

Role of Teacher Advisory Center Tutors in Management of Teaching Methods in Public Primary Schools in Kisumu West Sub- County, Kenya

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Abstract: In Kenya, Teachers Advisory Centre tutors are mandated to offer teachers professional support and development in their classroom instruction for improved learning outcome. However, there were reports of teachers' inability to access in-service on teacher development activities and teachers' use of teacher centered teaching and learning approaches. The purpose of this study was to investigate the role of teacher advisory centre tutors in management of learning and teaching methods. The objectives were to determine various types of in-service courses conducted by TAC tutors in improving teaching methods in public primary schools, to establish the effect of in-service education training (INSET) conducted by TAC tutors on teaching methods and to establish challenges TAC tutors face in management of teaching methods. The study used descriptive survey design. Conceptual framework was used in the study. The unit of analysis was 86 public primary schools. The target population of the study was 686 teachers, 5 TAC tutors, 5 Teachers' Service Commission (TSC) officers, from Kisumu West TSC office totaling to 696 respondents. 30% of 86 public primary schools were used in the sample of the study (26 public primary schools). The sample size constituted 176 teachers, 2 TAC tutors and 2 TSC officers totaling to 180 respondents, chosen through stratified random sampling technique. Data was collected using questionnaires and interview schedule. Validity of the instruments was done through vetting by the supervisors. Reliability was ensured through piloting of the instruments in 9 primary schools. Data analysis was done both quantitatively and qualitatively. Quantitative data was analyzed by way of descriptive statistics such as frequency counts, percentages as well as inferential statistics involving Pearson Correlation test. Qualitative data was analyzed on the basis of emerging themes and sub-themes of the study. The study found out that most of the teachers sought services of TAC tutors such as professional advice as always as they could. Teachers also attended at least a workshop/seminar on pedagogic skills since their appointment. The study also found out that INSET programs by TAC tutors cover the area on teaching methods and learning resource management. It was also found that some of the components of in-service training offered by the TAC tutors were but not limited to individual development, peer collaboration, peer coaching, curriculum content training, new teaching methods, application technology. INSET by TAC tutor would help the teachers relate the theory to teaching practice, the programs contained up-to date information about their field, the content of the INSET by TAC tutor was also relevant to the teachers' classroom needs. The study also found out that TAC tutors face various challenges such as poor working conditions and environment, lack of enough resources and insufficient skills to march the dynamics in education sector. It was concluded that TAC tutors play a crucial role in shaping the teaching methods of teachers in public primary schools. The study recommends that the state department of education and TSC should develop policies and programs that encourage workshops, seminars and induction programs offered by TAC tutors and also create awareness among the teachers on the importance of attending such functions. The state department of education and TSC should ensure proper and adequate funding for the INSET programs and TAC centers to improve working conditions and environment of the TAC tutors offer them rewards, improve their salaries and remunerations. Further research ought to be carried out on teacher perception on the role of TAC tutors on management of teaching methods and effects of INSET programs on teachers' class work services.

Keywords: INSET programs and TAC centers, TSC.

1. INTRODUCTION

1.1 Background of the Study:

In a modern and rapidly changing society we need to work steadily and constantly through in-service education to improve our methods of instruction. It is largely through the area of teaching methods that modern education has made progress (Noel Lawrence, 1960). Teaching methods can be teacher-centered, learner-centered or mixed approach. Quite often, teachers prefer methods that make their work easier based on their beliefs, personal preferences and norms of their disciplines (Watson, 2003). In this regard, some teachers believe that lessons should be teacher-centered, where the teacher is the expert and the authority in presenting information (Ahmad and Aziz, 2009). Nevertheless, teacher-centered methods are associated with inadequate stimulation of students' innovative capacities and intellectual thinking as it tries to inculcate ideas, memorization, cramming of facts, poor knowledge retention and high dependency among graduates (Adeyemi, 2008; McDowell, 2001; Tanner, 2009).

On the other hand, some teachers adopt learner-centered approaches, in which their role is restricted to facilitation of the teaching process (Ahmad and Aziz, 2009). Learner-centered methods are associated with imaginative, critical and creative skills; active participation of students in the learning process through discussions and intellectual engagement; as well as higher learning achievement and effectiveness in addressing problems of humanity (Ministry of Education, 2001 Eken, 2000; Curtin, 2005; Froyd, 2007; Ahmad and Aziz, 2009; Dufresne, et al., 2010). Although teachers have the discretion to choose methods for delivering lessons to their students, Chika (2012) observes that learner-centered pedagogy is a powerful strategy for improving learning achievement in examinations and application of knowledge and skills acquired. Therefore due to technological development and social changes in the world, methods of teaching should be improved from time to time to suit the learners' individual difference which may be caused by these changes. This is supported by Fullan and Langworthy (2014) that states everyone becomes a teacher in the new pedagogies, and everyone becomes a learner. Much more is expected and demanded of students; to build their confidence through personal feedback and encouragement, with the overall aim to unleash and create awareness of their own potential.

Ultimately, these pedagogies foster a new kind of learning that is more engaging and more connected to real life and that better prepares young people for life and work in today's world. To achieve this Ministry of Education Science and Technology in Kenya established Teachers Advisory Centers in 1971 (MoEST 2000). The centers are mandated to provide primary school teachers with in-service training on teaching methodology, curriculum changes, making and providing teaching resources from locally available materials and generation of professional ideas to improve the quality of education (TSC Code of Regulations for Teachers 2015; Sessional Paper no.6 MoEST 1988 and MoEST 1995). In summary the Teachers Advisory centers (TACs) were established to provide the Kenya primary school teachers professional guidance and support (Ayot 1982 and Republic of Kenya, 1988).

The Teachers Advisory Centers were supposed to be focal points for conducting teacher in-service courses and syllabus orientation to maintain high quality of education. The Teachers Advisory Centers as a national service were administered by the Ministry of Education's Inspectorate Section; presently the centers are being managed by Teachers Service Commission. In the field the centers are managed by center tutors (TAC tutor) currently changed to Curriculum Support Officer (CSO). The TAC tutors are responsible for the TAC operations. The TAC tutors are as many as number of educational zones in the country. Majority of TAC tutors were trained on their roles by Kenya Institute of Education (KIE) currently known as Kenya Institute of Curriculum Development (KICD) and Teachers Service Commission (TSC) in 2009 and 2010, (KIE, 2010). Others have undergone in-service training and workshops in their roles. This was according to recommendations by Primary Teacher Upgrading Committee (1978) and Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (1988). Despite existence of TACs since 1971, and TAC tutors having been trained, teachers tend to lack access to effective, continuous teacher professional development (KIE, 2009 and 2010; KNEC, 2010). If TAC tutors performed teacher professional development activity effectively the result would be quality teaching where learners would be provided opportunities to construct knowledge in interactive, learner friendly learning environment which would lead to improved learners performance.

Teachers who participate in sustained curriculum based teacher professional development reported changes in teaching method practices resulting to high learners achievement score in state examinations. (Darling Hammond 1999 in Public

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Education Network 2004).Indeed quality and effective teaching is the chief instrument in provision of quality education(world Bank, 2007; UNESCO,2008; Kelly,2008).This can be achieved by teachers being frequently in-serviced by TAC tutors to apply the most effective teaching methods. In-service programs is the most likely way that long serving teachers will continue to gain more experience and that beginning teachers will become experienced. Not only is the in-service needed to overcome deficiencies in teacher preparation, but also necessary to keep staff informed and to improve instructions thus it bringing instructional content and methods “up to date.”

