

**INFLUENCE OF SELECTED FACTORS ON USE OF INSTRUCTIONAL
APPROACHES IN CREATIVE WRITING IN PUBLIC PRIMARY SCHOOLS IN
MAARA SUB-COUNTY, THARAKA NITHI COUNTY, KENYA**

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Requirements for the Award of the Degree of Master of Education in Curriculum
and Instruction of Chuka University**

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DECLARATION AND RECOMMENDATION

Declaration

This Thesis is my original work and has not been submitted for an award of a diploma or conferment of a degree in any institution.

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Recommendation

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DEDICATION

This thesis is dedicated to my children; Caleb Mwenda, Emmanuel Gichuki, and Sarah Mwongeli who greatly inspired my studies, my father, Karoki Ndegwa and my mother Mercy Karungari who have continuously supported me throughout this journey.

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ABSTRACT

Approaches to creative writing instruction are a vital part in the overall English language acquisition. Compared to other language skills such as listening, speaking, and reading, writing is a relatively challenging skill to master. Creativity does not only involve writing, but also creatively composing different literary works like poetry, songs, narratives and the like. The writer is expected employ creativity and imagination in their literary work. Instruction of creative writing involves adoption of one or a combination of the product, process or genre approaches. However, there are several factors that are known to influence the use of instructional approaches in creative writing instruction. This study sought to establish the influence of selected factors on use of instructional approaches in creative writing in public primary schools in Maara Sub-County, Tharaka Nithi County, Kenya. The study was guided by four objectives; to determine the influence of teacher preparedness on use of instructional approaches in creative writing, to establish the influence of availability of resources on use of instructional approaches in creative writing, to establish the influence of social cultural factors on use of instructional approaches in creative writing, and to determine the influence of student-teacher ratio on use of instructional approaches in creative writing. The study was based on the ecological systems theory by Urie Bronfenbrenner and the Krashen's Monitor Theory of Second Language Acquisition. The study adopted a descriptive survey design and was carried out in Maara Sub-County. The target population was 1539 respondents. The sample population comprised 252 grade six pupils, 22 heads of English department and 44 teachers of English making up a sample size of 318 respondents. The sample was determined using Yamane's (1967) formula. Stratified simple random sampling was used to draw the pupils and the teachers of English. Purposive sampling was used to sample the heads of English department. Data was collected using questionnaires for the pupils and their teachers of English and interview schedules for the heads of department. Face and content Validity measures were used to assess validity of the research instruments. To determine reliability of the instruments, a pilot study was conducted in one school with shared characteristics as the study samples from which a reliability threshold of 0.70 and above was considered sufficient for the study. Data was cleaned, coded and analyzed using descriptive and inferential statistics. Descriptive statistics including frequencies and percentages was used to analyze quantitative data and to describe the relationship between the variables; while Chi Square was used to test the influence of variables based on the objectives of the study. Qualitative data from the interviews was analyzed thematically. Findings illustrated significant influence of teacher preparedness, social cultural factors and student-teacher ratio on selection of instructional approaches in

creative writing in public primary schools in Maara sub-county, Tharaka Nithi County, Kenya. The influence of availability of resources was however insignificant. It is therefore recommended that school administration in collaboration with other stakeholders continually sustain staff professional development in order to boost creative writing by equipping the teachers with the relevant up to date knowledge for instruction of creative writing, and provide adequate teaching/learning resources and ensure teachers integrate them in their instruction to facilitate implementation of instructional approaches while the Teachers Service Commission should ensure there is a healthy student-teacher ratio to ensure balance in class to enable optimum implementation of instructional approaches in creative writing.

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ABBREVIATIONS AND ACRONYMS

| | |
|--------|---|
| CW | Creative Writing |
| CBC | Competency Based Curriculum |
| ELN | English Literacy Norm |
| ESL | English Second Learning |
| HOD | Head of Department |
| ICT | Information and Communication Technology |
| KICD | Kenya Institute of Curriculum Development |
| KPSEA | Kenya Primary School Education Assessment |
| OECD | Organization for Economic Cooperation and Development |
| PST | Pre-service Teacher Training |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization |

