

A STUDY OF FACTORS AFFECTING THE ROLES OF  
TEACHERS' ADVISORY CENTRES IN NYAMIRA  
DISTRICT.

OKIOMA MALACK ATATI

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF  
EDUCATION (PRIMARY TEACHERS EDUCATION)

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*A study of factors  
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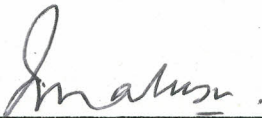
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DECLARATION

This project Report is my original work, it has never been presented in any other University for the award of a degree.

  
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DEDICATION

This project report is dedicated to my wife Leah Nyaboe, my children Moraa, Bokea, Gekondo, Okioma and Moriasi without whose patience and cooperation my study would have been difficult. My mother Mankone Okioma for the support, encouragement and care she accorded to my family when I was away for the study.

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ABSTRACT

The main purpose of this study was to study the factors affecting the roles of Teachers' Advisory Centres in Nyamira District.

This study is important because Teachers' Advisory Centres have gained world-wide recognitions as centres of education improvement. Because of its importance the Kenya Government decided to incorporate it in the 1963 plan.

The Teachers' Advisory Centres were incorporated in the plan because they were the most effective and efficient system of updating serving teachers without taking them away from their jobs and at minimum cost.

The objectives of the TAC were defined as making equipment and learning resources of teacher choice for classrooms, sharing ideas among teachers, using minischools to get models for re-organizing the classrooms physically, pedagogically and content wise.

It is also important because it tries to highlight some of the factors affecting the TAC tutors in performing their duties. Some of these factors are; finance, housing of the TAC, transport, equipment and facilities and support personnel.

The short time and financial constraints disallowed the use of a large sample of TAC tutors and primary school teachers. Eleven (11) Teachers' Advisory centres were selected from a total of twenty four (24) TACs and one hundred and sixty four teachers were selected out of four thousand and sixty six teachers. Each of these (TAC tutors and teachers was given a questionnaire.

The data obtained was recorded, analysed and interpreted as frequencies and percentage distributions.

The findings of the study showed that the TACs play an important role of providing in-service to teachers, dissemination of materials, counselling centres and curriculum development centre. The TACs' problems were also highlighted. The research

revealed the following problems: Lack of finance, transport equipment and facilities, support personnel and consumables and expandables.

The study further revealed that the community assistance was important to the success of TAC.

Based on these findings, a number of recommendations were made. That after appointment, the TAC tutors should be given special training to make them conversant with their job, there should be clear policy indicating the terms and conditions of service for the TAC tutors, there should be clear policy on the financing of the TACs, were some of the recommendations.

## CHAPTER ONE

### 1.1 BACKGROUND TO THE PROBLEM

The belief that schooling provided everybody who goes through it with all the knowledge and skills required to meet all their occupational needs for the rest of their lives is no longer valid in a rapidly developing socio-economic environment.

The emphasis on educational innovation to meet societal and individual needs goes to support the concept of life-long education which demands going through the process of education throughout one's life.

The concept of life long education also goes to support the fact that a changing world requires constant review of content and approach patterns and styles of education.

To relate the Kenyan situation there are so many changes which have taken place since independence, some of these changes have had an impact on the educational system in Kenya.

The introduction of free primary education, the steadily rising birth-rate and parents' growing awareness of the need to educate their children are some of

the factors which have substantially increased the number of school going children. When free education was introduced, it was looked upon as desirable for the society and nobody thought that it would affect the quality of education in the country.

As the enrolment increased, the number of schools increased. As a result many unqualified teachers were employed. They were expected to learn the new and necessary techniques on the job. There are also qualified teachers who were trained many years ago to teach literacy but who now find it difficult to adapt to new changes placed upon the teachers by the society. It was felt necessary for the teachers to identify their own professional shortcomings and needs. When they had identified these, the knowledge gained would be used in developing and evaluating the primary school curriculum.

To involve more teachers at local level the Kenya government decided to improve teachers quality through the Teachers' Advisory Centres (TAC) which have now gained world-wide recognition.

The education commissions and committees which

were formed between (1964-1978) stressed the importance of Teachers' Advisory Centres as a solution to the improvement of teachers' professional competency.

For example, A study of curriculum Development in Kenya (Bessey Report, 1972, P.115) pointed out that the vast majority of primary schools lie in the stagnant outside and are totally unaffected by the Teachers' Advisory Centres' movement. The concept of TAC recognized this dangers and gave substance to the idea that if curriculum change was to be effective and continuous it must be rooted in the desire of teachers to be concerned with change. The study expressed an urgent need to establish conveniently located premises where teachers, teacher administrators, teacher educators and school inspectors could meet for joint discussions as partners on educational matters.

The other commission which showed, the importance of the TACs was the National Committee on Educational Objectives and policies (Gachathi report 1976, P.107) recommended the re-examination of the structure and strength of updating programmes for primary school teachers. This move was intended to cater for the professional and academic needs of both trained and

untrained teachers and also to look into areas of administrative competence particularly for the head-teachers.

In 1978 the Report of Primary Teachers Updating Programme Committee (Lijembe Report, PP. 1-7) went further to work out methods on how to phase out the existing untrained teachers through in-service training programmes. The committee observed that untrained teachers could not compare with professionally trained ones in teaching competence. The latter had acquired certain teaching knowledge and skills that place them in higher positions of self-assurance and dignity. Despite this advantage it became clear that in order to cope with the complexity and changing nature of education, trained teachers were expected to go through updating educational programmes to acquire new professional skills and competence throughout their careers.

It is clear that the TACs can be used to offer inputs for the updating of serving teachers throughout the country. Serving teachers are required to make use of resources which provide them the opportunity to share views with fellow teachers. This means that

the available resources must be used in the most economical way possible as to yield maximum returns. Thus the production of competent manpower force in educational systems should not be left solely to the formal schools and colleges.

One of the methods the Kenya Educational authorities adopted in their search for the most effective and efficient system of updating serving teachers without taking them away from their jobs and at minimum cost was the Teachers' Advisory Centres (TAC).

Facilitating the in-servicing of teachers, development of teaching resources and enabling teachers to participate in preparation of learning resources made the Kenya government to incorporate Teachers' Advisory Centres in the plan of 1963 for the establishment of primary school inspectorate. The plan stipulated that each district in Kenya should have a Teachers' Advisory Centre and large districts to have at least two centres.

Implementation of the Teachers' Advisory Centres did not take place until the beginning of 1970 when twenty (20) such centres were established. A total

of forty three Teachers( Advisory Centres were operating throughout Kenya by August 1981. (H.O. Ayot: "Teacher Advisory Centres in Kenya": An in-set Africa project case study November, 1982, P.8).

The roles of Teachers' Advisory Centres were stated in the Lijembe Report (1978, P. 39) as follows:

- 1.1.1 Provide convenient and appropriately equipped Centres for updating teachers.
- 1.1.2 Prepare and produce materials for use on updating courses and in any follow up activities required.
- 1.1.3 Carry out research in primary teaching methods and the use of locally available teaching resources and communicate the results of such researches to the classroom teachers and the national curriculum specialist at the Kenya institute of Education (K.I.E.).
- 1.1.4 Take an active part in the development of primary school curriculum by maintaining close and adequate contact with the teachers and local

subjects panels, so that relevant feedback may be readily available when research and assessment of various programmes are called for.

- 1.15 Endeavour to provide solutions to teachers immediate day to day professional problems by acting as a clearing house for new ideas, skills, methods of teaching and teaching resources which have proved successful in the classrooms.
- 1.16 Provide educational counselling services not only for teachers but for the community as a whole.
- 1.17 Act as a receiving centre for various resource materials from agencies like Kenya Broadcasting Corporation, Kenya Institute of Education, Science Equipment Production Unit (SEPU) and so on.
- 1.18 By working closely with Teachers' Colleges to help expose students to what goes on in primary schools and how to use the TACs when they leave college.

All these roles were expected to be performed

by all the Teachers' Advisory Centres in Kenya. The researcher felt that some of these roles had not been completely fulfilled because of various factors. This was the reason why the researcher was interested in finding out some of these factors which have affected the performance of the stated roles of TACs in Nyamira District.

#### 1.20 THE RESEARCH PROBLEM

The research problem is a study of factors affecting the roles of Teachers' Advisory Centres in Nyamira District.

#### 1.21 STATEMENT OF THE PROBLEM

The Teachers' Advisory Centres have gained world-wide recognition as centres of education improvement. Because of this importance the Kenya government has decided to involve more teachers at zonal level and to improve their quality through the Teachers' Advisory Centres.

There has been very little research done on the factors affecting their roles since their inception in 1970. It was important to make a follow up whether there were factors affecting the TACs in performing

1.42 their duties and provide a feedback. The research  
was: A study of factors affecting the roles of  
1.43 Teachers' Advisory Centres in Nyamira District.

1.30 RESEARCH QUESTIONS

For the purpose of this study the researcher attempted to answer the following questions.

1.45 1.31 Are there factors affecting the roles of the Teachers' Advisory Centres?

1.50 1.32 Are the TAC personnel trained to effectively perform their duties?

1.33 What is the source of finance for the TACs?

1.34 Do the TACs have enough facilities and equipment?

1.35 What problems are encountered by the TAC tutors as they execute their duties?

1.40 RESEARCH OBJECTIVES

The following were the objectives of the study.

1.41 To investigate the factors affecting the role of TACs.

- 1.42 To investigate whether there is any training, programmes for the TAC personnel.
- 1.43 To find out the source of finance for TACs.
- 1.44 To find out whether the TACs have enough facilities and equipment.
- 1.45 To investigate the problems encountered by the TAC tutors as they perform their duties.