World Bank (2008) reported that around the world teacher professional development is Critical. In Luxembourg, Poland, Portugal, Slovakia, and Spain teachers accrue credit for attending professional development courses for them to be considered for promotion. In Italy, Cyprus and Greece, continuous professional development is an obligation for newly appointed teachers. Czech Republic teachers are entitled twelve working days in a year for independent study. In Italy, some schools suspend classes to conduct intensive teacher development initiative; teachers are exempted five days in a year to attend professional development activities. In Romania teachers are granted one day per week for professional development. In China life - long learning is emphasized. Sri Lanka, study opportunities, training workshops and in-service are provided. In Philippines, school based training programme for science and mathematics are offered. In Japan, lesson- study is adapted and almost all Japanese schools ear-mark a school-based professional development period within regular working hours. This is picked up by Centre for Mathematics, Science and Teacher Education in Africa (CEMASTE) in Kenya which trains primary and secondary schools science and mathematics teachers. TAC tutors in Kenya, therefore, play pivotal role in provision of in-service courses to teachers in professional development on teaching methods for achieving quality education.

1.2 Statement of the problem:

The problem that necessitated this study was that academic performance of primary school learners in Kisumu west sub-county were reports Kisumu west sub-county assessment report (2013) that there were teachers’ inability to access teacher professional development activities, teachers’ use of teacher centred teaching learning approaches and dismal compared to its neighbours- Kisumu east Kisumu Central, Nyando, Nyakach and Muhoroni (MoEST county office report 2015) despite the existence of TAC tutors whose main role is to provide support for teacher professional development in order to improve teaching methods. In Kisumu West Sub-county teachers rely on a single method made up of teacher-fronted ‘chalk and talk’ or lecture method promoting the transmission of knowledge through rote learning. This is due to the fact that most teachers in the in this sub-county were reluctant to challenge the strong images of teaching shaped by earlier educational experiences on teaching methods. Teacher preparation as a major component of teaching method which is the main role of TAC tutors is cited as a challenge in curriculum implementation and hence many students’ learning achievement is poor this is according to sub-county curriculum assessment report in October 2015. Teacher Advisory Centers (TACs) therefore, were established to help teachers transform classroom talk from the familiar rote, recitation and exposition to include a wider repertoire of dialogue and discussion in whole class, group-based and one-to-one interactions. This will require training in alternative classroom interaction and discourse strategies. The study, therefore sought to find out the role TAC tutors in improvement of learning and teaching methods in primary schools.

Table 1.1 Kisumu County Districts order of merit in K.C.P.E from 2008-2012

KCPE PERFORMANCE TREND 2008 - 2012						
CODES	Name of districts	2008	2009	2010	2011	2012
39702	kisumu Municipality	277.05	265.17	267.46	272.60	273.47
39734	Muhoroni			255.40	257.63	265.14
39733	Nyakach			256.77	257.63	265.50
39701	Kisumu East	242.53	237.72	245.51	247.11	250.67
39713	Nyando	255.05	251.95	239.89	242.71	252.33
39714	Kisumu west	244.75	243.11	248.51	237.00	246.93

Source: Ministry of Education Science and Technology-Kisumu County (2014)

1.3 The purpose of the study:

The purpose of the study was to explore the role of TAC tutors on management of teaching methods in Primary Schools in Kisumu west Sub-County, Kisumu County, Kenya.

1.4 Research objectives:

The following objectives guided the study:-

- i. To determine various types of in-service courses conducted by TAC tutors in one year, in improving teaching methods in primary schools in Kisumu West Sub-County.
- ii. Establish the level of effect of In-Service Education Training (INSET) conducted by TAC Tutors in improving learning and teaching methods in Kisumu West sub-county.
- iii. To establish the in-service challenges TAC tutors face in their effort to facilitate improvement of teaching methods in primary schools in Kisumu West Sub-County.

1.5 Scope of the study:

The study on the Role of TAC tutors on management of learning and teaching methods in primary schools in Kisumu west Sub-county was conducted between September 2015–February 2016 through a cross-sectional samples survey design of five (5) TACs. The study was carried out on 46 stratified selected teachers from five (5) schools from each 4 zones and six (6) schools from Chulaimbo zone being the one with majority of public primary schools in Kisumu West Sub-county. The researcher collected data using questionnaires, interviews and observation techniques. The study specifically sought to determine the types of in-services courses conducted by TAC tutors on management of learning and teaching methods, effect of INSET on teaching methods, how TAC tutors manage teaching and learning resources towards improving teaching methods in primary and challenges TAC tutors face in their effort to facilitate improvement of teaching methods

2. LITERATURE REVIEW

2.1 Types of In-service courses conducted by TAC tutors on management of Learning and Teaching methods:

There are two important questions that can be asked if any in-service training programme is to be organized. First, will teachers be acting differently while teaching as a result of the in-service training? Second, if these changes do occur has the quality of instruction really improved or is it just different? This study reviewed the literature in relation to these two questions.

Raja (2011) defines in- service teacher education as a continuous professional development process and accepted as an effective method of increasing the knowledge, skills and positive beliefs of teachers .It is a process used to continue the teachers' education once they have received their certification in teaching and are employed in a professional position. Some of the factors characterizing education in schools(class size expenditure per child) do not have demonstrable effects on students performance while teacher quality(as measured by skills ,knowledge and qualifications) plays a decisive role in student progress(Hanushek, 2003, Barber and Mourshed, 2007: Varga,2007) Based on analysis of teachers training policies in 25 countries OECD (2005) report cogently entitled “teachers matter” comes to the conclusion that the teacher quality is most important factor in an education system and the second most important factor(only preceded by family background) among the variety of influences affecting students achievement. According to Barber and Mourshed (2007) the quality of an education system cannot exceed the quality of its teachers .The teacher quality is reflected in the ways he conducts his/her lessons .Different age groups personalities, learning abilities and social backgrounds of learners calls for different teacher skills. Therefore this teacher development appears to be the area that resources should target, knowledge rich teacher development centers should be provided. Hence it is notable that TAC tutors who have the role of providing in-serving courses for teachers, should implement a quality assurance and evaluation system that incorporates measures to prepare for teachers development.

Kosoko & Wilkins (2009) did research on General educators in- service training and their self perceived ability to adopt instruction for students with Individualized Education Programs (IEPS) in district government schools in Europe. The objective of the study was to investigate the relationship among teachers' number of professional development hours, years teaching students with IEPS, and self-perceived ability to adapt instruction for students with IEPs. The research employed survey design. Random and stratified sampling techniques were used to select samples. The final sample size of 1,126 was approximately 14% of the total sample in the study. Data were gathered through interviews over the phone

from teachers, Correlation and multiple regression techniques were used to analyze the data. The study found that the more hours of professional development teachers have the more able they believe they are to adapt instruction for students with IEPs. However the research used telephone interview which might not have given accurate answers due to the fact that the respondents were to give quick answers without much thinking. This research used face to face interview which has more advantages over telephone interview.

Halim, Kamisah Osman, T. Subahan M. Meerah (2010) carried out a research on trends and issues of research on in-service needs assessment of science teachers: global vs. the Malaysian context. This research investigated the in-service needs of Malaysian secondary science teachers. It first reviewed the literature to seek for trends and issues of in-service needs perceived by science teachers. Second it reported on an empirical study of in-service needs assessment of Malaysian science teachers. A modified version of the Teachers Need Assessment Questionnaire which was modified from the Science Teacher Inventory Needs of Science (STIN- Zurub & Rubba, 1983) was administered to 1690 science teachers. Data analysis indicated that the top 10 perceived needs were mainly related to the following three in-service constructs, (1) Science Teacher Self Improvement, (2) The Use of Information and Communication Technology in Science Instruction and 3) The Use of English in Science Teaching. The paper discusses the current trends of in-service needs of Malaysian secondary science teachers in relation to other countries and its implications. While the research focused on secondary schools science teachers leaving a gap of primary school teachers who equally need professional development. The research also failed to consider the personnel whose role was to provide teacher professional development support at both primary and secondary levels. These were the gaps this research tried to fill.