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Creative writing is an important aspect of the daily lives of members of modern global communities. It is one of the most significant advancements in contemporary innovative language education, which seeks to enhance the capability of the learners' literary skills (Ahmed, 2022; OECD, 2016). This means that creative writing is one of the most fundamental aspects for enhancing the quality of acquisition of literary skills in the rapidly changing modern society. It is an integral part of learning, assessment, and reporting. However, there is a growing body of research reporting that this type of writing is often stifled in preference to quick on-demand writing that is typically featured on high-stakes testing (Gibson & Ewing, 2020). Nonetheless, the significance of creative writing in the school setting must be highly regarded, particularly with respect to developing language and creativity among learners of creative writing. The on-demand writing approaches have resulted in the emergence of pedagogical techniques that are rather formulaic, beating the essence of unstructured and open pedagogical approaches that are typically used in the teaching of creative writing while also giving the students imaginative choices. Hence, teachers must adopt a less formulaic approach to instruction of creative writing to enable the learners to think creatively and express themselves through writing. Similarly, Murawski, (2014) underscored the importance of allowing students to draw on their imagination and other creative processes, thus allowing them to be creative and critical thinkers.

Creative writing has been defined in various ways by various authors. Wang, (2019) reports that creative writing is a form of original expression involving an author's imaginative writing that engages the reader. Creative writing has been deemed necessary for the development of children and for fostering imagination and creativity, which are fundamental in broadening their ability to be apt in problem-solving and critical thinking. Nonetheless, studies on creative writing instruction indicate a loss of innovative practices due to the pressure on educators to teach prescribed writing skills that are assessed in high-stakes tests (Göçen, 2019; Stock & Molloy, 2020). This results in a specific pattern

of teaching approaches to writing. In Kenya, high stakes writing, such as English and Kiswahili composition writing, which are assessed in the national examination, have seen numerous guidebooks and manuals put in place to train learners how to write entirely for the sake of the national examinations.

It would be beneficial for teachers to have a systemic understanding of the different approaches to teaching creative writing. Lack of suitable instructional approaches in creative writing translates to low motivation and performance for learners (Hong, O'Neil & Peng, 2016). Thus appropriate instructional approaches should be grasped from the lower educational level, since learner's writing enthusiasm depends on the instructional approaches employed (Moore, 2014)). Application of appropriate instructional approaches results in good, well written, coherent and balanced creative works. To solve the problem of underperformance in creative writing, there is need for a better understanding of how to develop a suitable instructional approach or a tool with which to enhance learner's creative writing skills (Kumar, T. (2020). Thus, it is imperative to examine how various factors influence the use of creative writing instructional approaches in primary schools. A research study by (Davies et al., 2014) indicate that various factors such as teacher's competence, teacher's experience, teacher's motivation, the role of technology, self-efficacy, environmental support, teacher preparedness, availability of resources, culture, maturity and student-teacher ratio influence the instructional approaches used in the instruction of creative writing in primary schools.

A team of professional educationists in East Africa carried out a research on numeracy and literacy across the region. This team came up with 2015 and 2021 Uwezo Reports which prove that the region has low literacy and numeracy levels particularly in public primary schools. Furthermore, the most affected public primary schools are in the rural areas, such as the rural locality of Maara Sub-County in Tharaka Nithi County, Kenya. The 2015 Uwezo report established that there was a high student-teacher ratio whereby in a school with 10 classrooms there were an average number of 12 teachers (Uwezo, 2021). This high student-teacher ratio further emphasizes the need for conducting this study to investigate how this factor influences the efficacy of instructional approaches used in the

instruction of creative writing in public primary schools. The 2021 Uwezo report findings show that learning institutions are yet to fully make use of modern ICT infrastructure in learning which aligns with availability of resources, another research area this study sought to examine (Uwezo, 2021). This low uptake of digital technologies shows that teachers of English have not adequately adopted technology-based instructional approaches that could accelerate learning creative writing. The 2022 Kenya Policy Forum report findings establish that targeted instructional methods are capable of significantly increasing the foundational numeracy and literacy levels within a short period of time (Policy Forum, 2022). The significance of closing the pedagogical skill gap among instructors is emphasized once more in the report. Research by Guha, Hyler & Darling-Hammond (2016) demonstrated the need for incorporating innovative instructional techniques into teacher training programs and allocating funds to provide aspiring educators with the tools they need to provide focused instruction and evaluation. There are noticeable gaps in national assessments results, like the Kenya Primary School Education Assessment (KPSEA), according to Uwezo reports (Policy Forum, 2022). In order to enhance core learning outcomes, a holistic approach needs to be implemented. Based on the Uwezo reports this study was feasible and could essentially contribute to enhancing the understanding of how instructional approaches influence learners' performance in creative writing.

