

**ROLE OF BASIC TEACHER NEEDS IN IMPROVEMENT OF LEARNING
OUTCOMES IN PUBLIC PRIMARY SCHOOLS IN
BURETI DIVISION, KENYA**

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**A Research project Report submitted to the Graduate School in Partial
Fulfillment of the Requirement for the Award of a Degree of Master
of Education in Educational Planning, Administration and
Management of Mount Kenya University**

NOVEMBER 2013

ABSTRACT

A large number of children in Bureti division did not perform well in KCPE and others did not attend school. Some dropped out of school for unexplained reasons. That had raised a lot of concern from different educational stakeholders. Therefore, the study sought to investigate how basic teacher needs affect learning outcomes. The independent variable for the study was basic teacher needs and the dependent variable was improvement of learning outcomes. The intervening variables were political interference, community involvement and socio-economic background. This study was guided by system theory. The study sought to find out how teaching and learning resources affect learning outcomes.—Ways in which training and development of teachers affect pupils' learning experiences; and the degree to which teacher's level of preparation for effective teaching affect pupil academic achievement. The study employed descriptive survey design, targeting all the 30 TSC head teachers and 426 TSC teachers and 2092 current class seven pupils from the 30 public primary schools in Bureti division. The study population was 2548. Simple random sampling was used in selecting public primary schools that represented the other public primary schools in Bureti division. All the head teachers in the sample schools were studied. Simple random sampling was used in selecting teachers and pupils from the sampled schools to participate in the study. The sample size for this study was 15 % of the accessible population. The sample size was 5 headteachers, 10 teachers and 55 pupils. The study employed questionnaires to collect data. There was separate questionnaire for head teachers, teachers and pupils. Data collected from the field was analyzed using SPSS software. The major findings of the study were; teaching and learning resources affect pupil achievement in national exams, and training and development of teachers influence pupil learning experiences to a large extent. Teacher's level of preparedness for effective teaching does not influence pupil academic achievement on its own. It was concluded that teacher basic needs are crucial for improvement of learning outcomes and as a result enhances transforming a given inputs into the required outputs.