors were asked to indicate the rate of attendance of training workshops by teachers. The findings of the study were as presented in Table 4.5.

Table 4.5 Attendance of the Trainings by Teachers

<table>
<thead>
<tr>
<th>Rate of Attendance</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High attendance</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Average attendance</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Low attendance</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Very low attendance</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.5 shows 3(43%) of the respondents indicated that the attendance was low. The study also found that 2(28%) indicated that the attendance was average. It was further found that 1(14%) indicated that the attendance was high and another 1(14%) indicated that the attendance was very low. According to MacNeil (2004), many aid programs have utilized resource centres to ensure the rapid delivery of in-service training or to train unqualified teachers. These trainings are aimed at improving curriculum delivery thus non attendance of the trainings and workshops affects the effectiveness of TACs in ensuring effective curriculum implementation. From the findings of the study, it can be said that teachers had negative attitude towards training thus affecting the effectiveness of the TAC centres.
4.5 Recommendations on the ways of improving the Effectiveness of Teacher Advisory Centres in Imenti North Sub-County

The fourth objective of the study was to recommend on the ways of improving the efficiency of Teacher Advisory Centres in Imenti North Sub-County. To address this objective, teachers DEOs and TAC Tutors were asked to give their suggestions on how to minimize the challenges facing TACs and to recommend on the way forward.

4.5.1 Suggestions on Minimization of Challenges facing TACs

In this section, the respondents were asked to suggest on what should be done to minimize the challenges facing the effectiveness of TACs. The following suggestions were given: that TSC should employ more tutors to ensure their effectiveness in performing their duties, that TACs should be provided with means of transport and that there should be adequate facilities at the centres, that TAC tutors should report directly to the DEOs to enhance programs planned by TACs, that teachers should be sensitized to change their attitude towards tutors and that IT should be embraced in the operation of the centres for efficiency.

4.5.2 Recommendations

The following were the recommendations on what should be done by different categories of people to improve the effectiveness of TACs.

TAC Tutors

It was recommended that: TAC tutors should make regular visits to schools, be innovative and improvise materials needed, schedule for days they should be in the office
and in the field, enhance curriculum delivery in schools through the provision of support services, update their skills in line with the current technology to improve on their service delivery and that the centres should have strong management committee.

Teachers also recommended that TAC Tutors should be committed and easily available in the offices when needed.

**The Government through the Ministry of Education**

The Ministry of Education should ensure provision of adequate training materials for the TACs such as charts, training manuals and related equipment.

The Ministry of Education should improve working conditions of TAC tutors and provide incentives to them such as transport facilities to enable them provide core services.

The Ministry of Education should provide basic facilities and materials such as furniture and ICT equipment in TACs to make them effective and that regular training and capacity building should be organized for TAC tutors on recent development in curriculum and teaching methods.

The Ministry of Education should engage more QASOs and EOs to enable TAC tutors concentrate on their core duties and responsibilities. Additionally the number of TAC tutors should be increased to correspond to the required number.

**District Education Officers**

It was recommended that DEOs should recruit qualified and competent tutors, enhance supervision of TAC activities, deal directly with tutors on matters of teacher training,
organize teacher training regularly, hold seminars with TAC tutors to get to know of their problems and challenges and that they should build more facilities and equip TACs.

**Teachers**

It was recommended that teachers should provide objective feedback on TACs, consult the tutors on regular basis, work closely with tutors, appreciate the importance of curriculum support programs and apply them, attend the in-service training and workshops and be more innovative in terms of improvising the recommended teaching Aids from locally available materials. It was also recommended that teachers should be open minded and readily embrace changes especially in education system due frequent changes in technology.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to determine factors inhibiting the effectiveness of Teachers' Advisory Centres in promoting quality learning in Imenti North Sub-County. The study was guided by the following specific objectives: to identify professional qualifications of officials serving in Teacher advisory centres, to find out whether the availability of resources constrains the effectiveness of Teacher advisory centres, to determine how teachers perception affects the effectiveness of the centres and to find out the solutions to the constraints facing the effectiveness of Teacher Advisory Centres.

5.2 Summary of the Findings of the Study

This section presents the summary of the findings of the study according to the objectives.

5.2.1 Professional Qualifications of Officials Serving in Teacher advisory centres in Imenti North Sub-County

The study found that the Tutors were professionally qualified for their work. This was evidenced by the fact that 3(43%) of the tutors were bachelor degree holders and that all had served as teachers before promotion and were therefore considered professionally qualified for their posts. The study also found that all the TAC tutors attended trainings for their professional advancement.
5.2.2 Availability of Resources in Teacher advisory centres in Imenti North Sub-County

Regarding the availability of human resource, the study found that 5(71%) of the respondents indicated that the tutors were inadequate. The study also found that 4(58%) of the respondents strongly agreed that there were inadequate support staff serving at the TACs in Imenti North Sub-County. In terms of availability of material resources, the study found that 3(43%) of the respondents indicated that the libraries were not available while another 3(43%) indicated that they were available but inadequate. Resources such as reference books were also found to be available but inadequate as indicated by 4(57%). The study further found that financial resources were not available as indicated by 4(57%). It was finally found that means of transport was available but inadequate as indicated by 4(57%) of the respondents. Other challenges included: poor roads for accessing the schools especially during rainy seasons, inadequate instructional materials, lack of incorporation of modern technology and inadequate staff leading to closure of the centres most of the time.