Instruction of creative writing has seen numerous approaches and methods being adopted since the early 80s. Since then, focus has moved from sentence structure and grammar drills to the usage of language and text organization (Richards & Rodgers, 2014). Despite this shift and changes in viewpoints towards creative writing, writing still poses a challenge to second language learners and many teachers are not confident to teach creative writing. Since the beginning of the 19th century varied language approaches have been used and teachers as well as linguists have periodically sought to improve the creative writing instructional approaches. Due to the varied changes in view points towards writing creatively and its significant role in second language learning, various pedagogical approaches have been proposed (Maninji, Lugendo & Rabari, 2020). Out of all the proposed approaches, there are three popular holistic approaches encompassing

aspects of accuracy, fluency and creativity drawn from the three approaches of creative writing instruction. These include the process based, genre based, and product based approaches (Rashtchi, Porkar & Saeed, 2019). These different instructional approaches provide different outcomes for teaching and learning creative writing.

The product-based approach premised on the theory of conditioning and behaviorism, indicating that stimulus and responses are the primary sources of learning. The approach emphasizes the writing process following a particular route. This includes starting with a pre-writing activity and drafting and revising the assignment. The approach is often teacher-centered and tends to have limited learners' contribution (Maninji et al., 2020). Studies confirm that the approach is based on linguistic competence and the suitable use of vocabulary, grammar, and cohesive instruments. This writing process includes familiarizing, organizing, guiding, and free writing. This involves training and equipping learners with valuable knowledge of various texts. The approach involves directed and structured writing, where the learner practices the highlighted principles and learns to organize ideas as they prepare to write freely. The focus of this approach is on the final product produced by the learner.

The process-oriented method emphasizes the process through which motions and ideas are generated during the writing process. The approach emphasizes the learners' procedures of putting together quality work. It often begins with generating ideas and developing them into the final draft of the creative writing task. The process-oriented approach primarily deals with linguistic skills, like developing or planning, instead of the knowledge of linguistic factors (Maninji et al., 2020). Using the process-oriented method, the writer goes through various stages with different views in creating the final piece of writing. However, a standard template is defined as one that involves four phases: pre-writing, writing, editing, revising, and finally creating a final draft. Different phases of writing like these can be completed recursively. This approach therefore majors on the process of writing rather than the product: clearly agreeing with the mantra “The end justifies the means.”

The genre-based approach is another instructional approach used in creative writing instruction. This creative writing instructional approach has many similarities with the Process-oriented approach. Like a process-oriented approach, the genre writing approach considers linguistic aspects significant for writing. However, writing mode changes with the change in social context. The societal framework is crucial, as it recognizes writers as social agents with specific self-perceptions and individual intentions that influence their particular creative writing practices. It focuses on a learner's ability to be creative in compiling systematic creative writing with a broader writing purpose (Maninji et al., 2020). The genre further emphasizes social contexts other than the classroom settings whereby the pupils must be able to capture various social characters for the readers. In essence, this approach aims to enable learners develop general and systematically creating writing skills that enable them develop meaningful passages. Moreover, learners develop crucial creative writing literacy skills that mainly focus on social processes such as describe, explain, and argue; because through text as a medium they elicit learning and thinking (Klein & Boscolo, (2016). This research study posits that today's teachers do not integrate specific creative writing instructional approaches that align to the specific needs of each of their students. Instructional approaches outlined in this study are effective if they are used in creative writing instruction albeit with consideration of each pupil's unique learning abilities. More so, creative writing instructors should be wary of the diverse disadvantages of over reliance on one particular instructional approach. Genre-based approach for instance overemphasizes on specific structural forms leading to not only unnatural language use, but also stifling the pupil's creativity and imagination (Dirgeyasa, 2016). Learners might also develop difficulties in becoming proficient in their use of language in the real world. In addition, cultural diversity limits non-native speakers to fully comprehend the use of such contexts. According to this research the understanding and effective application of instructional approaches in creative writing is thus a current research gap that needs to be empirically studied.