Muita, Mugambi and Thinguri (2014) did a study on an investigation into the efficacy of Teachers Advisory Centre Tutors, in their role of equipping teachers with pedagogical skills in Nairobi North Region in Kenya. Objectives were to establish whether TAC organize in service courses for teachers and how often, to determine the extent to which TAC tutors assist teachers in preparation of teaching/ learning material, to find out whether TAC tutors conduct demonstration lessons in schools and how often. The study used mixed methodology with exploratory research design. Nairobi North region was randomly sampled out of the three regions in Nairobi County. All the six TAC Tutors in the region were included in the sample size. 1/3 of target population was selected i.e. 1/3 of 34 head teachers and 750 teachers to get 11 head teachers and 250. Data was collected by use of questionnaires and interview schedules. Data was analysed using descriptive statistics such as frequencies for qualitative data and thematic analysis for qualitative data. The research found out that teachers did not make good use of their TAC tutors, TAC tutors failed to organise regular in-service courses for teachers and there was little improvement of pedagogical skills among teachers. The study revealed that the TAC tutors were effective in their duties, this could be as a result of factors like accessibility and closeness of schools in Nairobi being an urban area as opposed to case of where this study was conducted-Kisumu west which is rural and schools situated far apart. Moreover this study investigated one specific role of TAC tutor which made the data more accurate and specific than the above which was likely to get inaccurate information due to many roles of TAC tutors being investigated at the same time.

Mwonga, and Wanyama (2012) carried out a research on provision of in-service training to early childhood music and movement curriculum teachers in Eldoret municipality. The objective of this paper is to examine the availability of seminars and in-service opportunities for the effective implementation of Music and movement. This highlights the need for reflection on practice among the teachers and ECDE fraternity and scholars in general. The study was a descriptive survey. It involved 105 teachers and their pupils from 35 sampled early childhood education centers and management practices from five zone coordinators, one municipal coordinator and the Municipal Education Officer (MEO) Data collection instruments included questionnaires, observation and interview schedules, photography and video recordings. Data collected was analyzed using percentages and frequencies, and presented in tabular form which provided the basis for analysis. It emerged that more than half the ECDE teachers were not sure of the degree of usefulness of the pre-service Music and Movement training they received in relation to the demands in the field in their present teaching career. It was recommended that schools and the Government should provide early childhood teachers with opportunities for professional development through facilitating teachers to attend in-service courses and other refresher courses relating to early childhood music and movement, and even visiting centers of excellence. The study provides early childhood teacher trainees, scholars and the general public with an insight into the realities in the field of teaching such as the need for in-

service training and continuous research in early childhood Music and movement. However, the study did not look effectiveness of in-service in public primary schools which the present study is going to consider

2.2 Effects of INSET on learning and teaching methods:

It may be unfortunate that very few in-service training programs are evaluated with enough care to tell whether or not the quality of classroom instruction has been affected. Ned A. Florence (1963) states that effective evaluations of in-service programs require good professional relationship between the teachers and the administrators. In this study the administrators are the TAC tutors, therefore this study looked into literature on effects of in service training on instructional behavior of teachers in classroom situation.

Johns (2006) did a research on teacher in-service training for Attention Deficit/Hyperactivity Disorder (ADHD): Influence on knowledge about ADHD, use of classroom behavior Management techniques, and teacher in America. The objective of the study was to examine effects of in service training on ADHD. Research used survey design. Sample size was 142 principals from 6 elementary schools. Interviews and observations were carried out by assistants, respondents were randomly selected and interview carried out for ten minutes. To enhanced reliability and validity, pre-treatment data collection used. Data was analyzed using partial eta- square (η^2). The study found out that there was co-relations between in service courses on knowledge of ADHD. The research targeted on Attention Deficit/Hyperactivity Disorder which is a case of special needs where special attention was required when handling them. This condition might compromise the accuracy of data collected. This research targeted the “normal” teachers who need normal attention and therefore are reliable for the accuracy of data in normal situation. Heather also took little time with the respondents (ten minutes) which might have compromised the accuracy of data. In the current study the researcher had much time with the respondents (one hour) to get all the possible and relevant information. Hunt (2009) in his working paper N0.43 entitled ‘teacher effectiveness’ interviewed the international literature and its relevance for improving education in Latin America. The research was based on a theory by Hunt (2004) that states that although there have been many efforts to provide in-service professional development for teachers, too often such courses have been brief lectures or workshops, providing teachers with little opportunities or support for the application of new methodologies in their classroom. The study was concerned with general education needs, the state of teaching profession and status of teachers’ trainings. The research found out that on-going professional development, have a positive improvement on teachers’ value-added methodologies in classroom which in-turn will improve teachers’ effectiveness and performance. However the study put more emphasis on the effectiveness of the teacher in relations to learning without considering the role of those who have responsibility to provide the teacher support and professional development. In Kenya these are TAC tutors. This studies therefore, looked into the role of TAC in providing teacher professional development to improve teaching methods.

According to a study carried among schools in Chicago by Jacob & Lefgren (2011) to evaluate the impact of teacher training on student achievement, Brian used quasi experimental design from a population of 45,000 from 71 schools the research was based on the theory that despite the importance of teacher training in most school districts, there is surprisingly little evidence on the effect of teacher training on student achievements (Lavy, 2001). The study found out that marginal increases in in-service training have small academically significant effect on either reading or mathematics achievements. The study was mostly concerned with the learners’ academic scores to evaluate the teachers’ performance. The teacher’s performance cannot be looked at in terms learners academic scores only but also other factors like sufficient knowledge of subject matter using appropriate varied teaching method, social background and age of learners among other factors. This study therefore will consider the teacher methodology and in-service courses attended on mastery subject of matter. Jacob & Lefgren (2011) used experimental design which might not give an accurate result depending in the validity of the instruments or tools further more teaching is more attitudinal than mechanical therefore the impact of teaching can best be found through interviews, questionnaire and observation which is relevant to survey design. Present study hence will use survey design with interview schedule and questionnaires.

In the study conducted among Primary teachers in India to all India Primary teachers federation by Eswaran and Ajit (2008) on effectiveness of in-service Education of teachers which aimed at assessing the learners drop out, determine completion rate, the effectiveness of in-service education being imparted to Primary teachers and study the functioning of cluster Resource centers and Block Resource Centers and their effectiveness and based on a theory that training activities do not result in improvement in teachers instructional behavior (VanTulder,1992)The validity and reliability of

the study was enhanced by trying out the instrument and training the investigators. After thematically and statistically analyzing the qualitative and quantitative data respectively, the study found out that in-service training improved teaching methods by 73% and BRC and CRCS and do not play any role. The study of Eswaran and Ajit did not study the role of CRCS in relation to in-servicing teachers, besides the study considered the effectiveness of in-service course from only the teachers perception, The present study intends to determine the effectiveness of in-service in improving teaching methods to improve learners performance.

Ahmadi & Keshavarzi (2013) used survey research design to determine the effectiveness of in-service training programme in teaching skills development among the students, teachers and principals of guidance schools in Shiraz, Iran. The study used Cluster sampling method from four districts to get a population sample size of 150 (teachers, principals as well as their students). The study used questionnaire instrument to collect data through three scales. The validity and reliability was enhanced by the faculty members, education and training professionals, collecting data, test-retest method was used to ascertain reliability. The study used Pearson correlation coefficient data analysis and found out that students got meaningful relationship more especially in lesson preparation, evaluation and demonstration skills. (These form part of the improved teaching method) The study also found out that experience had no effect on teaching skills development. However the study did not consider the role of those who were conducting the in-service. The present study therefore, determined the role of TAC tutors in conducting in-service to primary teachers in order to improve teaching methods.