1.50 THE SIGNIFICANCE OF THE STUDY

There has been very little research done on factors affecting the roles of TACs in Nyamira District. This is because Nyamira District was carved out of Kisii District in 1989. The result of the study could be useful in providing information on the current position of TACs in the district.

Investigations into the problems being faced by the TACs in Nyamira District might assist the relevant government authorities towards providing solutions to the problems and checking the occurrence of the same problems in the future.

The suggestions by the researcher might be

1.6.3 useful in guiding the running of the TACs towards the attainment of the stated roles in the district and country wide where the same situations are found.

1.6.4  
1.6.5 The researcher would also use the information to understand the working of TACs and how they are being affected by some factors in performing the roles they were set for.

1.6.6  
1.6.7 This study is important to the researcher as a potential teacher tutor in the primary teachers' college, as the researcher will be directly involved in the curriculum implementation through the teaching of student teachers who should benefit from the Teachers' Advisory Centres when they complete their training course and could be required to manage the centres in their career.

## 1.6 BASIC ASSUMPTIONS

1.6.1 The researcher assumed that there were some factors affecting the Teachers' Advisory Centres'.

1.6.2 That the TAC tutors were trained well to run the centres.

- 1.6.3 That practising teachers were aware of the existence and usefulness of the TACs.
- 1.6.4 That there were properly set channels through which the TACs communicated with their relevant authorities and through which feedback was provided.
- 1.6.5 That all the TACs were housed in some place.
- 1.6.6 That the TAC tutors were able to reach all the teachers within the zone.
- 1.6.7 That there was cooperation between the TAC tutors and the local educational administrators.
- 1.6.8 That there was enough finance to run all the TAC activities.
- 1.6.9 That all the TACs had enough equipment for use by teachers and tutors.
- 1.6.10 That there were factors affecting the roles of TACs in Nyamira.

## 1.7 SCOPE AND LIMITATIONS

The purpose of the study was to find out the factors affecting the roles of Teachers' Advisory

Centres in Nyamira District.

Due to the short time allocated to this project, it was not possible to carry out a detailed and thorough research throughout the country.

This study was confined to Nyamira District. It was carried out in eleven (11) Teachers' Advisory Centres out of twenty four; and one hundred and sixty four(164) primary teachers out of four thousand and sixty six (4066) teachers. The reason why the researcher had chosen only 11 TACs and 164 teachers was because there was no time and money to cover all the 24 TACs and 4066 teachers in the district.

The other limitation was the factors to be considered. The researcher confined himself to the following factors: Transport, training of the TAC tutors, housing, finance, equipment, facilities and problems encountered by the TAC tutors.

The eleven (11) TACs and one hundred and sixty four (164) teachers chosen were representative of TACs and teachers in the District. This was because all the divisions were represented in both TACs and the teachers. This implied that the findings would be

generalised to the whole district.

1.8 DEFINITION OF TERMS

- 1.8.1 Teachers' Advisory Centre (TAC) is a place where the teachers go to get educational advice, prepare learning resources, carry out experiments. Exchange ideas and get up to date information on educational matters. The community is made aware of what is expected of them in educational reforms.
- 1.8.2 Division This is an educational area composed of zones, the number of these zones vary greatly from one division to another. The whole division is under the Assistant Education Officer (AEO).
- 1.8.3 ASSISTANT EDUCATION OFFICER (AEO): This is the person charged with the responsibility of managing the division and report to the District Education Officer on administrative matters.
- 1.8.4 ZONE This is an educational area within the division under the management of zonal Assistant Primary School Inspector (ZAPSI) who reports directly to the AEO of the Division on administrative and inspection matters. Every zone has one Teachers' Advisory Centre.

1.8.5 TEACHER ADVISORY CENTRE TUTOR. This is the person who is managing running and organizing the Teachers' Advisory Centre.

## CHAPTER TWO

### 2.0 REVIEW OF RELATED LITERATURE

#### 2.1 INTRODUCTION OF THE TEACHERS' ADVISORY CENTRES IN KENYA.

Teachers' Advisory Centres (TACs) in Kenya were established by a collaboration between the Kenya Government and UNESCO/UNICEF: (Plan of Operations for the Improvement of Education in Kenya, 1970, P.7, 17) According to the plan of operations, each district in Kenya was supposed to have one Teachers' Advisory Centre which was supposed to serve as a local in-service centre for groups of teachers. They were supposed to be kept open for teachers seeking advice and help. Such centres were supposed to be twenty (20) by 1970 and plans were underway to establish more during the period 1971-1972.

According to the agreement, UNESCO was going to provide technical advice and guidance in the planning and implementation of the project through its secretariat and through UNESCO experts assigned to the project. UNICEF agreed to provide supplies, equipment,

and transport as well as salary subsidies and training grants.

The Kenya Government provided premises, facilities, and staffing. Consequently forty three (43) Teachers' Advisory Centres (TACs) had been established throughout Kenya by August 1981 and each district had at least one TAC while a few other districts had more than one TAC by 1982.

Nyamira District is a new district which was carved out of the vast Kisii District in 1989. This means that the district did not benefit from the UNESCO/UNICEF Cooperation. The district had some TACs both at the division and zonal levels. These TACs were however not as equipped as those which were started earlier by the UNESCO/UNICEF and the Republic of Kenya Cooperation because the latter remained in the old Kisii District. The TACs in Nyamira District were housed in schools and the facilities were provided by the community through self-help: Teachers, parents and pupils contributed generously towards the building of the TACs in Nyamira District. They were twenty four (24) TACs in Nyamira District by July 1992 (District Education Office-Nyamira District).

2.2 VALUE OF TEACHERS' ADVISORY CENTRES (TACS)

James Porter ("Inservice Education of Teachers and Colleges of Education" In Inservice Education and Teachers' Centres, 1975, P. 90) argues that it is impossible to prepare a teacher at the beginning of his career for all the responsibilities he is to face in a world of rapidly developing social and cultural change. The current inability of so many schools and teachers to cope with the rapid changes in curriculum methods of teaching as well as the changing motivations and attitudes of children is a powerful argument for a national system of continuity education for teachers.

This shows that the TACs must play an important role in the continuous education of teachers after leaving college. The teachers should use the TACs in the updating programme in the changing world. This argument is supported by the Gachathi Report (1976 P. 46) which has strongly recommended a clear establishment of well defined national standards of education at all levels. The report goes further on to recommend the strengthening of primary education throughout the country. Because of the teaching innovations such as introduction of new subjects like pre-vocational studies and social ethics, the report goes on to

recommend a massive inservicing of teachers to be able to handle the changes in the content and approach to the education offered. The report also suggested the need for localising the primary school curriculum So that it is relevant to the real social, economic and environmental perspectives.No other establishment can act as a base to all these suggestions except the Teachers' Advisory Centres.

The Lijemba Report (1978, P. 38) emphasised that the Teachers' Advisory Centres should play a vital role in the updating programme. It strongly recommended the increase of the number of Teachers' Advisory Centres (TACs) and placing them in suitable and accessible location, so that teachers who visit them could not be inconvenienced.

Also the Report felt that the TACs should be under the professional control of the District Primary Schools Inspectors (DPSI). They were supposed to be manned by personnel acquainted with the problems of primary schools and curriculum development. These personnel were to be capable of carrying out research and providing new materials and methods.

The value of the TACs is also stressed in Development Plan (1979-83, P. 168). It stressed that TACs have proved very useful, for the inservicing of teachers and the development of ideas and teaching resources.

It is apparent that the Teachers' Advisory Centres play a very vital role in the upgrading of teachers in curriculum implementation and evaluation. The importance is shown by the enthusiasm with which many teachers have participated in and benefited from them. Its importance is also shown by a lot of good will from some sections of the Ministry of Education. This is evidenced by the support in providing funds and materials.

### 2.3 THE SET OBJECTIVES FOR THE TEACHERS' ADVISORY CENTRES (TACS)

According to the Development Plan (1974 Part I-II P. 435) the aim of the TACs was to provide direct support in the field for major changes in the educational process.

The TACs were to provide in-service training for teachers and contribute to the curriculum develop-

ment at the Kenya Institute of Education.

The objectives of the TACs were first given by the Lijembe Report (1978, P.39) which have been stated in chapter one of this study. These objectives were later restated by B.D. Odhiambo ("Teacher Advisory Centres Ministry of Basic Education", Sept., 1982, P. 4) as follows:

- 2.3.1 To provide in-service courses to teachers according to their identified needs.
- 2.3.2 To advice teachers individually or in groups on matters pertaining to their professional problems.
- 2.3.3 To conduct local researches where local teachers are involved.
- 2.3.4 To classify the reference materials for the teachers' use.
- 2.3.5 To organise local discussions, visits, lectures and demonstrations for the teachers.
- 2.3.6 To advice teachers on the new curriculum

changes and other relevant matters affecting their practice.

- 2.3.7 To advise other educational agencies on the teachers' and schools' problems.
- 2.3.8 . To visit schools and identify the pupils and teachers' successes and problems. It is clear that the aim of the Teachers' Advisory Centres is to help the teachers improve their teaching skills.

The TACs are known to provide the teachers with a clearer sense of fate control to influence the immediate educational environment and thereby encourage and enable more initiative taking in change efforts. Because of increased sense of mastery and personal potency, teachers may take the actual freedom available to them to bring about changes in their school building beyond the doors of their own classrooms. Mathew miles (Teachers' centres: in Inservice Education and Teachers Centres, 1975, P. 184) summarises the key objectives of TACs as making equipment and learning resources of teacher choice for classrooms, sharing ideas among teachers, learning mathematics

and science by laboratory methods and using mini-school to get models for re-organizing the classroom physically, Pedagogically and content wise.

These objectives are supposed to be achieved by the TACs in Nyamira District. This is because all the TACs in Kenya were supposed to perform the same functions.