During instruction of creative writing, teachers must be mindful to always present clear expectations for the learners as they guide them through their writing experiences. Such guidance ensures that learners don't struggle with gaining confidence as a writer (Cremin,

2022). This would ensure that learners gain creative writing skills in tandem with stipulated guidelines whose acquisition is important to learners of all ages. To achieve an optimal instructional experience, the teacher must be thoroughly prepared for the lesson and be a role model to the learners. Gazibara and Simel, (2013) express that to ensure the instructional experience is effective, the learner largely depends on well trained teachers who are thoroughly prepared. Knowledgeable teachers are key factors for the optimal instruction of creative writing. However, it is not enough to have content, knowledge or use appropriate instructional approaches in the organization and teaching of creative writing. A teacher's passion, empathy, and ability to connect with students can inspire creativity and foster a supportive environment for the learner to learn creative writing effectively. The teacher should ensure that the learning experience is captivating, motivating, and memorable to the learner. They should use instructional approaches that will capture the learners' interest and make the learning environment lively. To develop good writers from learners, consistent and continuous encouragement is necessary as the learner needs to practice time and again (Aryadoust, 2014). The Learners will always appreciate teachers who encourage and allow them time to freely put their ideas into writing. Effective guidance for creative writing is therefore only possible with appropriate preparation, presentation and evaluation of creative writing instructional process.

Teacher preparedness is an important factor influencing creative writing instruction within the class setting. Teacher preparedness is crucial for content knowledge, professional development, curriculum design, understanding and identifying the needs of all learners, and creating a positive classroom environment that fosters positive interaction and support for the learners (Villegas, SaizdeLaMora, Martin & Mills, 2018). It is helpful to understand what the learner had mastered in their previous level of learning and what they are expected to master in their incoming level. This, in essence, forms the basis for preparation for instruction of creative writing. Preparing for the lesson is basically planning of the teacher's lesson in advance in order to give the learners meaningful learning experiences (Ko, 2012). Instructional planning helps the teacher to arrange, create, organize and systemize instructional events to ensure effective learning is

achieved (Cremin, 2022). This goes to show that preparation for the lesson must be thorough for the instructional events to be effectively delivered and learning to be achieved optimally.

Teacher preparedness therefore greatly influences the instruction of creative writing in the classroom. Adequate and efficient preparation by teachers enables them to develop a solid understanding of creative writing techniques, concepts, the different genres of writing. The knowledge also allows teachers to have the right skillset for assessment, providing feedback, and evaluating the progress of the learners. Besides considering the diverse needs of the learner, teachers' preparedness plays an important role in adapting the lesson to meet the different profiles of learners (Adewumi, Rembe, Shumba, & Akinyemi, 2017). Thus, considering the importance of teacher preparedness, research should be conducted to determine its impact on instruction of creative. The efficiency of teachers in the classroom is greatly influenced by their level of training, expertise, and comfort with diverse creative writing instructional approaches. The successful application of instructional approaches for teaching creative writing in public primary schools, particularly in settings like Maara Sub-County, Tharaka Nithi County, Kenya, is influenced by teacher preparedness. However this research study establishes that there is a significant research gap in this area of study.

The availability of resources has also been highlighted as an important factor in the instruction of creative writing. Hill, Blazar & Lynch (2015) in their study report that the availability of appropriate teaching and learning resources in the classroom, promotes quality of instruction. In the context of creative writing, the use of instructional resources, including graphics, has been underscored as an important success factor in creative writing instruction. Internationally, schools have adopted different resources to teach creative writing. A study conducted in China by Tan, Puah & Teoh (2018) indicated that the use of iPads in creative writing activities was an important and effective approach to enhance the performance of learners in creative writing. In recent times, schools have adopted various writing resources to help their learners in developing their writing abilities and skills (Ahono, 2021). Nonetheless, in the African setting, more studies are

needed to report on the resources necessary for teaching creative writing, especially in the primary school setting; thus, research must be conducted to determine the influence of resources on the instruction of creative writing in the Kenyan context. Sufficient resources, encompassing instructional materials, infrastructure, and technology assistance, are essential for enabling successful creative writing instruction. However, there exists a research gap in evaluating the availability and accessibility of these resources. Therefore, addressing this research gap may provide information about how they affect instructional approaches in teaching creative writing in public primary schools in Kenya.

Culture is another important variable influencing creative writing instruction. Language is an important factor of culture that influences creative writing as it influences how individuals develop different forms and types of writing (Reynolds, Yang & Yu, 2022). Besides, in many instances, learners often focus on writing in a second language that is different from their mother tongue. Borrowing from Chomsky's perspective on language development, the first language of the learner can influence their performance in creative writing, thus calling for the adoption of a multicultural approach to teaching creative writing in English classrooms (Reboul, 2021). Studies indicate that the use of bilingual instruction enhance the performance of learners in creative writing (Yemez & Dikilitas, 2022). The findings of the study by Yemez & Dikilitas (2022) also indicated that this phenomenon was attributed to the fact that bilingual teaching of language enabled learners to associate their understanding of their mother tongue with the foreign language, which is important in creative writing. In the Kenyan context, the influence of mother tongue and first language remains significant (Awuor & Anudo, 2019). The main languages used in assessing individuals' creative writing include English and Swahili in composition and Insha, respectively; thus, since Kenya is a multicultural society, research ought to be conducted to determine the influence of local dialects in creative writing instruction (Wandera & Farr, 2018). Sociocultural factors can influence instructional approaches and students' creative writing engagement. Examples of these factors include language variety, cultural norms, and social expectations. Examining such factors will hence reveal how they affect instructional approaches for teaching creative writing in the

particular setting of Maara Sub-County, Tharaka Nithi County, Kenya. This incentive is, in essence, crucial for addressing the existing research gap in this particular area of study.