5.2.3 Effect of Teachers’ Perception of the Services offered by Tutors on the Effectiveness of TACs in Imenti North Sub-County

On teachers’ perception of the services offered by TAC Tutors, the study found that the tutors often organized for training workshops for teachers as indicated by 86% of the respondents. It was also found that there was low attendance of the trainings by teachers as indicated by 43% of the teachers. The study further found that teachers rarely visited the centres for advice and search for resources as indicated by 76% of the respondents.
Regarding teachers' satisfaction with the services, the study found that 60% of the teachers indicated that they were not satisfied with the services offered by TAC tutors. Thus, the major challenge which affected teachers' perception was their negative attitude towards the tutors and their services.

5.2.4 Recommendations on the ways of improving the Effectiveness of Teacher Advisory Centres in Imenti North Sub-County

The following suggestions were given as solutions to the constraints: that TSC should employ more tutors to ensure their effectiveness in performing their duties, that TACs should be provided with means of transport to facilitate their movement and that there should be adequate facilities at the centres such as computers and current reference books, that TAC tutors should report directly to the DEOs to enhance programs planned by TACs, that teachers should be sensitized to change their attitude towards TAC tutors to enhance the effectiveness of the centres and that IT should be embraced in the operation of the centres for efficiency.

5.3 Conclusions

From the findings of the study, it can be concluded that availability of human and material resources and teachers' perception of the services offered by TAC Tutors affected the effectiveness of the centres in achieving their goals in Imenti North Sub-County.
5.4 Recommendations

i) The study recommends that in-service trainings should be held for TAC tutors on a regular basis to update their skills. This will help them to come up with better ways of performing their duties effectively.

ii) The study also recommends that the government through the Ministry of Education should set up funds to upgrade the centres through the provision of necessary resources and facilities to ensure the effectiveness of the centres. This can be achieved through the recruitment of more TAC Tutors by the TSC in conjunction with the Ministry of Education in order to curb the problem of under staffing in TACs.

iii) The study finally recommends that teachers should change their attitude towards the TAC tutors and the services they render. This will help in realizing the goals for which the centres were established as it will allow for the organization and implementation of programs aimed at improving curriculum delivery in schools.

5.5 Recommendations for Further Research

This study was carried out in Imenti North Sub-County. The researcher therefore recommends that another study be done in other counties on the benefits of TACs which was not the concern of this study.
REFERENCES


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UNESCO (1975), *Curriculum Management Training Module for Principals of Secondary Schools in Kenya*


APPENDICES

APPENDIX I: COVER LETTER

July, 2011

Dear Madam/Sir,

RE: REQUEST FOR DATA

I am a post graduate student pursuing a Master of Education Degree (M.Ed) at Kenyatta University. I am required to submit as part of my research work assessment, a project on "FACTORS INHIBITING EFFECTIVENESS OF TEACHER ADVISORY CENTRES IN PROMOTING QUALITY LEARNING IN IMENTI NORTH SUB-COUNTY". To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Your name will be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Mwari Lucy Rukaria

Kenyatta University
APPENDIX II: QUESTIONNAIRES FOR TAC TUTORS

SECTION A: BACKGROUND INFORMATION

1. Gender: Male [ ] Female [ ]

2. Position in TAC

SECTION B: PROFESSIONAL QUALIFICATIONS OF OFFICIALS SERVING IN TEACHER ADVISORY CENTRES

3. Did you ever serve as a teacher before you were appointed to serve as a TAC tutor

Yes [ ] No [ ]

4. If your answer is yes, for how long did you serve as a teacher before you were promoted to be a TAC tutor?

5. For how long have you served as a TAC tutor?

6. What is your highest professional qualification?

PI [ ] Diploma in Education [ ]

Bachelors Degree in Education [ ] Masters Degree [ ]

Any other (specify)

7. Are there trainings offered to TAC tutors by the government to ensure their effectiveness by through updating of their skills.

Yes [ ] No [ ]

8. If your answer to the question above is yes, what are the areas in which you are trained with regard to your area of service?

9. Do you think the trainings are important in improving your service delivery.

Yes [ ] No [ ]
10. What are the challenges you face which are relevant to your professional training in your areas of service.

Briefly explain your answer

SECTION C: AVAILABILITY OF RESOURCES

11. Are the tutors serving in your area adequate in terms of numbers?

Yes [ ] No [ ]

12. The following are some of the resources required for effective functioning of TAC centres. Please, indicate the level of adequacy of each of the resources in your centre.

<table>
<thead>
<tr>
<th>Resource</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources e.g reference books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means of transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human resource</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. The following are some of the statements of the resources with regard to service delivery by TACs. Please indicate the level of your agreement with each statement. The numbers has been used as presented below.