#### FUNCTIONS OF TEACHERS' ADVISORY CENTRES (TACS)

According to Mathew Miles: (Ibid. P. 187)  
Teachers' Advisory Centres act as a venue through which the teaching professionals can study, analyze and develop teaching and effects of teaching for the purpose of achieving improved learning for both teachers and students.

To achieve these global goals, the Teacher Education Extension Service (TEES) and the Ministry of Education in Kenya UNESCO, UNICEF and Kenya Government - Plan of Operation for Improvement of Education in Kenya (1970 P. 7) initially visualised the following function of the Teachers' Advisory Centres (TACs):

2.4.1 Provision of in-service training at local level for

headteachers in the following subject areas:  
leadership in schools, supervision of teaching staff, sociology and understanding of the country's needs and modern teaching methods and use of materials.

- 2.4.2 Provision of in-service training locally to both trained and untrained teachers in the following subject areas: child development, Educational methodology, subject-matter, making teaching resources and materials and introduction of health and nutrition health in schools.
- 2.4.3 Contribute at local level, to the national curriculum development efforts through development of new materials, experimentation with materials developed elsewhere in the world, distribution of new materials to schools and initiating experimentation with projects that meet particular local needs.
- 2.4.4 Provision of informal advice and demonstration to teachers visiting the centres at their own volition during daily consultation hours.

The UNESCO/UNICEF TEES project completed its agreement after five years in 1974. The Kenya Government took over the responsibility to finance and run the TACs. The Kenya Government saw the TACs as fulfilling the following functions as given in the Development Plan (1974-78, P.19-67, P.435):

- 2.4.5 Provide direct support in the field for major changes in the educational process.
- 2.4.6 Provide in-service training for teachers at all levels.
- 2.4.7 Contribute to curriculum development activities of the Kenya Institute of Education (KIE).
- 2.4.8 Establish feedback between teachers and other institutions.
- 2.4.9 Act as a medium of contact between teachers in districts and various educational institutions in the country.
- 2.4.10 Make the society aware of what is expected of them in the educational reform.

The functions of TACs as conceptualised and defined by UNESCO/UNICEF TEEs Project and Kenya Government are essentially similar. However the functions as defined later by the Kenya Government cover a wider field, which include utilization of TAC facilities directly in the primary school activities. This means that secondary schools and other institutions would be served by the TACs. Also the Government viewed TACs as an appropriate means of expanding education to both more and less developed areas of the country. Therefore the TACs become more functional and important in upgrading the teachers in their local areas.

The other person who has highlighted the functions of TACs is G.P. Oluoch in Essentials of Curriculum Development (1982, P. 79).

- 2.4.11 To serve the local curriculum development panels
- 2.4.12 To coordinate the local contribution to curriculum development.
- 2.4.13 To produce materials related to the specific areas in which the centres are located.

The functions might be the same as those stressed by the Kenya Government (Opcit) but he was stressing the functions which each TAC was supposed to do in order to benefit the teachers around the centre. The TACs could be also the resource centre containing the equipments required by the students and teachers to follow the new curricula.

This means that for TAC to function well it must have necessary tools and equipment to enable the teachers and students to prepare the necessary learning resources.

The functions were supposed to be fulfilled by all the TACs. This was the reason why the researcher wanted to find out whether there were any factors which were affecting these functions of TAC in Nyamira District.

## 2.5 PROBLEMS WHICH HAVE BEEN FACED BY TEACHERS' ADVISORY CENTRES

Lijembe Report (1978, P.81) observes some shortcomings of the Teachers' Advisory Centres which include the following:

- 2.5.1 TACs were located in places which were in accessible to the majority of the teachers
- 2.5.2 They were housed in poor and badly equipped buildings.
- 2.5.3 Tutors in the TACs were not mobile.
- 2.5.4 Duties of the TAC tutors were not properly spelt-out.
- 2.5.5 Quite a number of TAC tutors were not specially trained for the task they performed.
- 2.5.6 Financing was inadequate.

According to the report, all the TACs visited experienced most of the problems. The problems were more pronounced in the new centres which were formed later. This was more so in the sub-centres which were formed in the Divisions.

The other person who has investigated the problems of TACs is Maranga J. S. in 1979. The Role of Teachers' Advisory Centres (P<sub>3</sub>) He identified nearly the same problems as those

identified by the Lijembe Report (1978). Besides that he found a number of resistances to the establishment of the TACs in some divisions. He found out that tutors who worked diligently and confidently seemed to threaten the Assistant Education Officer's (AEO) position and therefore the AEOs' recommended their transfers. These transfers were very frequent and the tutors could not get adequate time to work well in an area. The AEOs Instituted sanctions against any positive activities organised by the active centre tutors. They insisted that the centre tutors could not plan any activities at the centres without the AEOs knowledge and consent.

This move made the work of the tutors difficult because the AEOs did not allow anything to take off.

Influential people in the public also objected to the collection of funds for putting up buildings at the centres or even buying essential equipment. The objection made expansion of the TACs hard because most of the buildings had to be put up through the harambees.

The other person who has highlighted on the problems of TACs is B.D Odhiambo (Teachers Advisory Centres, 1983 P. 1-9). He says that even if there was a lot of enthusiasm with which many teachers had participated in and benefited from the TACs, there were some problems which prevented them from using them maximumly. The problems he highlighted were the same as those found by the Lijembe report (1978) but he also identified the following problems:

- 2.5.7 Adequate standard equipment was lacking in the main centres.
- 2.5.8 Consumable and expendable materials were seriously inadequate.
- 2.5.9 The number of personnel at the TACs was inadequate.
- 2.5.10 The present tutors' terms of service needed review.

The above problems are highlighted by Shiundu and Omulando in Curriculum Theory: and practices in Kenya (1992, P.282-287).

They analysed that the Calibre of the professional staff was not suitable for the efficient running of the TACs. Most of the TAC tutors were appointed through political patronage. The TAC tutors are employees of Teachers Service Commission but they work under the District Education's Office. It becomes hard for the tutors to work efficiently because they did not know whose instruction to follow.

The noted problems might be found in Nyamira District. This is because all the TACs in Kenya are run by the same body. This was the reason why the researcher wanted to find out whether the same factors are affecting the roles of TACs in Nyamira District.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 LOCATION OF THE STUDY

The study was carried out in Nyamira District in Nyanza Province of the republic of Kenya. It focused on eleven Teachers' Advisory Centres drawn from the District.

The District is located to the Eastern side of Lake Victoria about 300km from the capital of Kenya. This district was formerly part of the Kisii District which was split in 1989. Its headquarter is Nyamira township.

Nyamira District has a population of about 400,000 people according to the latest census in 1989 (census report in the district headquarter). Most of the people are predominantly agriculturalist. It has five (5) divisions and three (3) continuencies. It is bordered by Kericho District to the East, Homa Bay District to the West, Narok District to the South and Kisii District to the West.

3.2 POPULATION OF THE STUDY

Nyamira District has three hundred and sixty four (364) primary schools with four thousand and sixty six (4066) primary school teachers. The district has twenty four (24) Teachers' Advisory Centres (TACs). The TACs and the primary school teachers are distributed in the District as follows:

POPULATION OF STUDY TABLE 1

DIVISION	NUMBER OF TEACHERS	NUMBER OF TACs
Ekerenyo	975	7
Nyamira	1,137	6
Manga	687	3
Rigoma	716	4
Borabu	551	3
District HQ		1
TOTAL	4,066	24

(Source - District Education Office - Nyamira

### 3.3 SAMPLE OF THE STUDY

The study involved obtaining information from sources that were knowledgeable about Teachers' Advisory Centres. In this connection the target sample consisted of.

#### 3.3.1 Tutors of Teachers' Advisory Centres

#### 3.3.2 Primary school teachers

The sample of the study included eleven (11) TAC tutors who were randomly selected from the five (5) divisions. The researcher randomly selected 50% of the TACS from each division. Two hundred and fifteen (215) primary school teachers were randomly selected using 5% of the teachers per division but only one hundred and sixty four (164) responded to the Questionnaire. The researcher used a stratified sampling method in the selection as follows:

#### 3.3.3 The schools near the centre

#### 3.3.4 The schools far from the centre

#### 3.3.5 The schools with many pupils

3.3.6 The schools with few pupils.

The teachers in the schools were selected randomly from both the lower primary and upper primary levels.

The sample was distributed from each division as follows:-

SAMPLE OF STUDY

DIVISION	NUMBER OF TEACHERS		NUMBER OF TAC TUTORS	
	POPULATION	SAMPLE	POPULATION	SAMPLE
Ekerenyo	975	34	7	3
Nyamira	1,137	46	6	3
Manga	687	35	3	1
Rigoma	716	27	4	2
Borabu	551	22	3	1
District HQ			1	1
TOTAL	4,066	164	24	11

The total respondents both primary school teachers and TAC tutors were one hundred and seventy five (175)

The study tries to find out why they (TAC tutors and primary school teachers) thought were the factors affecting the roles of Teachers' Advisory Centres in the district.

#### 3.4 INSTRUMENTATION

Questionnaire items were used for both the TAC tutors and the primary school teachers. The primary school teachers and TAC tutors had each a different questionnaire. For the TAC tutors the questionnaire items covered the personal information like number of years at the TAC, training, relation and communication with teachers, procurement of books and materials, general administration of the TACs, the TACs are financed, and general problems they face in doing their work.

For the primary school teachers the questionnaire items covered the personal information, the number of times he/she had been in-serviced in the TAC, how many times he/she had participated in the TAC activities, the benefits he/she got from the TAC, what made him/her not to attend the TAC courses and general problems which made him/her not to attend the TAC activities.

### 3.5 CHECKLIST

The checklist consisted of a table of facilities and equipment found in the selected Teachers' Advisory Centres. At the selected TACs the checklist was used to indicate the available facilities and equipment and their quantity. The aim was to indicate the facilities and equipment available for use in the TACs for both tutors, teachers and students.