The student-teacher ratio is important in instruction and learning as it influences the learning in the classroom setting. Solheim, Rege & McTigue (2017), in a study on the student-teacher ratio in literacy, reported that the smaller the ratio, the greater the outcomes of the students from different literacy activities and disciplines. Studies indicate that the teacher-student ratio is important as it allows the learners to spend more time with their teachers, helping enhance their outcomes and performance in various areas relating to creative writing through guiding and effectively training the learners in the various skills. Similarly, the student-teacher ratio also helps in providing remediation services to learners who have challenges in the classroom in creative writing. Teacher-student proximity plays an important role in improving the feedback process as the educator can engage the learners one-on-one, thus improving and enhancing their feedback and the overall performance of the students (Dong, Liu & Zheng, 2021). Thus, considering the importance of the teacher-student ratio, research should be conducted to determine its influence on the instruction of creative writing in the classroom setting. This research identifies a gap in literature; that there is scarcity of comprehensive studies on how the ratio of students to teachers affects instructional delivery and classroom dynamics. Examining how student-teacher ratios impact the implementation of instructional approaches in creative writing will thus provide valuable perspectives regarding the effectiveness of instructional approaches used in creative writing instruction in public primary schools in Maara Sub-County, Tharaka Nithi County, Kenya.

Global developments in English language teaching suggests a paradigm shift from teaching English as a second language to instructing the language as an international language. Technology advancement and the fourth industrial revolution have brought about rapid transformations in the modern education sector. In Finland, for example, the government emphasizes not only on creativity but student-centered instructional approaches. Finnish teachers are highly trained and are encouraged to incorporate

different instructional approaches in teaching creative writing (English, Keinonen, Havu-Nuutinen & Sormunen, 2022). However, in the United States the instructional approaches towards creative writing vary widely because of their education systems are decentralized. However, majority of the systems in the U.S emphasize literacy and modern technology integration to enhance the effectiveness of use of instructional approaches in creative writing. In many states, the English Language Arts curriculum, which includes elements of creative writing, is outlined in the Common Core State Standards. The emphasis on creative writing and the particular abilities pupils are expected to acquire are influenced by these criteria.

On the other hand, most European countries have curricula that outline and emphasize on the importance of the methods for effective instructional strategies for teaching creative writing in their primary schools. Countries like the United Kingdom, Sweden, and Finland have modern and well-developed curricula emphasizing on the importance of creative writing being a vital part of literacy education (Morgan, 2024). Most European countries have teacher education programs that are very rigorous to ensure continuous professional development enhancing competency in instructional approaches for creative writing. The availability of books in well-stocked libraries throughout Europe offers a vast array of resources to aid in the development of creative writing. Small class sizes, collaborative learning spaces, and time set aside for creative activities to complement creative writing education are all prioritized in European schools. The educational frameworks and initiatives of the European Union, such the Key Competences for Lifelong Learning, encourage member states to incorporate creative writing into their curricula and support reading and creative talents (Lombardi, Mednick, De Backer & Lombaerts, 2021). The European Union Digital Education Action Plan encourages schools to include digital technologies into their teaching practices, such as creative writing, and supports the use of technology in education throughout Europe.

African countries have a different approach regarding the use of instructional approaches to creative writing. Many African countries have in recent years been reforming the traditionally teacher-centered curriculums that employ lecture teaching techniques. Kenya, Botswana, and Senegal are, for example, seeking to promote critical thinking, creativity, and problem solving skills among their learners by reviewing their learning assessment strategies (Anderson & Muskin, 2018). Learner based pedagogy draws from constructivism which is an alternative theory to knowledge (Matthews, 2020). This theory does not oppose scientific based approaches in enhancing creativity in learning, but promotes that knowledge is enhanced by interactions among the instructors and the learners' personal ideas. In South Africa a complex interplay of factors influences instructional approaches in creative writing. Multilingualism in South African, for instance, provides both opportunities and challenges (Heugh, Stroud & Hickey, 2020). Teaching creative writing in multiple languages provides both challenges and opportunities. While multiple languages enhance better expression and foster inclusivity, it is a challenge for creative writing instructors to be proficient in all the different languages. Guidelines for teaching creative writing are provided by the South African Curriculum and Assessment Policy Statement. The extent to which the curriculum stresses creative writing influences how lessons are taught (Magumbo, 2022).

