

**Effectiveness of Teacher Advisory Centre Tutors in Curriculum
Implementation in Public Secondary Schools:
Case of Chepalungu District, Kenya**

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The purpose of this study was to investigate the effectiveness of Teacher Advisory Center (TAC) tutors in curriculum implementation of secondary schools in Chepalungu District. The study 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 centers. The study adopted a descriptive design. The study targeted all the 24 public secondary schools in the district. A sample size of 7 schools was randomly selected for the study. All the seven TAC tutors in the district were purposely selected and each one of them represents a zone. This study found out that TAC tutors were not quite effective in implementation of secondary school curriculum. The recommendation in this study include the need to recruit highly qualified TAC tutors to handle secondary school curriculum and the need to equip the centers with enough resources and facilities to handle secondary school curriculum.

Key words: Teacher's effectiveness, Curriculum implementation, Teacher advisory centers