### 3.6 ADMINISTRATION

The researcher got permission from the District Education Office in order to do the research in the district. The researcher had to visit the schools and the TACs within the District.

The researcher took the questionnaires and checklist personally to the selected TAC tutors in the district. The researcher collected the questionnaires and the checklist from the TAC tutors.

For the primary school teachers questionnaires the researcher used the Assistant Primary School Inspectors (APSI) in each division. The questionnaires were taken to the selected schools and given to the

headteacher to distribute to his/her teachers. The researcher arranged with the APSI on the date to collect the questionnaires from the schools through the APSI's Office.

### 3.7 ANALYSING OF DATA AND INTERPRETATION OF RESULTS

The responses of the questionnaires and check-list were totalled and grouped according to the type of response made. The totals were computed manually but the percentages, the researcher used a calculator. The researcher then arranged the findings into tables for easy interpretation. The findings answered which factors were affecting the roles of Teachers' Advisory Centres in Nyamira District.

The statistics which were used were the frequencies and percentages. The frequencies and percentages were calculated and put in table form.

Then from the results the researcher made relevant conclusion and recommendations based on the findings.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 PRIMARY SCHOOL TEACHERS' BACKGROUND

The research involved one hundred and sixty four (164) respondents. Of these seventy nine (79) were female teachers and eighty five (85) were male teachers.

The age of the primary school teachers used in the study ranged between 20 years and above 50 years. This information was elicited from items as follows:-

Table 3

Age ranges	Number	%
Below 20 years	1	0.6
21-30 years	39	23.8
31-40 years	78	47.6
41-49 years	36	22.0
50 and above	10	6.0
TOTAL	164	100%

The table shows that 47.6% (78) of the teachers were aged between 31-40 years. There was 6% (10) of the teachers who were 50 and above. This shows that most of the teachers are at age, when they are most likely to be active. The mandatory retirement age in the teaching service is fifty-five (55).

4.1.1 ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF THE PRIMARY SCHOOL TEACHERS.

Items 2 and 3 wanted to elicit information about the academic and professional qualification of the respondents. This was because for effective teaching and in-servicing the teachers must have had some academic and professional qualification. The following were the responses.

TABLE 4

Academic Qualification	Number	%
Form 6	25	15.2
Form 4	106	64.6
Form 2	27	16.5
Std. 8	5	3
Std 7	1	0.7
TOTAL	164	100

The table shows that 64.6% (106) of the teachers are form four leavers. There is 3.7% (6) of the teachers with standard 7 and 8 academic qualification.

TABLE 5

Professional Qualification	Number	%
S <sub>1</sub> Teacher	1	0.7
P <sub>1</sub> Teacher	86	52.4
P <sub>2</sub> Teacher	40	24.4
P <sub>3</sub> Teacher	13	7.9
Untrained Teacher	24	14.6
TOTAL	164	100

The Table shows that 52.4% (86) of the teachers were P<sub>1</sub> teachers'. This is implied from Table 4. The form four leavers usually train as P<sub>1</sub> teachers. When the teachers were asked for how long they have taught, they gave the following responses.

TABLE 6

TEACHING EXPERIENCE	NUMBER	%
Less than one year	10	6
1-5 years	24	14.6
6-10 years	37	22.6
11-15 years	24	14.6
16-20 years	35	21.3
21-25 years	19	11.6
26-30 years	12	7
More than 30 years	3	2.3
TOTAL	164	100

The Table shows that 43.9% (72) of the teachers have taught between 6-10 years and 16-20 years. The teachers who have taught for less than one year are those who joined teaching recently from the colleges. There is 2.3% (3) of the teachers who have taught for more than 30 years. The Table shows that 94% (154) of the teachers have a teaching experience of more than one year.

Item 5 wanted to elicit information about the promotion on merit. The following were the responses.

TABLE 7

PROMOTED ON MERIT		NUMBER	%
FROM	TO		
P <sub>1</sub>	S <sub>1</sub>	1	0.6
P <sub>3</sub>	P <sub>2</sub>	3	1.8
Not Promoted		160	97.6
TOTAL		164	100%

The Table shows that 97.6% (160) of the teachers have not been promoted on merit. Only 2.4% (4) of the teachers have been promoted on merit.

Item 7 wanted to elicit information on the subjects and the classes they were teaching at the time of the research. The responses were as follows:

TABLE 8

SUBJECT	NUMBER	%
CRE	55	9.7
Maths	74	13.1
English	73	12.9
Music	42	7.4
GHC	67	11.8
Home Science	54	9.5
Kiswahili	51	9
Art and Craft	49	8.6
Business Education	34	6

The Table shows that 26% (147) of the teachers teach Maths and English. The table also shows that on average each teacher is teaching three different subjects.

TABLE 9

CLASS	NUMBER	%
1 - 3	48	6.5
4	147	19.8
5	138	18.5
6	135	18.1
7	147	19.8
8	129	17.3

The Table shows that 19.8% (147) of the teachers were teaching in standard 4 and the same percentage in standard seven. The Table also shows that 17.3% (129) of the teachers teach in standard 8.

#### 4.1.2 IN-SERVICING OF TEACHERS

In order to assess the extent to which TACs in Nyamira District assist teachers in their in-service training. The teachers (respondents) were asked whether they have attended any in-service courses. The responses were as follows:

TABLE 10

	NUMBER	%
Attended	117	71.3
Not Attended	47	28.7
TOTAL	164	100%

The Table shows that 71.3% (117) attended the in-service courses. There is only 28.7% (47) who did not attend any in-service courses.

The respondents were asked to indicate where they attended their courses. The following were there responses:

TABLE 11

	NUMBER	%
Teachers' Advisory Centres	63	38.4
Selected Primary Schools	86	52.4
District Education Headquarters	13	8
Teachers' Training College	1	0.6
Community Centre	1	0.6
TOTAL	164	100%

The Table shows that 52.4% (86) of the in-service training were held in the selected primary schools. The Table also shows that 1.2% (2) were held in the Teachers' Training College and the community centre.

1.3 USEFULNESS OF COURSES TO TEACHERS

The Teachers were asked to evaluate the usefulness of the in-service courses attended. The responses were as follows:

TABLE 12

	NUMBER	%
Very useful	94	80.3
Fairly useful	13	11.1
Not useful	10	8.6
TOTAL		

The Table shows that 80.3% (94) of the teachers said the courses were very useful.

The respondents were asked to give their opinion on what they thought was important in the in-service courses they attended. These were their responses:

TABLE 13

	NUMBER	%
Helped to find equipment	4	3.4
New methods of teaching	66	56.4
Helped in scheming/lesson planning	5	4.3
Curriculum changes	6	5.1
How to solve discipline problems	5	4.3
Making teaching aids	12	10.3
How to handle certain topics in syllabus	6	5.1
Lack of equipment	7	6
Facilities not available at the centre	6	5.1
TOTAL		

The Table shows that 56.4% (66) of the teachers who attended the in-service courses gained a lot in the application of the new methods of teaching.

4.1.4 ORGANIZERS OF IN-SERVICE COURSES

It was found necessary to establish and indicate the role of the TAC tutors in the in-service training of teachers. The teachers were asked to indicate the organizers of the in-service courses they attended on different occasions. The responses were as follows:

TABLE 14

	NUMBER	%
District primary Inspector	35	18.7
Teachers' Advisory Centre Tutor	92	49.2
Assistant Education Officer	34	18.2
Education Officer	18	9.6
None of the above	8	4.3

The Table shows that 49.2% (92) of the in-service courses were organised by the TAC tutor.

When the respondents were asked how they were selected to the in-service courses their responses were as follows:

TABLE 15

	NUMBER	%
The Headteacher	18	11.0
The TAC Tutor	78	47.9
Teachers nominate among themselves	20	12.3
Education officer	44	27
Divisional Agricultural Officer	1	0.6
KNUT	1	0.6
APSI	1	0.6

The Table shows that 47.9% (78) were selected by the TAC tutor. The TAC tutor did not select them but the TAC Tutor selected the courses for the which the teachers were to be in-serviced. The person who does the selection of the teachers is the head-

teacher.

The respondents were asked to indicate the seminars attended recently which were organized by the TAC tutors. The following were the responses:

TABLE 16

	NUMBER	%
Local subject panel meeting	68	29.8
Workshops for preparing teaching aids	20	8.8
Setting zonal Examinations	60	26.3
Seminars to discuss new teaching methods	80	35.1

The Table shows that 35.1% (80) of the seminars organised by the TAC tutors were concerned with new teaching methods. The Table also shows that 8.8% (20) of the seminars were concerned with workshops for preparing teaching resources.

#### 4.1.5 LOCAL CURRICULUM DEVELOPMENT ACTIVITIES

The Ministry of Education accepts contributions from practising teachers at the grassroots where curriculum is implemented. Under these circumstances therefore it was felt that TACs were appropriate institutions to bring about curriculum changes at the zonal level. TACs would provide teachers with basic principles and ideas necessary for making decisions on curriculum development strategies and implementation.

The teachers are involved in the subject panels. Each subject in the primary school syllabus has its own panel. The members of the panel are teachers of different grades and experience ranging from untrained teachers to  $S_1$  teachers. The functions of these panels include making recommendations on the following.

- 4.1.5.1 Material production that whether the materials in textbooks, syllabus and pupils' textbooks are sufficient for a given class level.
- 4.1.5.1 Problems of teaching in a given subject.
- 4.1.5.3 Reference books to be used by both the teachers and the pupils.