Kosgey (2011) carried out a study among public secondary schools in Chepalungu District, Kenya. He aimed at determining ways in which TAC tutors participate in implementation of secondary school curriculum and to establish whether teachers in secondary schools make use of TAC centres. The study was based on the concepts of the role of TAC tutors according to sessional paper no. 6 MoEST (1988) MOEST (2000) and a study carried out by Onyango (2007) that TAC centres are facing major challenges and hence their effectiveness greatly hampered. The study adopted a descriptive design to target all 24 public secondary schools (with 30 teachers) and seven TAC tutors in the district. Through random sampling the study arrived at a sample size of schools and the 7 TAC tutors were purposely selected. The study used questionnaire, interviews schedule and observation checklist to collect data from respondents. After statistical analysis of data using percentage the study found out that TAC tutors had lower qualifications than the secondary school teachers and that the TACs were ill equipped to meet the needs of the secondary schools teachers. However the study did not consider the role of TAC tutors in professional development of Primary schools teachers. The present study is going to consider the role of TAC tutors in managing the in-service course for primary schools teachers with an aim of improving their teaching methods. Kosgey did not consider the student performance. The present study considered the role of TAC tutors on in-serving teachers, being reflected in applying effective teaching methods.

2.3 Challenges TAC tutors experience in management and administration roles:

Considering the invaluable roles and contributions of education to meaningful individual, social and national development, nobody will dispute the fact that challenges facing its proper management and administration by competent leaders should be a national concern. TAC tutors being in charge of educational management and administration at the TACs were not spared by these challenges.

In a study conducted among the schools in Germany by Elliot's and Hall (2005) on challenges faced by head teachers in managing the teaching staff, Elliot's and Hall used descriptive research methods with purposive sampling techniques to arrive at a sample size of 100 head teachers. Data was collected using in-depth schedules and after thematically analyzing the qualitative data, the study found that in any learning organization or Institution, personnel are the most crucial resource given that they provide the knowledge, skill and the energies which are essential ingredients of organizational success. 'Even in an era increasingly dominated by technology, what differentiates effective and ineffective organizations are the quality and commitment of the people who work there' (Bush and Middlewood, 2004). However, the study by Elliot's and Hall did not use quantitative data to arrive at their findings. Besides, their study was concentrating on the teaching staff, leaving out TAC tutors who are also administrative personnel in Teachers Advisory Centre (TAC) which provides support for teachers' professional development in Educational zone. The present study considered teachers, head teachers, TAC tutors and TSC officers.

Bandur (2012) carried a research among schools in Indonesia on 'School Based Management Development: Challenges and Impact.' The purpose of this paper was to examine the current school based management (SBM) policy reform in

Indonesia, with an emphasis on the impacts of shifting authority and responsibility to school level, as well as challenges confronted by the school council members, followed by remedial measures to minimize the problems. The paper employed a mixed method research design comprising an extensive empirical survey followed by semi-structured and focused group interviews and examination of relevant documents. The data reported here were on the basis of an empirical survey involving 504 school council members from Nada, Flores, followed by 42 interviews and focus group discussion (FGD) with all relevant stakeholders. The research findings demonstrate how devolution of power and authority to school level can create partnership in participatory school decision making in terms of setting a school mission, shared vision, annual programs, school budget, school textbooks, school buildings, school based curriculum and even student discipline policies. The study also revealed that devolving power and authority to school level has created several changes in schools, including school culture changes, and increased participation of school communities. These factors the study concluded led to the improvements in teaching learning environments and student achievements. Nevertheless, the findings of this study are specific to the context of Nada and Flores, Indonesia. The possibility for the general applicability of the findings is limited by the scope, the sample, and the cultural context of this study. Accordingly, even though there could be common features, the findings may not have general applicability to other systems in other countries, especially Kenyan. Besides, the study did not consider the trainers and administrators of SBM programmed (TAC tutors in Kenya). The paper suggests that capacity building in school level is required for the effective implementation of SBM policies and programs, including in-service training, regular professional development sessions and workshops on effective school leadership and management, as well as school development planning that were why the present study put more emphasis on effectiveness of TAC tutors in providing these services.

3. RESEARCH METHODOLOGY

3.1 Research design:

Research design is the structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). This study was therefore conducted by a survey design. It is a research design which present oriented methodology used to investigate population by selecting samples to analyze and discover occurrence (Oso and Onen, 2005). It is ideally suitable for describing and expanding events as they are, or as they were. It also provides numeric description of some parts of the population. It considers issues such as economy of the design, rapid data collection and ability to understand a population from a part of it (Oso and Onen, 2005). Therefore in accordance with the study population involved in this study, the design was suitable to enable the researcher to use a few TAC tutors and teachers to explain the role of TAC tutors on management of teaching methods in all 86 public schools in Kisumu West Sub-County.

3.2 Study Area:

The study was done in Kisumu West Sub-County. The sub-county covers an area of 212.90 sq.km. It lies between latitude 0° to 2° S of the equator and longitude 34° E to 35° E. It has a population of 131,246. It borders Kisumu East District to the East, Vihiga Sub-County to the North, Seme Sub-County to the West and Lake Victoria to the South (County Physical Planning Office report, 2015). According to Kisumu west sub-county education office report (2015), the sub-county has 1 University, 1 National Technical college, 2 teachers Training Colleges 1 National Secondary school, 35 public secondary schools, 2 private secondary schools, 86 public primary schools with teacher establishment of 686 (male 323 and female 363), 13 private primary schools, 10 Adult Education centers, 4 Non-formal Centers, 6 Special needs Education Units and 127 ECDE Centers. It has 5 zones managed by 5 TAC tutors where the largest zone is Otonglo which has 23 schools and the smallest zone is Sianda which has 18 schools. Kisumu West Sub-County is sparsely populated compared to neighboring Kisumu East sub-county and Vihiga sub-counties.

3.3 Study Population:

The population consisted of 686 teachers from 86 public primary schools, five (5) TAC tutors heading five (5) zones namely, Ojola, Chulaimbo, Otonglo, Nyahera and Sianda, and five (5) TSC staffing officials from the office of Assistant Deputy Director Teacher Management. This brings a total population of 696 persons.

3.4 Sample size and Sampling techniques:

The study sample size consisted of 176 teachers, 2 TAC tutors and 2 TSC officials. This makes a total of 180 respondents. According to Oso and Onen (2005) Sampling Techniques is a description of the strategies which the researcher used to select representative respondents from the target population. This study therefore employed stratified random sampling techniques. In this study stratified techniques gives a researcher an opportunity to identify sub- group in the population and their proportions and select from each sub-group to form a sample.

3.5 Instruments of Data Collection:

The main research instruments the researcher used for data collection were questionnaires interview schedule and observation checklist

3.6 Methods of Data Analysis:

Data analysis was done both quantitatively and qualitatively. Quantitative data were analyzed by way of descriptive statistics such as frequency counts and percentages, as well as inferential statistics such as Pearson correlation test. Qualitative data was analyzed on the basis of emerging themes and sub-themes of the study. Editing as a systematic organization of raw data to ensure accuracy and suitable form of data was done to facilitate analysis. Measurement of variables were coded before put in the computer Coding is translating answers into numeral values or assigning numbers to various categories of variables to be used in data analysis. The coding process started by preparing of code book, code sheet and then computer card (punch card) for tabulation.

