

ABSTRACT

Composition writing is an integral part of learning the English language in primary schools. When compared with other language skills of listening, speaking and reading, writing is the most difficult skill to learn. Instruction in composition writing is how a teacher organizes time and activities in implementing the content in writing. It boosts oral language ability, fosters critical and analytical thinking and improves pupils writing skills. Instruction in composition writing in primary schools is therefore a complex undertaking. It is of great importance that learners are carefully and well instructed in composition writing. There are many factors that influence the instruction of composition writing. This study sought to establish the influence of selected factors on instruction of composition writing in public primary schools in Igembe Central Sub-County. This was accomplished through study objectives which were; to establish the influence of teaching approaches used in instruction of composition writing, determine the influence of pupil motivation on instruction of English composition writing and determine the influence of resource utilization on the instruction of English composition writing. The study was guided by Levi Vygotsky's sociocultural theory and Noam Chomsky's language acquisition theory. This study which adopted descriptive survey design was undertaken in Igembe Central Sub-County. The target population was 7011 subjects comprising of 171 class seven English teachers, and 6840 class seven pupils from 75 public primary schools. The sample was determined using finite population formula. Simple random sampling method was used to come up with a sample of 361 class seven pupils and 9 class seven English teachers. Data was collected by use of interview schedules for teachers of English and questionnaire for class 7 pupils. To ensure validity of the instruments used, the researcher generated questions that were in line with objectives of the study. In order to determine the reliability of the instruments, a pilot study was conducted in one school with similar characteristics as the study samples. The findings of the pilot study were computed using Cronbach's Alpha coefficient 0.70 threshold. Data obtained was cleaned, coded and analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 26 using descriptive and inferential statistics. Descriptive statistics including frequency and percentages were used while hypothesis was tested at 95% level of significance using Chi-square. Findings illustrated that teaching approach, pupils' motivation and resource utilization significantly and positively influences instruction of English composition writing. It is therefore recommended that English teachers adopt innovative teaching approaches that enhance instruction of English composition writing. They should also enhance pupils' motivation for optimal instruction of English composition writing. Head teachers should support English teachers through provision of instructional materials and incentives for motivating pupils.