The teachers were asked in which panel they

participate. The following are the responses

TABLE 17

PANEL	NUMBER	%
Mother tongue	9	5.7
CRE	7	4.4
Maths	14	8.9
Science	13	8.3
GHC	8	5.1
English	10	3.8
Music	10	6.4
Art and Craft	8	5.1
Kiswahili	4	2.5
Agriculture	7	4.4.
Home Science	7	4.4
Zonal course	15	9.6
Divisional course	11	7.0
District course	8	5.1
Creative activities	10	6.4
Games and PE	6	3.8
Setting and making Exams committee	14	8.9

The Table shows that over 90% (94) of the teachers participated in the subject panels. The item did not however, specify at what level the teachers participated in the panels.

#### 4.1.6 EDUCATIONAL GUIDANCE AND COUNSELLING

One of the roles of TACs is to act as guidance and counselling for both teachers, parents and pupils. This means that TAC tutors must be trained guides and counsellors in matters pertaining to school problems, social problems and professional problems. Item 13 was designed to elicit information on whether the teachers find time to visit the TAC tutors for professional problems. The responses were as follows:

TABLE 18

	NUMBER	%
Yes	71	43.3
Partly	40	24.4
Not at all	32	19.5
Did not Answer	21	12.8
TOTAL	164	100

The Table shows that 43.3% (71) of the teachers find time to visit the TAC tutor for professional problems. Also the Table shows that 19.5% (32) of the teachers did not visit the TAC tutors.

Those teachers who did not visit the TAC tutors to discuss their professional problems gave the following as reasons:

TABLE 19

	NUMBER	%
A lot of work	4	6.9
Travelling to centre Difficult	6	10.3
There was no time to visit TAC tutor	32	55.2
The Centre was too far from the schools	4	6.9
The TAC tutor was very poor at communicating	3	5.2
The TAC tutor did not have an office	1	1.7
The TAC tutor is never available in the office	5	8.6
The TAC tutor is too busy	1	1.7
There was no need as he cannot solve the problems	2	3.4

The Table shows that 55.2% (32) of the teachers who did not attend gave the reason as there was no time to visit the TAC tutor.

Those teachers who visited the TAC tutors, went to the centre to solve the following professional problems.

TABLE 20

	NUMBER	%
General professional problems	24	31.2
Curriculum changes	6	7.8
Looking for learning resources	8	10.4
To discuss difficult topics	3	3.9
Discuss new teaching methods	32	41.6
How to handle maths in classroom	1	2.8
Zonal panels	1	2.8
Division Panels	1	2.8
District panels	1	2.8

The Table shows that 41.6% (32) of the teachers visit the TAC tutors to discuss new teaching methods.

From Tables 16 and 17 it can be seen that reasons for visiting the centres were as varied as those given for not visiting.

4.1.7 RATING THE TAC TUTORS

The teachers were asked to rate the TAC tutors. They were asked how they send their TAC tutors. The following were the responses.

TABLE 21

	NUMBER	%
Excellent	17	10.4
Indifferent	6	3.7
Negative	7	4.3
Very poor	5	3.0
Good	93	56.7
Very Good	20	12.2
Poor	4	2.4
No response	12	7.3
TOTAL	164	100

The Table shows that 56.7% (93) said that their TAC tutors were good. Also the table shows that 3% (5) said their TAC tutors were very poor.

Item 17 wanted to elicit information on the professional competency of the personnel who run the centres. The following were the responses:

TABLE 22

	NUMBER	%
Who are in-serviced	19	10.5
Who are experienced	89	49.2
Who avoid certain subjects	13	7.2
Who should be trained for the which the are incompetent to handle	60	33.1

The Table shows that 49.2% (89) of the TAC tutors are experienced. Also the Table shows that 7.2% (13) of the TAC tutors avoid certain subjects.

#### 4.2 TEACHERS' ADVISORY CENTRE TUTORS

##### 4.2.1 BACKGROUND INFORMATION OF THE TAC TUTORS

All the respondents for this study were males  
Item 1 wanted to elicit information on the age ranges

of the TAC tutors. The following were the responses:

TABLE 23

AGE RANGES	NUMBER	%
Below 20 years	0	0
21-30 years	0	0
31-40 years	5	45.5
41-49 years	4	36.4
50 and above	2	18.1
TOTAL	11	100

The Table shows that 45.5% (5) were aged between 31-40 years. Also the Table shows that 18.1% (2) of the TAC tutors were aged 50 and above years. The Table shows that 81.9% (9) of the TAC tutors are between 31-49 years.

The 18.1% (2) might be approaching the retirement age which is fifty five years.

4.2.2 ACADEMIC AND PROFESSIONAL QUALIFICATION OF THE TAC TUTORORS

Item 2 wanted to elicit information on the academic qualification of the TAC tutors. The responses were as follows:

TABLE 24

ACADEMIC QUALIFICATION	NUMBER	%
Form 6	5	45.5
Form 4	5	45.5
Standard 8	1	9.0
TOTAL	11	100

The Table shows that 45.5% (5) of the TAC tutors were form 6 and 45.5% (5) were form fours. The Table shows that 9% (1) were standard 8. Item 3 wanted to elicit information on the professional qualification of the TAC tutors. The responses were as follows

TABLE 25

PROFESSIONAL QUALIFICATION	NUMBER	%
Approved graduate	0	0
S <sub>1</sub> Teacher	10	90.9
P <sub>1</sub> Teacher	1	9.1
TOTAL	11	100

The Table shows that 90.9% (10) of the TAC tutors were of S<sub>1</sub> teacher grade while 9.1% (1) of the TAC tutors was of P<sub>1</sub> teacher grade.

Item 5 wanted to elicit information on the promotion on merit. The following were the responses:

TABLE 26

PROMOTION ON MERIT

FROM	TO	NUMBER	%
Promotion on Merit			
P <sub>3</sub> - P <sub>2</sub> - P <sub>1</sub>		1	9.0
P <sub>2</sub> - P <sub>1</sub> - S <sub>1</sub>		2	18.2
P <sub>1</sub>	S <sub>1</sub>	4	36.4
Not promoted on merit		4	36.4
TOTAL		11	100

The Table shows that 63.6% (7) of the TAC Tutors were promoted on merit. Also the table shows that 36.4% (4) were not promoted on merit.

Item 6 wanted to elicit information on the teaching before being appointed as TAC tutor. The following are the responses.

TABLE 27

TEACHING EXPERIENCE	NUMBER	%
Over 20 years	2	18.2
Between 10-19 years	9	81.8

The Table shows that 81.8% (9) of the TAC tutors had taught for between 10-19 years before being appointed as TAC tutors. The Table also shows that all the TAC tutors had taught for over 10 years before being appointed as TAC tutor.

Tables 24, 25, 26 and 27 show that all the TAC tutors satisfy the government stipulation as stated by B.D Odhiambo. ("Teacher Advisory Centres pamphlet produced for the inspectorate - Ministry of Education 1977) a person should qualify for appointment as a TAC tutor after qualifying professionally as a P<sub>1</sub> teacher and having taught for at least five years.

Item 7 wanted to elicit information on the number of years he/she has worked as TAC tutor

The following are the responses.

TABLE 28

NUMBER OF YEARS	NUMBER	%
Between 2-4 years	6	54.5
Less than 2 years	5	45.5
TOTAL	11	100

The Table shows that 54.5% (6) of the TAC tutors have been TAC tutors for between 2-4 years. The table also shows that 45.5% (5) have been at TAC tutors for less than 2 years.

#### 4.2.3 TRAINING OF THE TAC TUTORS

Item 32 wanted to elicit information on whether there is any training before one joins the TAC tutorship. The responses were as follows:

TABLE 29

	NUMBER	%
Yes	6	54.5
NO	5	45.5

The Table shows that 54.5% (6) of the TAC tutors have attended some kind of training before joining the TAC tutorship.

When asked for how long the course took. All the six said that it too only took one day.

4.2.4 OFFICER TO WHOM TAC IS ANSWERABLE

Item 35 wanted to elicit information on to whom the TAC tutor is answerable. The following were the responses.

TABLE 30

	NUMBER	%
APSI	6	54.5
TSC	1	9.1
DEO	2	18.2
Dont't know	2	18.2

The Table shows that 54.5% (6) of the TAC tutors know that they are answerable to the Assistant Primary School Inspectors, while 18.2% don't know to whom they are answerable.

When asked who there employer was, they all said that they were employees of TSC. This means that the TAC tutors are employees of TSC while they work under the District Education Officer. This is the reason why there is a conflict between the responsibilities and to whom they are answerable.

#### 4.2.5 LOCATION OF TAC

Item 9 wanted to elicit information on the physical location of the TAC in relation to the schools. The following are the responses.

TABLE 31

LOCATION	NUMBER	%
Near	9	81.8
Far	2	18.2
TOTAL	11	100

The Table shows that 81.8% (9) of the TACs are near the schools while 18.2% (2) are far from the schools.

Item 8 wanted to elicit information on who chose the location of the TAC. The responses were as follows:

TABLE 32

	NUMBER	%
APSI	3	27.3
AEO	2	18.2
Community	6	54.5
TOTAL	11	100

The Table shows that 54.5% (6) of the location of the TACs were chosen by the community. This means that the community played a very important role in the selection of the location of the TAC. This principle is in line with the district focus and the use of community based resources.

Item 14 wanted to elicit information on where the TACs are housed. The following were the responses.

TABLE 33

	NUMBER	%
Temporary buildings	4	36.4
Primary school class-rooms	3	27.3
Secondary school classroom	1	9
AEO'S Office	3	27.3
TOTAL	11	100

The Table shows that 36.4% (4) of the TACs are located in Temporary buildings which are selected by the community. This explains why 81.8% of the TACs are accessible to the majority of the schools.

4.2.6 FACILITIES AVAILABLE IN THE TACS

Item 28 wanted to elicit information on how the working place was acquired. The following were the responses.