<table>
<thead>
<tr>
<th>1-Strongly Agree</th>
<th>2-Agree</th>
<th>3-Neither Agree nor Disagree</th>
<th>4-Disagree</th>
<th>5-Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

78
<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are inadequate staff serving at the TACs in Imenti North Sub-County</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The irregular opening of the TACs has discouraged teachers from visiting the centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The resource in the centres are inadequate and outdated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAC tutors serving in the centres have workloads thus hindering the effectiveness of the services they render</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION D: TEACHERS PERCEPTION

14. How often do you offer training to your teachers in your area of service?

Very often [ ]  Oftenly [ ]  Rarely [ ]  Not at all [ ]

15. If you offer training for teachers in your area, what is the rate of their attendance to the trainings.

High attendance [ ]  Average attendance [ ]  Low attendance [ ]  Very low attendance [ ]

16. Do teachers in your area visit the TAC centres to seek for advice?

Yes [ ]  No [ ]

17. Do you think that TACs are of any benefit to teachers?

Yes [ ]  No [ ]

Briefly explain your answer ____________________________________________________________  
________________________________________________________________________________

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SECTION E: SOLUTIONS TO THE CONSTRAINTS FACING THE EFFECTIVENESS OF TEACHER ADVISORY CENTRES

18. What would you suggest to be done to minimize the challenges facing the effectiveness TACs?


19. What would you recommend to be done by the following categories of people to improve the effectiveness of Teacher advisory centres in Kenya.

TAC tutors:


The Government through the ministry of Education


District Education Officers


Teachers:
APPENDIX III: INTERVIEW SCHEDULE FOR DEOs

1. For how long have you served as a DEO? ________________________________

2. Would you consider TAC tutors serving in your area to be qualified? ________________

3. What are some of the challenges TAC tutors serving in your area face in their attempt to serve in their respective areas of service? ________________________________________________________________________

4. Do you think that the staff serving at the TACs are adequate in terms of numbers?

5. What is the level of adequacy of resources at the TACs in your area? ________________

6. Are you satisfied with the services offered by TAC Tutors?

Yes [ ] No [ ]

Briefly explain your answer? ________________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
7. Do you think that teachers in your area of service make use of the established resources centres in their respective areas of service? (Briefly explain)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. What would you recommend to be done by the following categories of people to improve the effectiveness of Teacher advisory centres in Kenya.

TAC tutors:
________________________________________________________________________

The Government through the ministry of Education
________________________________________________________________________

District Education Officers
________________________________________________________________________

Teachers:
________________________________________________________________________
APPENDIX IV: INTERVIEW SCHEDULES FOR TEACHERS

1. For how long have you served as a teacher? __________________________

2. Do you think that the staff serving in the TACs in your area of service are qualified? (Briefly explain) __________________________

3. What is the level of adequacy of resources available in the TAC centres in your area?

________________________________________________________________________

4. The following are some of the resources required for effective functioning of TAC centres. Please, indicate the level of adequacy of each of the resources in your centre.

<table>
<thead>
<tr>
<th>Resource</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Means of transport</td>
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</tr>
<tr>
<td>Human resource</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. How often do you visit TAC centres in your area of service? ________________

________________________________________________________________________

6. What are the challenges you experience during your visit to the centres in terms of the services provided by the centres __________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
7. What would you recommend to be done by the following categories of people to improve the effectiveness of Teacher advisory centres in Kenya.

TAC tutors: ________________________________

________________________________________

The Government through the ministry of Education ________________________________

________________________________________

District Education Officers ________________________________

________________________________________

Teachers: ________________________________

________________________________________
## APPENDIX V: OBSERVATION CHECKLIST

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>Availability</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available</td>
<td>Not available</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources e.g reference books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource (Staff)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means of transport e.g Bicycles/motor cycles/Vans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typewriters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop (Seminar hall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duplicators (photocopiders)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Source: Meru Municipality (2011)
APPENDIX VII: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 316249
When replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/012/400

17th April 2012

Date:

Lucy Rukaria Mwari
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Factors inhibiting effectiveness of teacher advisory centres in promoting quality learning in Imeni North sub county,” I am pleased to inform you that you have been authorized to undertake research in Imeni North Sub County for a period ending 31st May, 2012.

You are advised to report to The District Commissioner and the District Education Officer, Imeni North Sub County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Imeni North Sub County.
Internal Memo

FROM: Dean, Graduate School

TO: Ms. Mwari Lucy Rukaria
C/o Educ. Management, Policy & Curriculum Studies Department

DATE: 11th March 2012

REF: E55/CE/14343/09

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting of 1st March 2012 approved your M.Ed Project Research Proposal entitled, “Factors Inhibiting Effectiveness of Teacher Advisory Centres in Promoting Quality Learning in Imenti North Sub-County.”

You may now proceed with your Data Collection.

Thank you.

JOHN M. ODONGI
FOR: DEAN, GRADUATE SCHOOL


Supervisors:
1. Prof. Grace Bunyi

2. Dr. Levi I. Libese

JMO/fwk