4. RESULTS AND DISCUSSION

4.1 Various types of in-service courses conducted by TAC tutors in improving teaching methods:

In the first objective, the study sought to determine various types of in-service courses conducted by TAC tutors in improving teaching methods in primary schools in Kisumu West Sub-County. It was investigated by addressing three main areas which were: teachers relationship with the TAC tutors, how frequent teachers visited TAC tutor for professional advice and how frequently the TAC tutors visited their schools for professional on teaching methods. Data were collected on the relationship of teachers with the TAC tutors, the frequency of contact between the TAC tutors and teachers, statements of in-service offered by the TAC tutors, and programmes offered during the in-service courses. Both the teachers and TAC tutors were involved in this study as the respondents.

4.1.1 Relationship with the TAC tutor:

To establish the relationships of teachers with the TAC tutors, data were collected from teachers using questionnaires. The teachers were asked to describe their relationship with their TAC tutors. This was imperative in order to assess how they relate, perceive and interact with their TAC tutors for meaningful in-service training to take place. Table 4.1 shows the response

Table 4.1 Relationship with the TAC tutor (n=151)

Relationship	Frequency	Percentage
Cordial	44	29.1
Friendly	84	55.6
Less friendly	23	27.3
Total	151	100.0

Table shows that out of the 151 respondents (teachers) who took part in the study, majority at 55.6% described their relationship with the TAC tutors as friendly, 29.1% indicated cordial relationship, while only 27.3% described it as less friendly. This shows that most of the teachers had a good relationship with the TAC tutors and this would encourage the in-service training offered by the TAC tutors to improve the services of the teachers.

During the interview with the TAC tutors, it was also found out that the relationship between the TAC tutors and the teachers were warm and cordial and this was encouraging for the performance and service delivery of TAC tutors. For instance, one of the TAC tutors said:

Our relationship with teachers is very warm, they cooperate very well with us and react very positively with our in-service training programs and this encourage us to work harder and be more productive in their lives and their career development [TAC Tutor, 2]

This shows that the relationship between the TAC tutors and the teachers was friendly for good outcome in terms of teaching methods of the teachers hence quality teaching and good academic performance of learners would be realized.

4.1.2 Frequency of Contact between the Teacher and the TAC Tutor:

Teachers were also asked to indicate how frequently they could seek the TAC tutor advice or services and how often they were being visited by the TAC tutor. Table 4.2 shows the response.

Table 4.2 Frequency of Contact between the Teacher and the TAC Tutor (n=151)

Frequency of contact	Always	Sometimes	Rarely	None	Total
How often do you visit TAC for professional advice	73 48.3%	67 44.4%	11 7.3%	0 0.0%	151 100.0%
How often does TAC tutor visit your school for professional advice	69 45.7%	64 42.4%	18 11.9%	0 0.0%	151 100.0%

According to the study findings, almost half of the respondents (48.3%) indicated that they could always visit the TAC tutor for any professional advice as always as they could, 44.4% indicated sometimes, only 7.3% indicated rarely, while none indicated none. This shows that most of the teachers could sometimes or always seek the help of the TAC tutor to improve their professional service delivery. When probed on the frequency of TAC tutor visit, 45.7% and 42.4% indicated always and sometimes respectively, while only 11.9% indicated rarely. This shows that TAC tutors were readily visiting schools as often as they could to offer their services to teachers including in-service training, which could impact positively on the service delivery of the teachers.

Our doors are always opened for teachers’ visit and they always come to our offices for professional help and whenever they come, we offer them different kinds of assistance which they apply in their teaching methods or in their career for good academic outcome. [TAC tutor, 1]

From these sentiments, it can be deduced that teachers like visiting the TAC tutors for professional help and this impacts positively on their teaching methods and the general performance.

Teachers were also asked to indicate whether they agreed or disagreed with the following statement relating to in-service training of teachers offered by TAC tutors. Table 4.3 shows the response.

Table 4.3 Statement relating to in-service training of teachers offered by TAC tutors (n=151)

Statement	Measure	Agree	Disagree	Total
I have attended a workshop/seminar on pedagogic skills since appointment as a teacher	Frequency	142	9	151
	%	94.0%	6.0%	100%
In-service program cover the area on teaching methods and learning resource management	Frequency	136	15	151
	%	90.1%	9.9%	100%
In most cases TAC tutors organize for the in-service programs	Frequency	122	29	151
	%	80.8%	19.2%	100%
TAC tutors engage us in discussion on how to improve our teaching methods	Frequency	146	5	151
	%	96.7%	3.3%	100%
TACs are easily reachable from schools they serve	Frequency	92	59	151
	%	60.9%	39.1%	100%

The study found that most of the teachers had attended at least a workshop/seminar on pedagogic skills since their appointment as a teacher as confirmed by majority of the respondents at 94.0%, while only 6.0% had not attended any induction workshop. Another 90.1% of the teachers agreed that in-service program cover the area on teaching methods and learning resource management. When asked on who mostly organized for the in-service training at the school level, majority of the respondents at 80.8% agreed that it was TAC tutors, while 19.2% indicated otherwise. This implies that TAC tutors were very significant in offering professional in-service training programs for the teachers. This supports the

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findings of Karl, Kosoko & Jesse (2009) who found out that the more hours of professional development teachers have the more able they believe they are to adapt instruction for students with Individual Education Programs. The study also found that TAC tutors could engage teachers in discussion on how to improve their teaching methods, as confirmed by almost all the teachers (96.7%). Based on accessibility of the TAC tutors, over half of the respondents 60.9% agreed that they were easily reachable, while 39.1% indicated otherwise. These responses were also similar to Heather (2006) study who also did a research on teacher in-service training for Attention Deficit/Hyperactivity Disorder (ADHD) and found out that there was co-relations between in service courses on knowledge of ABHD

4.1.3 Programs offered during the In-service training:

Teachers were also probed on types and various topics of In-service training offered by the TAC tutors for their professional development. Table 4.4 shows the response.

Table 4.4 Programs offered during the In-service training (n=151)

Statement	Measure	Agree	Disagree	Total
Individual development	Frequency	135	16	151
	%	89.4%	10.6%	100%
Peer collaboration	Frequency	149	2	151
	%	98.7%	1.3%	100%
Peer coaching	Frequency	141	10	151
	%	93.4%	6.6%	100%
Curriculum content training	Frequency	137	14	151
	%	90.7%	9.3%	100%
New teaching techniques	Frequency	149	2	151
	%	98.7%	1.3%	100%
Using technology at teaching	Frequency	148	3	151
	%	98.0%	2.0%	100%
ICT training	Frequency	149	2	151
	%	98.7%	1.3%	100%

The study found out that almost all the teachers probed on the topics of in-service training agreed that individual development (89.4%), peer collaboration (98.7%), peer coaching (93.4%), curriculum content training (90.7%), new teaching methods (98.7%), application of technology in teaching (98.0) and ICT training (98.7%) were some of the in-service trainings that were offered by the TAC tutors to improve the teaching and service delivery of the teachers. Among these topics, peer collaboration, new teaching techniques, using technology and ICT training. This was very important for the improvement of teaching methods due to the fact that there were high rate of technological advancement. Otherwise training on the individual development was not agreed with by comparatively high number of teachers (16). This called for TAC tutors to identify individual teacher development needs before offering the training and also increase the number of such training in a year.