TABLE 34

	NUMBER	%
Contracted through harambee	3	27.3
Donated by the community	5	45.4
An office was renovated	1	9.1
A classroom was rennovated	2	18.2
TOTAL	11	100

The Table shows that 45.4% (5) of the working places were donated by the community. All the buildings where the TACs are situated were rennovated

in order to accommodate the TAC office.

TABLE 35

	NUMBER	%
Permanent	9	81.8
Temporary	2	18.2
TOTAL	11	100

The Table shows that 81.8% (9) of TAC building are permanent. The remaining 18.2% (2) are temporary buildings.

Item 13 wanted to elicit information on the facilities which are found in the TACs. The following are the responses.

TABLE 36

Facilities	Number	%
Lecture Room	2	9.1
Workshop	2	9.1
Office	7	31.8
Library	3	13.6
Store	1	4.6
One room for all purposes	7	31.8
TOTAL	22	100

The Table shows that 31.8% (7) of the facilities are offices and the same percentage of the facilities are one room for all purposes. The Table also shows that 4.6% (1) of the facilities is a store.

#### 4.2.7 EQUIPMENT

Item 15 wanted to elicit information on the type of equipment available in the TACs. The following were the responses:

TABLE 37

	NUMBER	%
Reference books	6	30
Typing machine	4	20
Duplicating machine	3	15
Charts / maps	7	35
TOTAL	20	

The Table shows that 35% (7) of the equipment are charts/maps. Also the table shows that 15% (3) of the equipment are Duplicating machines. The Table shows that all the TACs do not have enough equipment. Also the Table shows that the TACs miss the most important equipment for effective in-servicing of the teachers.

The researcher found that because of lack of necessary equipment teachers did not come to the centres to prepare for their own teaching resources.

Item 25 wanted to elicit information on where the equipment were brought from. The following

were the responses:

TABLE 38

	Number	%
Through harambee effort	3	23
Given from KSES	4	30.8
Given by Ministry through DEO	4	30.8
From schools	2	15.4
TOTAL	13	

The Table shows that 30.8% (4) of the equipment are given from the Ministry through the District Education Office and by Kenya Schools Equipment Scheme (KSES). At this time the KSES is non-existent as a central organisation. It has been decentralised to the districts. From Tables 34, 35, 36, 37 and 38 shows that there is no TAC with facilities as stipulated by the government as stated by Ayot ("Teachers' Advisory Centres in Kenya 1981, P.22). The government recommended that designed buildings be constructed for the centres. The building should have lecture hall, display and

home science rooms, office, store, workshop, library and proper sanitation unit. The building should be equipped with all the necessary equipment to be used by the teachers, pupils and the community.

#### 4.2.8 THE PERSONNEL EMPLOYED AT THE TAC

For any organisation to work effectively there must be support personnel. These are the people who help the TAC tutor to work effectively in his/her duties. Item 16 wanted to elicit the information on the staff members assisting the TAC tutors. The following are the responses.

TABLE 39

	NUMBER	%
Assistant tutor	0	
Copy Typist	3	27.3
Technician	4	36.4
Appointed teacher	2	18.2
Zonal subject member	1	9.1
APSI	1	9.1
TOTAL	11	100

The Table shows that all the TACs visited did not have assistant tutors. The Table also shows that 36.4% (4) of the TACs have technicians. There were only 18.2% (2) TACs with appointed teachers who helped when the TAC tutor was away. The appointed teachers were teaching at the same time. They are only available when not occupied in the classroom. There were only 27.3% (3) centres with a copy typist. This showed that the majority of the centres did not have the support personnel. This might be the reason why the centres were not effective in the performance of their roles.

#### 4.2.9 FINANCE

For any organisation to work effectively, it must have a source of getting money. The TACs are government organisations which are financed by the central government through the Ministry of Education.

Item 24 wanted to elicit information on who finances the TACs. The following were the responses.

TABLE 40

	NUMBER	%
Ministry of Education	1	9.1
Ministry of Education through DEO	4	36.3
Harambee funds	3	27.3
Contributions from schools	3	27.3
TOTAL	11	100

The Table shows that 45.4% (5) of the TACs receive some finance from the government, while the rest were depending on harambee contributions and contributions from the schools. All the TAC tutors interviewed said they lacked finance to buy the essential facilities for effective running of the centres.

4.2.1.0 TRANSPORT USED BY TAC TUTORS

For any agency to function well in local areas it needs to have its own vehicle in order to avoid wasting time on public transport which is not very reliable.

Item 26 wanted to elicit information on how the TAC tutors travel to schools. The responses were as follows:

TABLE 41

TRAVEL BY	NUMBER	%
Public Transport	6	40
Walking	9	60
TOTAL		100

The Table shows that 60% (9) of the TAC tutors walk to the schools. The rest 40% (6) of the TAC tutors use the public Transport. The table also shows that the TAC tutors use both public Transport and walking to the schools. It can be concluded that there is a problem of transport in all the selected TACs.

#### 4.2.1.1 DISSEMINATION OF MATERIALS

Item 31 wanted to elicit information on how new materials are disseminated from TAC to schools.

All the eleven (11) TAC tutors said that teachers collect them from the centre.

#### 4.2.1.2 CONNECTION WITH OTHER INSTITUTIONS

Item 22 wanted to elicit information on whether there is any connection with other institutions.

The responses were as follows:

TABLE 42

	NUMBER	%
Primary teachers' Colleges	5	38.5
Community	7	53.8
Youth polytechnics	1	7.7

The Table shows that 53.8% (7) of the TACs have connections with the community. The table also shows that 7.7% (1) have connections with the youth polytechnics.

Item 23 wanted to elicit information on the type of connection. The responses were as follows:

TABLE 43

TYPE OF CONNECTION	NUMBER	%
Curriculum matters	1	14.3
Teaching/Learning materials	1	14.3
In-servicing of teachers	1	14.3
Teaching methods	2	28.6
Equipping the office	1	14.3
Educational needs of the society	1	14.3

The Table shows that 28.6% (2) of the connections are concerned with the teaching methods. The other connections are all concerned with the improvement of Education.

#### 4.2.1.3 COMMUNITY LINKAGE

Item 38 wanted to elicit information on how the community is informed about the educational programmes. The responses were as follows:

TABLE 44

	NUMBER	%
Chief's meetings	2	8
Parents' days in schools	10	40
General meetings in schools	10	40
Circular letters to parents through schools	2	8
General parents/Teachers meeting organised by APSI	1	4

The Table shows that the community is informed through parents' days in schools and general meetings in schools. Each is having 40% (10) of how the community is informed.

4.1.4 ROLES OF TEACHERS' ADVISORY CENTRES

Item 10 wanted to elicit information from the TAC tutors why teachers should attend courses at TAC. The responses were as follows:

TABLE 45

	NUMBER	%
Improve their professional standards	9	33.3
Improve their own skills and techniques in handling new knowledge	10	37
Look for answers for their school problems	6	22
Make teaching aids	1	3.7
Interpret the syllabus	1	3.7

The Table shows that 37% (10) of the Teachers attend courses at the TAC in order to improve their own skills and techniques in handling new knowledge. Also the table shows that 33.3% (9) of the teachers attend courses at the TAC in order to improve their professional standards.

Item 11 also wanted to elicit information on what TACs should be. The responses were as follows:

TABLE 46

	NUMBER	%
Production of actual teaching materials by teachers	7	22.6
Development and dissemination of educational materials	8	29.6
Expanding education to both more and less developed areas	5	18.5
In-servicing the teachers on the changes in curriculum so that they are not caught unawares of using an out dated materials	11	40.7

The Table shows that 40.7% (11) of the TAC tutors know that the TAC is for in-servicing of teachers on new methods. The Table also shows that the TAC tutors know the roles of the TAC.

4.2.1.5 TEACHERS' PROBLEMS SOLVED BY TEACHERS ADVISORY CENTRE TUTORS

Item 37 wanted to elicit information on the professional problems of teachers which are solved by the Tutors. The responses were as follows:

TABLE 47

	NUMBER	%
Teaching/learning aids	6	15.8
Scheming and lesson planning	3	7.9
Methods of teaching	7	18.4
Relevant books	5	13.2
Syllabus matters	5	13.2
Keeping Records	2	5.2
Setting Examinations	3	7.9
Curriculum changes	3	7.9
How to handle difficult topics	4	10.5

The Table shows that 18.4% (7) of the problems solved from the teachers concerned with new methods of teaching. All the problems solved by the TAC tutors are concerned with classroom teaching and facilities to be used.

4.2.16 PROBLEMS FACED BY TAC TUTORS

Item 36 wanted to elicit information on the problems hindering the TAC tutors' work. The responses were as follows.

TABLE 48

	NUMBER	%
Lack of money for running the centre	11	100
Lack of equipment and facilities	11	100
Lack of consumable and expendables	9	81.8
Lack of transport to schools	11	100

The Table shows that all the TAC tutors have a problem of finance, facilities and equipment and transport to schools. The Table also shows that 81.8% (9) of the TACs lack consumables and expendables in the centres. This means that the TAC tutors cannot work effectively without these problems being solved.

## CHAPTER FIVE

### 5.0 SUMMARY OF FINDINGS CONCLUSIONS RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### 5.1 SUMMARY

The importance of the establishment of the TACs has been under estimated by the Ministry of Education Officials. If the TACs were given the importance they deserved, they could have been established with respect to the recommendations of the plan of operation of 1963. Proper building would have been put up and the required personnel would have been recruited.

Nyamira District has teachers who are untrained and some who were trained long time ago. All these teachers need to be in-serviced in the new methods of teaching and curriculum changes taking place in the country.

If the TACs were to serve the purpose successfully, they should have been housed in proper structures to enable the TAC tutors to accord the teachers the service they required.

Equipment and facilities were not available in all the centres in the district.

For effective in-servicing of the teachers the personnel running the TACs must be trained. They have to be trained in the management of the Teachers' Advisory Centre.