The Nigerian Educational Research and Development Council have established policies for the instruction of creative writing. Instructional strategies are influenced by how much the curriculum emphasizes creative writing (Anjorin-Ojewole, 2023). Large class numbers, which are typical in many Nigerian public schools, might make it more difficult for teachers to give each student individualized attention and to effectively implement interactive, student-centered teaching methods (Durowoju, Onuka & Oni, 2020). Additionally, a less favourable environment for creative writing may be created by inadequate physical infrastructure and poorly furnished classrooms that hinder group projects and collaborative learning. Developing ways to enhance creative writing education in public primary schools in African nations requires an understanding of the impact of these factors. Using cultural and language capabilities in addition to addressing

issues with teacher preparation, resource availability, and socioeconomic variables can improve the efficacy of creative writing teaching (Ganimian & Murnane, 2016).

A complex interaction of socioeconomic, institutional, teacher-related, student-related, cultural, and technological variables affects the creative writing education methods employed in public primary schools in East African nations. Creative writing instructional approaches in the East African region can become more interesting and successful if variables impacting instructional approaches in creative writing are taken care of comprehensively. Among the Eastern African countries instructional approaches in creative writing among their primary schools have also been seeking to promote learner-centered teaching. In Rwanda for example, teachers have adopted communication strategies and use of visual illustrations to maintain learner's interests (Bayley, 2022). However, the fact that English is not the native language is a challenge overcome by relying in memorization and rote learning. Niyomugabo (2015) posits that Kinyarwanda and other regional languages can be incorporated into creative writing exercises to help students feel more connected to their cultural heritage and to the topics being taught. The national curriculum of Rwanda places a strong emphasis on competencies, such as creativity and reading (Bayley, 2022). These policies, which support the adoption of cutting-edge teaching strategies, are what propel the inclusion of creative writing in the curriculum. In order to improve the instructional strategies used to teach creative writing in primary schools, the nation also funds on-going professional development programs for educators. Teachers might be empowered to implement novel strategies in their classrooms by attending training workshops and seminars on creative writing and contemporary pedagogical approaches.

The goal of Uganda's educational reforms, which include the adoption of a competency-based curriculum, is to foster in students a critical thinking and enhance their creative minds. This particular change aims at enhancing teaching creative writing in Ugandan primary schools using a variety of instructional approaches. However, due to Uganda's multilingual environment, pupils' command of the teaching language may differ. To effectively teach creative writing, educators must strike a balance between the use of

English and native tongues (Geofrey, 2021). The availability of resources like textbooks, writing materials, and technological equipment is greatly impacted by the amount of financing provided to education by the Ugandan government and foreign contributors. Better funded schools are able to use more cutting-edge creative writing instructional techniques. Furthermore, student attendance and participation are impacted by the economic status of the communities surrounding schools. Students are more likely to have access to the tools and resources they need for successful learning in regions with stable economies.

In Kenya, creative writing in the upper primary school refers to imaginative composition writing (Maninji et al., 2020). Imaginative writing involves the utilization of written language to creatively come up with imaginative concepts and explore as well as record experiences in a manner that creates unique symbolism. One of the primary goals of the primary school language curriculum in Kenya is to ensure that all students acquire sufficient command of both English and Kiswahili in both spoken and written forms to enable them to communicate fluently, independently, and accurately in day-to-day life. The teaching of creative writing in Kenya also seeks to enable the learners to develop different genres and forms of writing, including simple letters and short dialogues, and develop fluent, original, and imaginative texts (Elder, Damiani & Oswago, 2016). Considering English is the medium of instruction in the country, it significantly affects the performance of the learners. Moreover, a study by Maninji et al., (2020) indicates that the performance of learners in creative writing has been dismal, as the majority experience difficulties in expressing themselves in English. This inability for learners to express themselves adequately makes it difficult for the learners to perform well in their national exams. Thus, this empirical research study was conducted to determine how selected factors influenced the instructional approaches used in creative writing instruction and the overall performance of learners in Kenyan public primary schools. The research findings were able to address the identified research gaps by showing how these factors including teacher preparedness, resources availability, student-teacher ratio, and social-cultural determinants; influence the effectiveness of instructional approaches used in creative writing in public primary schools in Maara Sub County, Tharaka Nithi

County, Kenya. Therefore, this study is of paramount importance as most teachers of English shy away from instructing creative writing; because they are ill-equipped with the various approaches that can significantly enhance their instruction of creative writing.