During the interview with the TAC tutors, one of the themes that emerged was various types of INSET programs offered by them. The study found out that TAC tutors play a very significant role in monitoring the quality of services delivered by the teachers. To realize this, it was found out that they offered various programs such as curriculum content training, new teaching techniques and application of technology at teaching. For instance one of them offered that;

The place of TAC tutor in the education structure is very significant because we can organize various INSET programs that target improvement of the service delivery and productivity of the teacher. For example, with the new teaching methods emerging and the application of the ICT in education, we help the ministry of education in disseminating the new knowledge to the teachers” [TAC tutor, 1]

It is evidenced that TAC tutors play a very important role in offering various INSET programs that would improve the teachers' service delivery and productivity. Another TAC tutor during the interview said that:

We also assist in offering induction programs that assist in individual development, development of self-concept and internal motivation especially to newly recruited teachers. This ultimately increases their productivity, good attitude towards their profession and service delivery [TAC tutor, 2]

From the above sentiments, TAC tutors offer various INSET programs that encourage good professionalism among the teachers. Hunt (2009) also found out in a study that on-going professional development had a positive improvement on teachers' value-added methodologies in classroom which in-turn would improve teachers' effectiveness and performance. It is also supported by Udofia and Ikpe (2012) who found out in a study that in-service training courses would up-date, motivate and enhance teachers teaching skills for effective performance.

4.2 Effects of INSET conducted by TAC Tutors in improving learning and teaching methods:

The study sought to establish the level of effect of In-Service Education Training (INSET) conducted by TAC Tutors in improving learning and teaching methods in Kisumu West sub-county. This objective was responded to by 151 Teachers, 2 TAC tutors and 2 TSC officers. Teachers were therefore asked from the questionnaire to indicate their level of agreement with the following statement relating to effect of In-Service Education Training (INSET) conducted by TAC Tutors on improvement of teaching methods, based on Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) or Strongly Disagree (SD) with the statement while the TAC tutors and TSC officers were interviewed on the same.

Table 4.5 shows the response of the teachers.

Table 4.5 Role of INSET conducted by TAC Tutors on improvement of teaching methods (n=151)

Statement		SA	A	N	D	SD
The INSET by TAC tutor helped me relate the theory to teaching practice.	Freq	69	64	11	3	4
	%	45.7%	42.4%	7.3%	2.0%	2.6%
The INSET by TAC tutor contained up-to-date information about my field	Freq	71	59	12	6	3
	%	47.0%	39.1%	7.9%	4.0%	2.0%
The content of the INSET by TAC tutor is relevant to my classroom needs	Freq	64	72	9	2	4
	%	42.4%	47.7%	6.0%	1.3%	2.6%
After INSET by TAC tutor I am encouraged to think critically about my experiences in light of the new knowledge	Freq	63	61	11	7	9
	%	41.7%	40.4%	7.3%	4.6%	6.0%
I have a better self-concept, satisfaction, and confidence in my ability as a teacher now after INSET by TAC tutor	Freq	66	59	12	7	7
	%	43.7%	39.1%	7.9%	4.6%	4.6%
I feel better informed and knowledgeable about the new curriculum goals as taught in INSET by TAC tutor.	Freq	73	52	13	7	6
	%	48.3%	34.4%	8.6%	4.6%	4.0%
I have a better understanding of teacher and student roles in the class now, after INSET by TAC tutor	Freq	76	49	12	5	9
	%	50.3%	32.5%	7.9%	3.3%	6.0%
I have an increased awareness of the characteristics and needs of young learners after INSET by TAC tutor	Freq	70	64	8	6	3
	%	46.4%	42.4%	5.3%	4.0%	2.0%
I have a better understanding of different teaching and learning styles after INSET by TAC tutor	Freq	68	67	10	3	3
	%	45.0%	44.4%	6.6%	2.0%	2.0%
I know better how to evaluate and use textbooks according to my classroom needs after INSET by TAC tutor	Freq	70	62	8	4	7
	%	46.4%	41.1%	5.3%	2.6%	4.6%
I feel more knowledgeable about pre-, while-, and post-reading strategies after INSET by TAC tutor	Freq	71	63	9	2	6
	%	47.0%	41.7%	6.0%	1.3%	4.0%

The study found out that majority of the respondents cumulatively at 88.1% confirmed that INSET by TAC tutor had helped them relate the theory to teaching practice, 7.3% could not tell the importance of INSET by TAC tutors because they were new in it, while cumulatively 4.6% had indicated otherwise.

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When probed on the content of INSET, 47.0% of the respondents strongly agreed that it contained up-to date information about their field, 39.1% agreed with the statement, 7.9% were neutral, while cumulatively 6% disapproved the statement. This shows that the INSET offered by TAC tutors was very helpful for improving the teaching services and classroom activities of the teachers. This corroborate the findings of Eswaran and Ajit (2008) who also found out that in- service training improved teaching methods by 73%. Similarly, Ahmadi and Abdallah (2013) using used Pearson correlation coefficient data analysis and found out that students got meaningful relationship more especially in lesson preparation, evaluation and demonstration skills (These form part of the improved teaching method).

This was also confirmed by 90.1% of the respondents who agreed that the content of the INSET by TAC tutor is relevant to my classroom needs, while only 3.9% failed to agree with the statement.

The study also found out that after INSET by TAC tutor, teachers were encouraged to think critically about their experiences in light of the new knowledge, as indicated by cumulatively 82.1% of the respondents, who agreed with the statement. Further, the study found that 43.7% strongly agreed that owing to INSET by TAC tutors, they had a better self-concept, satisfaction, and confidence in their ability to offer to teaching services. Another 39.1% agreed with the statement, 7.9% were neutral, while cumulatively 9.2% disagreed with the statement.

When asked on their perception about the INSET programs offered by TAC tutors, 48.3% strongly agreed that they I felt better informed and knowledgeable about the new curriculum goals as taught in INSET by TAC tutor. Another 34.4% agreed with the statement, 8.6% were neutral about the statement, while 8.6% cumulatively disagreed with the statement. This shows that teachers gained more and INSET programs were very resourceful for their professional development. This response was also supported by half of the respondents (50.3%) who strongly agreed that they better understanding of teacher and student roles in the class then, after INSET programs by TAC tutor. Further, 32.5% agreed with the statement, 7.9% neither agreed nor disagreed, while only 9.6% of the respondents disagreed with the statement.

The study also found that INSET programs by TAC tutors had increased awareness of the teachers on characteristics and needs of young learners, as indicated by 46.4% who strongly agreed with statement, 42.4% agreed with the statement, while a total of 6.0% failed to agree with the statement. On use of instructional materials, the study found out that INSET by TAC tutors had enabled the teachers know better ways of using text books according to the class needs. This is also supported by the 46.4% of the respondents, who strongly agreed with the statement.

Further, the study used Bivariate Pearson correlation to establish the correlation between in-Service Education Training (INSET) and learning and teaching methods.

Table 4.6 Correlation between INSET and learning and teaching methods (n=151)

	Statistics	Learning and teaching methods
INSET programs	Pearson Correlation	.633*
	Sig. (2-tailed)	.000
	N	302

**Correlation is significant at the 0.05 level (2 tailed)

The correlation shown above shows that there was a positive relationship between INSET programs offered by the TAC tutors and learning and teaching methods, ($r=0.633$; $p<0.05$). This response support Brian and Larslefgren (2011) who also found that marginal increases in in-service training had a significantly academic effect on either reading or mathematics achievements among the students.