All the TAC tutors in the district have never undergone any training concerning the management of the centre. This means that all the TAC tutors were unequalled to run the centres effectively.

The frequency of seminars and courses has been very low. Refresher courses were non-existence and most teachers stayed in the classrooms for very long without the required exposure to new materials and methods of teaching. Teachers' knowledge of the subject content requires in-servicing which is not regularly provided.

The quality of education has been very low and bound to remain so if the quality of teachers is not improved. Improvement of teachers' quality is possible through the organisation of seminars

and workshops. It should be noted that teachers have numerous problems both personal and professional. An attempt to solve these problems is important and can possibly be done through the TACs.

Constant training would keep the tutors abreast with modern methods of teaching and would make them feel competent and confidence on the job.

For any agency to work effectively it must have support personnel who help the manager. These are the people who would make the manager perform his/her duties effectively. The TAC tutors did not have the support personnel which they required. They definitely required the services of a copy Typist, messenger and an assistant tutor to act when the TAC tutor was away.

For the TAC to work effectively it must have constant source of finance. The finance can be used to buy equipment and facilities for in-servicing the teachers. All the centres lacked properly defined source of income and hence lacked all the necessary equipment.

For the TAC tutors to work effectively they must have a reliable means of transport. This will help the TAC tutors to visit schools and take materials to the schools. All the TAC tutors lacked a reliable means of transport. Without transport the TAC tutors cannot be effective as counsellors and guides in educational matters.

All the TAC tutors are employee of Teachers' Service Commission but they work under the Ministry. This means that the TAC tutors did not have a defined scheme of service. Most of the TAC tutors do not know to whom they are answerable.

The TAC tutors did not identify any linkage between the pre-service and in-service courses. This is because there was limited connection to the teachers' training colleges by the TAC tutors. Most of the TAC tutors do not know what goes on in the teachers' colleges.

All the Teachers' Advisory Centres perform their roles. The following are the roles done by the TACs.

- 3.1.1 They provide in-service facilities
- 5.1.2 They try to develop local curriculum materials.
- 5.1.3 They act as guidance and counselling centres.
- 5.1.4 They disseminated curriculum materials and receive them from schools.

All the TAC tutors know their roles but they are hindered in performing them by lack of finance, facilities and equipment, transport and properly defined scheme of service.

## 5.2 CONCLUSIONS

The conclusions presented are based on the gathered data and analysed as part of the study, upon extra - information provided by the respondents, teachers, Teachers Advisory Centre tutors, the authors of books and publishers of papers.

Several possible conclusions can be drawn from the findings of this research study.

The TAC tutors were performing most of their duties effectively. They were performing the following duties.

- 5.2.1 They provided in-service facilities.
- 5.2.2 They disseminated curriculum materials and received them from teachers.
- 5.2.3 They tried to develop local curriculum materials.
- 5.2.4 They acted as guidance and counselling centres.

The duties of the TAC tutors were not clearly defined during appointment. This made the tutors work unguided and the working was very difficult. The poor and uncertain terms of service failed to motivate the tutors.

The TAC tutors were poorly housed. This made the work of the tutors very difficult. Prepared teaching resources for demonstration lessons could not be preserved, there was no room for seminars and no library.

The TAC did not have enough facilities and equipment to be used by the teachers and pupils. This lack of equipment and facilities made the work of the TAC tutors very difficult.

The TAC lack a constant supply of income. This made the work of the TAC tutors difficult. This was because they cannot purchase equipments for the centres. For any agency to work effectively it must have a constant source of income. This will make the work of the TAC tutors easy.

The tutors could not move with resource materials to schools because of lack of vehicles. This lack of transport made the TAC tutors to remain at their stations (Centres).

The Teachers' Advisory Centres lacked the consumables and expendables. This are the materials which are used every day without these materials there is nothing which the TAC tutor can do. The TAC tutor must write circulars and minutes for the seminars.

The TAC tutors in the centres did not have supporting staff. This made the work of the TAC tutor very difficult. The centre must have the support staff to help the tutor perform his duties effectively.

The TAC tutors did not seem to be conversant with their duties and responsibilities as the tutors were doing the inspection of schools together with the zonal Assistant Primary School Inspectors.

The working relationship between the ZAPSI and the TAC tutors was very weak due to the misunderstanding of each other's duties.

All the TACs are selected by the community. This is because, the community has a very important role to decide where the TAC is to be situated. The community has to use the facilities at the TAC. This has become important because of the district focus policy. The community resources must be used to benefit the community.

The TACs were placed near the schools. This means that the teachers will use them maximumly for the benefit of the pupils.

There is no special training for the TAC tutors. This means that the TAC tutors have to learn on the job. This becomes difficult because for any organisation to work effectively it must

have its personnel trained for the duties they are supposed to do in the running of the organisation.

The TACs are supposed to have some connections with other institutions. The connection with the other institutions was very weak. This means that the TAC was not performing its duties effectively.

The TAC tutors were doing their counselling duties effectively. This is because most of the teachers were visiting the TACs in order to solve their professional problems.

### 5.3

#### RECOMMENDATIONS

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

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

There should be a clear policy from the Government indicating the terms and conditions of service for the TAC tutors.

The Ministry of Education should come up with a clear policy of financing the TACs as no organization can provide proper services unless it is properly financed. The sources of funds should be made available to equip the centres with the necessary equipments and facilities.

Properly structured buildings should be constructed so that all the equipments and other facilities can acquire space.

The support personnel should be provided so that the few tutors available are not strained beyond their abilities and capabilities .

There is need to have a reliable means of transport at the TACs in order to avoid wasting time on public transport which is not reliable.

The TAC tutors must be both male and female. In most cases the TAC tutors are males. This might

affect the attendance of female teachers from attending the in-service courses or not coming to the centre to solve their professional problems.

The responsibilities for both the TAC tutors and ZAPSI should be clearly defined in such a way that the centre tutors should not do the work for which they were not employed to do.

The TAC tutors should be employees of the Ministry of Education rather than being the employees of Teachers' Service Commission. This will make them to be answerable to one person within the organisation.

The subject panels at the centre should be strengthened so that they can perform a more better job of curriculum development. The contributions should be considered at the national levels.

#### 4 SUGGESTIONS FOR FURTHER RESEARCH STUDY

Due to limited scope of this research project the researcher could not carry out an extensive research in order to arrive at conclusions that would be more valid and widely applicable. The researcher

therefore feels that more research could be done in areas related to this problem. Hence, on the basis of the data gathered, analysed and the findings the following suggestions for further research study may be made in this regard.

- 5.4.1 Financial requirements for the TAC to be fully established.
- 5.4.2 Development of positive attitudes towards the TAC by both the untrained teachers and the trained teachers based on inservice course.
- 5.4.3 Development of feedback activities from the teachers in the field and the Ministry of Education.
- 5.4.4 The quantity and the quality of the facilities that should be available in TACs.
- 5.4.5 Causes of the poor working relationships between the TAC tutors and the ZAPSI.
- 5.4.6 How the TACs can be used to win the positive attitude of the rest of the co-munity members to help the TACs through self-help efforts.

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## APPENDIX I

TEACHERS' ADVISORY CENTRE TUTOR QUESTIONNAIRE

This questionnaire is intended to collect information that will be used to build up a general description of the factors affecting the roles played by Teachers' Advisory Centre in Nyamira District. The information you provide will be confidential and therefore you do not write your name or indicate your school or Teachers' Advisory Centre. Your assistance in answering it will be highly appreciated. Thank you.

Division: \_\_\_\_\_ 'Sex: Male/Female

Answer ALL the questions in the spaces provided. (Tick ( ) the appropriate answer(s) in the spaces provided.

1. My appropriate age range is

- A. Below 20 years ( )
- B. 21-30 years ( )
- C. 31-40 years ( )
- D. 50 years and above ( )

2. My academic qualification is

- A. University graduate ( )
- B. Form Six ( )
- C. Form Four ( )
- D. Form Two ( )
- E. Any other (specify) \_\_\_\_\_

3. My professional qualification is

- A. University graduate ( )
- B. An approved teacher ( )
- C. S1 teacher ( )
- D. P1 teacher ( )
- E. P2 teacher ( )
- F. Any other (specify) \_\_\_\_\_

4. I attained my professional qualification through
- A. Training ( )
  - B. Promotion on merit ( )
  - C. Any other (specify) \_\_\_\_\_
5. If through promotion on merit from which grade
- \_\_\_\_\_
- \_\_\_\_\_
6. Before my TAC appointment I had taught in the primary school for
- A. 10-19 years ( )
  - B. 5-9 years ( )
  - C. Less than 5 years ( )
  - D. Any other (specify) \_\_\_\_\_
7. I have worked as a tutor in the TAC for
- A. 10-15 years ( )
  - B. 5-9 years ( )
  - C. 2-4 years ( )
  - D. Less than 2 years ( )
8. The location of TAC centre in the division was chosen by
- A. Assistant Primary School Inspector ( )
  - B. Assistant Education Officers' office ( )
  - C. Community ( )
  - D. Any other (specify) \_\_\_\_\_
9. Is the TAC for this division near or far away from most of the primary schools
- A. \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
10. Teachers should attend courses at TAC so as to (Tick ( ) as many as appropriate)
- A. Improve their professional standards ( )
  - B. Improve their own skills and techniques in handling new knowledge ( )

- C. Have time out of school ( )
- D. Look for answers for their school classroom problems ( )
- E. Any other (specify) \_\_\_\_\_

11. TACs should be a place for... (Tick ( ) as many as possible

- A. Production of actual teaching materials by teachers ( )
- B. Development and dissemination of educational materials ( )
- C. Production of actual teaching materials by teachers ( )
- D. Expanding education to both more and less developed areas ( )
- E. In-servicing the teachers on the changes in the curriculum so that they are not caught unawares of using an out dated materials ( )