1.2 Statement of the Problem

Creative writing plays a major role in enhancing language proficiency and fostering critical thinking among learners at all levels of education. At the basic education sub-sector, it is one of the critical skills that learners are expected to acquire to enable them excel not only in creative writing but also in acquisition of other skills. Despite the tremendous efforts made in attempting to put in place structures meant to enhance learner proficiency in literacy skills, creative writing included, the Uwezo reports evidence minimal progress nationally and in Maara Sub-County, Tharaka Nithi County, implying inadequate acquisition of the necessary literacy skills such as creative writing skills. The inability of a majority of learners even at higher level to write creatively implies that more research needs to be undertaken to isolate factors inhibiting acquisition of literacy skills and possible remedies to the situation. According to Uwezo reports teachers of English in public primary schools frequently fail to apply the appropriate instructional approaches while instructing creative writing. Effective creative writing instruction is challenging to implement in many public primary schools, despite its perceived value. It is a glaring issue since majority of the teachers of English shy from teaching creative writing as a result of poor adoption of teacher training strategy that enhance their professional capacity and preparedness regarding the instruction of creative writing. The area of creative writing is compounded by lack of empirical studies especially in Maara sub-county and Tharaka Nithi County at large. The current research sought to bridge this gap, providing valuable insights into the factors influencing creative writing competencies within the unique educational setting of this study. The purpose of this study was to investigate the variables that affect the use of instructional approaches in creative writing, with a particular emphasis on the student-teacher ratio, sociocultural factors, resource availability, and teacher preparedness. Therefore, the study sought to provide an in-depth comprehension of the variables affecting the use of instructional approaches in creative writing; and provide useful recommendations for educators,

stakeholders, and legislators to enhance creative writing instruction in Maara Sub-County, Tharaka- Nithi County, Kenya.

1.3 Purpose of the Study

The purpose of this study is to determine the influence of selected factors on instructional approaches in creative writing within public primary schools Maara Sub-County in Tharaka Nithi County, Kenya.

1.4 Study Objectives

- i. To determine the influence of teacher preparedness on use of instructional approaches in creative writing in Maara Sub-County, Tharaka Nithi County, Kenya.
- ii. To identify the influence of the availability of resources on use of instructional approaches in creative writing Maara Sub-County, Tharaka Nithi County, Kenya.
- iii. To establish the influence social cultural factors on use of instructional approaches in creative writing Maara Sub-County, Tharaka Nithi County, Kenya.
- iv. To determine the influence of student-teacher ratio on use of instructional approaches in creative writing Maara Sub-County, Tharaka Nithi County, Kenya.

1.5 Research Questions

- i. What is the influence of teacher preparedness on use of instructional approaches in creative writing Maara Sub-County, Tharaka Nithi County, Kenya?
- ii. What is the influence of the availability of resources on use of instructional approaches in creative writing Maara Sub-County, Tharaka Nithi County, Kenya?
- iii. How do socio-cultural factors influence the use of instructional approaches on creative writing Maara Sub-County, Tharaka Nithi County, Kenya?
- iv. What is the influence of the student-teacher ratio on use of instructional approaches in creative writing in Maara Sub-County, Tharaka Nithi County, Kenya?

1.6 Significance of the Study

This research study may contribute to research, policy, and practice relating to creative writing in the Kenyan primary schools. Research findings of this study may fill the conspicuous gaps in literature relating to instructional approaches in creative writing. The findings of the study might also inform the Kenya Institute of Curriculum Development (KICD) on how to improve creative writing instruction. These results may be achieved through recommending the most effective and appropriate approaches that could be adopted to enhance the outcomes of learners in creative writing in primary schools. In addition, the findings might also inform teaching practice by informing teachers on adoption of better instructional approaches in creative writing. Furthermore, this could also improve learning outcomes in creative writing.