During the interview with the TAC tutors, the study found out that INSET programs and services offered by these education officials were very crucial in improving the teaching methods of the teachers. For example, one of the TAC tutors said:

We have really helped in improving the teaching methods of the teachers through our various programs and monitoring. For instance, through our programs, teachers increase awareness of the characteristics and needs of young learners a better understanding of different teaching and learning styles and teacher know better how to evaluate and use textbooks according to their classroom needs [TAC tutor 2]

This shows that these education officials are very helpful in improving the teaching methods of the teachers. Another TAC tutor when interviewed said,

Through our workshop induction programs, teachers get more knowledge about pre-, while-, and post-reading strategies to be used in classes and also develop better self-concept, satisfaction, and confidence in their ability to teach [TAC tutor 1]

These sentiments were also echoed by one of the TSC officers who said that:

INSET programs offered by TAC tutors are very helpful to teachers in terms of improving their productivity and service delivery. Through the programs, the teacher can improve his or her teaching methods for better performance [TSC officer, 1]

It can therefore be deduced that INSET programs by the TAC tutors are very helpful to teachers in improving their teaching methods more especially if the teacher training needs were earlier identified. This is in agreement with the statement made by Kadhim et al., (2012) who also found that everything from TAC tutors and teachers' administration and management structures, through the infrastructure such as computer labs, libraries and adequate classrooms, will contribute to or prevent motivating educators and learners. . The above findings would offer the quality education to learners which would have been revealed in the academic performance. It therefore offers a challenge to both the researchers and education stakeholders why academic performance was still dismal in the sub-county in comparison to neighbouring sub-counties.

4.3 In-service Challenges TAC tutors face in offering their services:

The study sought to establish the in-service challenges TAC tutors face in their effort to facilitate improvement of teaching methods in primary schools in Kisumu West Sub-County. These challenges might have impacted positively or negatively on the problem of the study. The research question was, "What in-service challenges and issues do TAC tutors face in their effort to facilitate improvement of teaching methods?" Respondents (teachers) were asked from the questionnaire to state their level of agreement statements relating to in-service challenges TAC tutors face. The item was meant to shed light on what might be positively or negatively affecting TAC performance of their in-service duties and responsibilities. It was also intended to establish whether the challenges reported by early research reports discussed in literature review of this study were addressed. Table 4.7 shows the response.

Table 4.7 Challenges facing TAC tutors to facilitate improvement of teaching methods (n=151)

Statement		SA	A	N	D	SD	Total
The attendance of teachers for these courses offered by TAC tutors is low	Freq	68	52	11	6	14	151
	%	45.0%	34.4%	7.3%	4.0%	9.3%	100%
The TACs have inadequate and relevant resource materials	Freq	71	50	17	4	9	151
	%	47.0%	33.1%	11.3%	2.6%	6.0%	100%
There is inadequate office equipment for TAC tutor offices	Freq	54	62	18	6	11	151
	%	35.8%	41.1%	11.9%	4.0%	7.3%	100%
TAC tutors operate in poor working conditions and environment hence hurting their duties.	Freq	53	62	14	9	13	151
	%	35.1%	41.1%	9.3%	6.0%	8.6%	100%
TAC tutors are inadequately financed and this hurt their performance.	Freq	64	52	15	8	12	151
	%	42.4%	34.4%	9.9%	5.3%	7.9%	100%
TAC tutors work load is much and this hurt their performance	Freq	76	49	11	5	10	151
	%	50.3%	32.5%	7.3%	3.3%	6.6%	100%
TAC tutors do more duties than the specified ones	Freq	63	58	15	6	9	151
	%	42.7%	38.4%	9.9%	4.0%	6.0%	100%
Some of the TAC tutors are inadequately prepared with ICT skills to carry out their duties effectively	Freq	67	49	15	9	11	151
	%	44.4%	32.5%	9.9%	6.0%	7.3%	100%
Lack of corporation with some teachers with higher qualification	Freq	63	52	11	9	16	151
	%	42.7%	34.4%	7.3%	6.0%	10.6%	100%
Conflict of interest with the teachers' organization officials such as KNUT and KEPSHA on matters of policy	Freq	74	42	12	11	12	151
	%	49.0%	27.8%	7.9%	7.3%	7.9%	100%

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When probed on the problems faced by TAC tutors to deliver their services, 45.0% and 34.3% strongly agreed and agreed respectively that poor turnout and attendance of teachers to workshops and induction programs organized by TAC tutors hurt their morale and motivation.

The study also found out that TAC tutors had inadequate and relevant resource materials to support their services as was indicated by 80.1% accumulatively, who confirmed the statement, while only 8.6% indicated otherwise. Similarly, 35.8% and 41.1% strongly agreed and agreed respectively that there was inadequate office equipment for TAC tutor offices the TAC tutors were therefore working under very difficult conditions and these could cripple the efficient delivery of their services.

The study found out that TAC tutors were operating in poor working conditions and environment such as lack of efficient means of transport to access schools. This was confirmed by 35.1% who strongly agreed, 41.1% agreed, while cumulatively 14.6% disagreed. The study further revealed that another challenge facing TAC tutors was too much workload, with limited financial resources and rewards. From all the five zones the TAC tutors were performing duties of both TSC and MoEST in addition to duties of other related organizations in education like TUSOME and CEMASTEAM among others. This was found to hurt efficient service delivery of the tutors as indicated by 50.3% who strongly agreed with the statement, 32.5% agreed, 7.3% were neutral, while a total of 9.9% disagreed with the statement. Another 42.7% of the teachers strongly agreed that TAC tutors lack clearly defined job specifications because of more duties than specified ones. 38.4% of the teachers also agreed with this statement, while accumulatively 10% did not agree with the statement. The study also found out that some of the TAC tutors were inadequately prepared with ICT skills to carry out their duties effectively as indicated by cumulatively 76.9% of the respondents, who confirmed the statement. This was very challenging due to the fact that the education sector in the country is also being digitalized. It would therefore interfere negatively on the efficiency of the TAC tutors.

It was also found that TAC tutors could face inferiority challenges, where there was lack of corporation with some of the teachers with higher qualifications as confirmed by cumulatively 77.1% of the respondents (teachers). Almost half of the respondents (teachers) at 49.0% also agreed that there was a conflict of interest between TAC tutors and the teachers' organization officials such as KNUT and KEPSHA on matters of policies such as signing of performance appraisal system, school-based exam management at zonal level. This could demoralize TAC tutors and hence compromise their effectiveness in organizing in-service courses. From the above findings, it can therefore be deduced that TAC tutors face array of challenges that may hamper their service delivery. This supports the study by Onyango (2007) who also found out that TAC centers were facing major challenges and hence their effectiveness greatly hampered. Kisirkoi (2014) also supported in a study that TAC tutors face similar challenges but did not seem to have been addressed effectively by the time of this study.

During the interview session with the TAC tutors, some of the themes that came up were working conditions and inadequate resources.

The study found that poor working conditions of the TAC tutors was one of the major challenges facing these education officers. During the discussion, one of the officers identified lack of proper means of transport to reach various schools as a major challenge. He said that:

Sometimes we have to trek to various schools to offer our duties, some schools are far wide apart with rugged terrain, yet we don't have good means of transport to reach these places. These therefore hamper our effective service delivery [TAC tutor 2]

Similarly, one of the TSC officials said:

The geographical coverage of schools is one of the major challenges facing TAC tutors to effectively and efficiently perform their duties. For instance, some schools are separated with larger kilometers and coupled with the rough roads; these officials cannot perform their work effectively. [TSC official, 2]

This shows that unfavorable working conditions characterized by unclear job descriptions, hostile working environment could prevent TAC tutors from properly performing their duties. This concurs with the findings of Achieng (2011) who carried out a study on effectiveness of TAC tutors in instructional supervision, and also found that TAC tutors face the

challenge of unclear terms of service and unclear reporting system hence they end up performing more administrative duties than instructional supervision duties.