12. I have attended the following courses for up-dating my knowledge since my appointment as a TAC tutor.

- A. Courses organized by the ministry ( )
- B. Seminars organized by District Education Officer ( )
- C. Residential Training organized by the Ministry ( )
- E. Any other (specify) \_\_\_\_\_

13. The following facilities are available in my centre (Tick ( ) as many as applicable)

- A. Lecture room ( )
- B. Workshop ( )
- C. Office ( )
- D. Library ( )
- E. Store ( )
- F. One room for all purposes ( )
- G. Any other (specify) \_\_\_\_\_

14. The Teachers' Advisory Centre in the division is located in a

- A. Teachers' college ( )
- B. Temporary building ( )
- C. \_\_\_\_\_ ( )

E. Assistant Education Officers' Office ( )

15. The following equipments are available in the TAC in this division (Tick ( ) as many as applicable)

- A. Reference books ( )
- B. Radio ( )
- C. Camera ( )
- D. Tape recorder ( )
- E. Slide projectors ( )
- F. Overhead projectors ( )
- G. Typing machine ( )
- H. Duplicating machine ( )
- I. Charts/maps ( )

16. The following staff members assist me in running the centre

- A. Assistant Tutor ( )
- B. Copy Typist ( )
- C. Technician ( )
- D. Any other (specify) \_\_\_\_\_

17. Workshop for teachers organized by the centre include (Tick ( ) as many as applicable)

- A. Subject panel seminars ( )
- B. Panels for setting and marking examinations ( )
- C. General workshops ( )
- D. Any other (specify) \_\_\_\_\_

18. How many teacher have visited the centre since it was formed.

- A. Year \_\_\_\_\_
- Term \_\_\_\_\_
- Month \_\_\_\_\_
- Week \_\_\_\_\_

19. Most of the teachers I serve come from (Tick ( ) as many as possible)

- A. Primary teachers ( )
- B. Secondary schools ( )
- C. Youth polytechnics ( )
- D. Any other (specify) \_\_\_\_\_

20. Do you have coordination with secondary school teachers

\_\_\_\_\_

\_\_\_\_\_

21. If yes what are they \_\_\_\_\_

\_\_\_\_\_

22. I have connection with the following institutions

- A. Primary teachers college ( )
- B. Diploma teachers college ( )
- C. University ( )
- D. Community ( )
- E. Youth polytechnics ( )
- F. None ( )
- G. Any other (specify) \_\_\_\_\_

23. What type of connection do you have

\_\_\_\_\_

\_\_\_\_\_

24. The TAC is financed by

- A. Ministry of Education ( )
- B. Ministry of Education through the DEO ( )
- C. Donors sent donations direct to the centre ( )
- D. Harambee funds ( )
- E. Any other (specify) \_\_\_\_\_

25. The equipment in the centre were
- A. Bought through harambee effort ( )
  - B. Given from the Kenya equipment scheme ( )
  - C. Given by the Ministry through the DEO ( )
  - D. Any other (specify) \_\_\_\_\_
26. I travel to schools by
- A. Public transport ( )
  - B. Motorbike ( )
  - C. Bicycle ( )
  - D. Walking ( )
  - E. My own vehicle ( )
27. The number of schools in the division is
- A. More than 40 ( )
  - B. Between 30-39 ( )
  - C. Between 20-29 ( )
  - D. Less than 20 ( )
28. The building where the centre is located was
- A. Constructed through Harambee effort ( )
  - B. Donated by the community ( )
  - C. An office was renovated ( )
  - D. A classroom was renovated ( )
  - E. Any other (specify) \_\_\_\_\_
29. The building where the TAC is situated is
- A. Permanent ( )
  - B. Temporary ( )
  - C. Any other (specify) \_\_\_\_\_
30. Participants to workshops and seminars in centre are
- A. Selected by headteachers ( )
  - B. Selected by the tutors ( )
  - C. Recommended by the APSI ( )
  - D. Any other (specify) \_\_\_\_\_

31. New materials are disseminated from TAC to schools through
- A. Teachers who collect them from the centre ( )
  - B. A government vehicle which distributes them ( )
  - C. The post ( )
  - D. Any other (specify) \_\_\_\_\_
32. Is there any training programme before one joins the TAC tutorship
- Yes ( )
- No ( )
33. If the answer is yes for how long does it take
- \_\_\_\_\_
- \_\_\_\_\_
34. My employer is
- A. Teachers Service Commission ( )
  - B. Public Service Commission ( )
  - C. Any other (specify) \_\_\_\_\_
35. I am answerable to
- A. APSI ( )
  - B. AEO ( )
  - C. TSCO ( )
  - D. Any other (specify) \_\_\_\_\_
36. The following are some of the problems which hinder my work (Tick ( ) as many as applicable)
- A. Lack of money for running the centre ( )
  - B. Lack of equipment and facilities ( )
  - C. Lack of transport to schools ( )
  - D. Lack of consumable and expendable ( )
  - E. Lack of cooperation and coordination with the local administration e.g. AEOs, etc. ( )
  - F. Any other (specify) \_\_\_\_\_

37. I solve the following problems from the teachers

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38. The local community is informed about the school expectation and new changes

- A. The chief's meetings ( )
- B. Parents days in schools ( )
- C. General meetings in schools ( )
- D. Circular letters to parents through schools ( )
- E. Any other (specify) \_\_\_\_\_

My academic qualification is

- A. Form Six ( )
- B. Form Four ( )
- C. Form Two ( )
- D. Any other (specify) \_\_\_\_\_

My present professional qualification is

- A. Graduate ( )
- B.  P1 teacher ( )
- C. P2 teacher ( )
- D. P3 teacher ( )
- E. Any other (specify) \_\_\_\_\_

I attained my professional qualification through

- A. Training ( )
- B. Promotion on merit ( )
- C. Any other (specify) \_\_\_\_\_

PRIMARY TEACHERS' QUESTIONNAIRE

This questionnaire is intended to collect information that will be used to build up a general description of the factors affecting the roles played by Primary Teachers in Nyamira District. The information you provide will be confidential and therefore you do not write your name or indicate your school or Teachers' Advisory Centre. Your assistance in answering it will be highly appreciated. Thank you.

Division: \_\_\_\_\_ Sex: Male/Female

Answer ALL the questions in the spaces provided. Tick ( ) the appropriate answer(s) in the space provided.

1. My appropriate age range is

- A. Below 20 years ( )
- B. 21 - 30 years ( )
- C. 31 - 40 years ( )
- D. 50 years and above ( )

2. My academic qualification is

- A. University graduate ( )
- B. Form Six ( )
- C. Form Four ( )
- D. Form Two ( )
- E. Any other (specify) \_\_\_\_\_

3. My present professional qualification is

- A. University graduate ( )
- B. Approved graduate ( )
- C. S1 teacher ( )
- D. P1 teacher ( )
- E. P2 teacher ( )
- F. P3 teacher ( )
- G. Any other (specify) \_\_\_\_\_

4. I attained my professional qualification through

- A. Training ( )
- B. Promotion on merit ( )
- C. Any other (specify) \_\_\_\_\_

5. If through promotion on merit from which grade

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6. How long have you taught in primary school

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7. What subjects and classes are you currently teaching

	Subject	Standard
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

8. Have you ever attended any in-service course?

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9. If yes, by whom were the courses organized

- A. District Primary School Inspector ( )
- B. Teachers' Advisory Centre Tutor ( )
- C. Assistant Education Officer ( )
- D. Education Officer ( )
- E. None of the above ( )
- F. I do not know ( )
- G. Any other (specify) ( )

10. The participants to the in-service course are selected by:

- A. The headteacher ( )
- B. The Tutor ( )
- C. Teachers nominate among themselves ( )
- D. Education Officer ( )
- E. Any other (specify) \_\_\_\_\_

11. Did what you get from the in-service course apply to your classroom situation?

- A. Yes
- B. Partly
- C. No

Give reason(s) for your response \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Most in-service courses attended were held in

- A. Teachers' Advisory Centre ( )
- B. Selected Primary School ( )
- C. District Education headquarters ( )
- D. Any other (specify) \_\_\_\_\_

13. Do you usually find time to discuss your professional problems with the Teacher Advisory Centre Tutor?

- A. Yes
- B. Partly
- C. Not at all

Give reason(s) for your response \_\_\_\_\_  
\_\_\_\_\_

14. I find the Teachers Advisory Centre Tutor

- |                |     |              |     |
|----------------|-----|--------------|-----|
| A. Excellent   | ( ) | E. Good      | ( ) |
| B. Indifferent | ( ) | F. Very good | ( ) |
| C. Negative    | ( ) | G. Poor      | ( ) |
| D. Very poor   | ( ) |              |     |

15. Recently I attended the following seminars organized by the TAC Tutors.

- A. Local subject panel meeting ( )
- B. Setting local zonal examinations ( )
- C. Workshops for preparing teaching resources ( )
- D. Seminars to discuss new teaching methods ( )

16. I have seen the following teaching resources in TAC

- A. Globe showing the Earth ( )
- B. Science kit for teaching Science ( )
- C. General materials for teaching Maths ( )
- D. Any other (specify) \_\_\_\_\_

17. Tick ( ) as many as possible. In my opinion the Teacher Advisory Centres are run by the personnel

- A. Who are in-service ( )
- B. Who are experienced ( )
- C. Who avoid certain subjects ( )
- D. Who should be trained for the work which they are incompetent to handle ( )

18. I participated as a committee member in \_\_\_\_\_

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19. I have visited the TAC to solve the following professional problems \_\_\_\_\_

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20. In the school where I am teaching now

- A. We do not use teaching resources ( )
- B. Teachers prepare their own teaching resources depending on their creativity ( )
- C. The headteacher requires teachers to use some resources ( )
- D. We do not need teaching resources ( )