It was found that an inadequate resource was a major problem facing the TAC tutors in delivering their services. For instance, inadequate teaching materials, finances and equipment were hampering their success. One of the TAC tutor said:

Tutoring the teachers, offering the induction programs and INSET programs involves a lot, yet sometimes we are faced with shortage of materials and equipment used for these exercises. This ultimately jeopardizes our work and impedes the successful realization of its goals [TAC tutors, 1]

This shows that inadequate materials were also a problem facing the TAC tutors. Similarly, Kosgey (2011) in determining ways in which TAC tutors participate in implementation of secondary school curriculum found that one of the problem faced by these education officials was that the TACS were ill equipped to meet the needs of the secondary schools teachers.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Various types of in-service courses conducted by TAC tutors in improving teaching methods in primary schools:

According to the major findings in this objective; the study found that almost half of the respondents (48.3%) indicated that they could always visit the TAC tutor for any professional advice as always as they could. When probed on the frequency of TAC tutor visit to their schools, 45.7% and 42.4% indicated always and sometimes respectively, while only 11.9% indicated rarely. The study found out that most of the teachers had attended at least a workshop/seminar on pedagogic skills since their appointment as a teacher as confirmed by majority of the respondents at 94.0%, while only 6.0% had not attended any induction workshop. Another 90.1% of the teachers agreed that in-service program cover the area on teaching methods and learning resource management. When asked on who mostly organized for the in-service training at the school level, majority of the respondents at 80.8% agreed that it was TAC tutors. The study also found that TAC tutors could engage teachers in discussion on how to improve their teaching methods, as confirmed by almost all the teachers (96.7%). It was also found that some of the components of in-service training offered by the TAC tutors were but not limited to individual development, peer collaboration, peer coaching, curriculum content training, new teaching methods, application technology.

5.2 Effect of In-Service Education Training (INSET) conducted by TAC Tutors in improving teaching methods in Kisumu West sub-county:

Based on the second study objective, the study found that majority of the respondents at 45.7% and 42.4% strongly agreed and agreed respectively that INSET by TAC tutor had helped them relate the theory to teaching practice. When probed on the content of INSET, majority of the respondents at 47.0% of the respondents strongly agreed that it contained up-to date information about their field, 39.1% agreed with the statement, 7.9% were neutral, while cumulatively 6% disapproved the statement. This was also confirmed by 90.1% of the respondents who agreed that the content of the INSET by TAC tutor is relevant to my classroom needs, while only 3.9% failed to agree with the statement. The study also found that After INSET by TAC tutor, teachers were encouraged to think critically about their experiences in light of the new knowledge, as indicated by cumulatively 82.1% of the respondents, who agreed with the statement. Further, the study found that 43.7% strongly agreed that owing to INSET by TAC tutors, they had a better self-concept, satisfaction, and confidence in their ability to offer to teaching services. Another 39.1% agreed with the statement, 7.9% were neutral, while cumulatively 9.2% disagreed with the statement.

When asked on their perception about the INSET programs offered by TAC tutors, majority of the respondents at 48.3% strongly agreed that they I felt better informed and knowledgeable about the new curriculum goals as taught in INSET by TAC tutor. Another 34.4% agreed with the statement, 8.6% were neutral about the statement, while 8.6% cumulatively disagreed with the statement. This response was also supported by half of the respondents (50.3%) who strongly agreed that they better understanding of teacher and student roles in the class then, after INSET programs by TAC tutor. Further, 32.5% agreed with the statement, 7.9% neither agreed nor disagreed, while only 9.6% of the respondents disagreed with the statement. The study also found that INSET programs by TAC tutors had increased awareness of the teachers on

characteristics and needs of young learners, as indicated by 46.4% who strongly agreed with statement, 42.4% agreed with the statement, while a total of 6.0% failed to agree with the statement. On use of instructional materials, the study found that INSET by TAC tutors had enabled the teachers know better ways of using text books according to the class needs. This is also supported by the 46.4% of the respondents, who strongly agreed with the statement. Using the Bivariate Pearson correlation test to establish the correlation between in-Service Education Training (INSET) and teaching methods, it was found that there was a positive relationship between INSET programs offered by the TAC tutors and learning and teaching methods, ($r=0.633$; $p<0.05$).

5.3 In-service Challenges TAC tutors face in their effort to facilitate improvement of teaching methods in primary schools in Kisumu West Sub-County:

When probed on the problems faced by TAC tutors to effectively deliver their services, majority of the respondents at 45.0% and 34.3% strongly agreed and agreed respectively that poor turnout and attendance of teachers to workshops and induction programs organized by TAC tutors hurt their morale and motivation. The study also found that TAC tutors had inadequate and relevant resource materials to support their services as was indicated by accumulatively 80.1%. Similarly, 41.1% strongly agreed and agreed respectively that there was inadequate office equipment for TAC tutor offices and these could cripple the efficient delivery of their services. The study also found that TAC tutors were operating in poor working conditions and environment such as lack of efficient means of transport to access schools. This was confirmed by 35.1% who strongly agreed, 41.1% agreed, while 14.6% disagreed. It was also found that another challenge facing TAC tutors was too much workload, with limited financial resources and rewards. This was found to hurt efficient service delivery of the tutors as indicated by 50.3% who strongly agreed with the statement, 32.5% agreed, 7.3% were neutral, while a total of 9.9% disagreed with the statement.

5.4 Conclusions:

In conclusion based on the first objective, most of the teachers seek services of TAC tutors such as professional advice as always as they could. Teachers also attended at least a workshop/seminar on pedagogic skills since their appointment. The study also concludes that INSET programs by TAC tutors cover the area on teaching methods and learning resource management. TAC tutors could also engage teachers in discussion on how to improve their teaching methods, as confirmed by almost all the teachers. It was also found that some of the components of in-service training offered by the TAC tutors were but not limited to individual development, peer collaboration, peer coaching, curriculum content training, new teaching methods, application technology.

In the second objective, the study concludes that INSET programs were very helpful in improving teaching methods. For instance, INSET by TAC tutor would help the teachers relate the theory to teaching practice, the programs contained up-to date information about their field, the content of the INSET by TAC tutor was also relevant to the teachers' classroom needs. After INSET by TAC tutor, teachers are encouraged to think critically about their experiences in light of the new knowledge. Further, owing to INSET by TAC tutors, teachers had a better self-concept, satisfaction, and confidence in their ability to offer to teaching services. Through INSET programs by TAC tutors, teachers felt better informed and knowledgeable about the new curriculum goals and that they had better understanding of teacher and student roles in the class then, after INSET programs by TAC tutor. Through INSET programs by TAC tutors, there is increased awareness of the teachers on characteristics and needs of young learners, and that INSET by TAC tutors had enabled the teachers know better ways of using text books according to the class needs.

Based on the third study objective, TAC tutors face various challenges that affect effective delivery of their services. For instance, poor turnout and attendance of teachers to workshops and induction programs organized by TAC tutors hurt their morale and motivation, inadequate and relevant resource materials to support their services, inadequate office equipment for TAC tutor offices, TAC tutors operating in poor working conditions and environment such as lack of efficient means of transport to access schools and too much workload, with limited financial resources and rewards. These challenges were found to hurt efficient service delivery of the tutors

5.5. Recommendations of the study:

In light of the findings about various types of in-service courses conducted by TAC tutors in improving teaching methods in primary schools in Kisumu West Sub-County, the study recommends that;

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The Kenya Institute of Curriculum Development (KICD) and Teachers Service Commission should emphasis on teaching methods in topics of INSET programs offered by the TAC tutors to be inclusive and comprehensive given that it is TAC tutors who easily access teachers.

The programs should also be geared towards improving the teaching methods and enhancement of service delivery of the teachers.

5.6. Suggestions for Further Study:

This study contributed significantly to the body of literature on the role of TAC tutors on management of teaching methods in Primary Schools. From the study findings, the following topics are suggested for further study:

- i. Teacher perception on the role of TAC tutors on management of teaching methods.
- ii. Effects of INSET programs offered to teachers on academic performance of learners.
- iii. Possible solutions to challenges facing TAC tutors in as they perform their duties and responsibilities.

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