1.7 Scope of the Study

This study was based on 22 selected primary schools in Maara Sub-County, Tharaka Nithi County, Kenya. The study targeted 252 grade six pupils, 44 grade six teachers of English, and 19 heads of English department in the sampled schools. Teachers of English were considered important as they were the implementers of English language instruction and they were knowledgeable and experienced in the subject matter. Grade six pupils were targeted as they are an examinable class in the Competency Based Curriculum (CBC) and will be tested in creative writing in the national examination. Maara Sub-County was selected as the researcher had a personal and professional interest in the area. Therefore, filling this research gap could enhance use of instructional approaches in creative writing in the area. The study focused on use of instructional approaches in creative writing.

1.8 Limitations of the Study

This study was limited to public primary schools in Maara Sub-County; Tharaka Nithi County which may have limited the findings applicability to other areas with distinct socioeconomic, cultural, and educational contexts. The study only included a small number of participants or schools, which could limit the applicability of the findings to all public primary schools in Maara Sub-County or elsewhere. Data from surveys or interviews with teachers and students may have been biased as the study depended on them; respondents may have given answers that are more acceptable in society than what

really happens. In addition, Variability may have been introduced by instructor differences in their approaches to teaching creative writing, backgrounds, and attitudes, which may not have been taken into consideration in the study. Furthermore, it might have been challenging to account for variables that could affect educational practices, such as changes in policy, the state of the economy, or social issues, which could skew the results of the study.

1.9 Assumptions of the Study

- i. It was assumed that creative writing instructional approaches are regularly used by teachers in Maara Sub-County's public primary schools and that these approaches can be successfully contrasted and examined.
- ii. The study makes the assumption that the creative writing curriculum was applied consistently in all of the Maara Sub-County's schools, offering a standard framework for instructional approaches.
- iii. It was also assumed that educators are capable of efficiently using creative writing teaching approaches and have received sufficient training in these areas.
- iv. The study made the assumption that students engage in creative writing exercises on a regular basis and at a sufficient level to enable insightful examination of teaching instructional approaches.

1.10 Operational Definition of Terms

The following are definitions of terms as used by the researcher in this study;

Creative Writing Creative writing is the expression of thoughts, ideas, and emotions through written language in a way that goes beyond mere factual or expository writing. It includes various forms such as poetry, fiction, non-fiction, and drama, allowing writers to explore their imagination and convey narratives engagingly and artistically.

Genre-Based Approach This approach posits that creative writing is primarily concerned with the development of writing as a response to input in the form of texts and the understanding of language in context. The approach lays a strong emphasis on producing and comprehending several literary genres, each one having its own rules, structures, and objectives.

Grammar Grammar in creative writing involves the rules and conventions governing the structure of language. It includes proper usage of words, syntax, and punctuation to ensure clarity and coherence in writing. While creative writing often allows for stylistic variation, a foundational understanding of grammar remains essential.

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| Instruction | Instruction in creative writing refers to the act of providing direction and clear step by step guidance to learners of creative writing during the lesson to help them learn how to write creatively. |
| Instructional Approach | Instructional approach in creative writing refers to the chosen method or strategy used to instruct learners in the art of creative writing. It may involve hands-on workshops, collaborative learning, mentorship, or a combination of techniques designed to enhance the learners' understanding of the art and foster their creativity. |
| Mechanics | Mechanics in creative writing encompass the technical aspects of writing, such as spelling, punctuation, and formatting. Paying attention to mechanics ensures that the writing is clear, polished, and free from distracting errors, allowing readers to focus on the content and creativity of the piece. |
| Organization | Organization in creative writing refers to the arrangement and structure of ideas within a piece. It involves the logical sequencing of events, paragraphs, and sections to create a cohesive and meaningful |
| Process-Based Approach | This instructional approach establishes that creative writing is essentially an exercise in language skills, and writing growth occurs when teachers support their pupils in perfecting their creative writing skills. The writing process is given more importance by this approach than the finished written work whereby creative writing is emphasized as a multi-stage, recursive process. |
| Product-Based Approach | This approach views writing as primarily concerned with language structure knowledge and writing development as the outcome of imitation of input in the form of teacher-provided texts. The approach emphasizes the particular completed creative writing work. The quality of the final written work, such as a poem, essay, or narrative, is the hence the main focus of this instructional approach. |

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| Resources | Usually imply a variety of materials, tools, and references that teachers might utilize to supplement and improve their instructional approaches when teaching creative writing. These include textbooks, articles, writing exercises, manuals, and other printed or digital resources that offer guidance and material for creative writing instruction. |
| Social-Cultural | Refers to the factors and influences that arise from pupils' social and cultural backgrounds when it comes to teaching creative writing. While the cultural setting refers to the particular cultural backgrounds, customs, and identities that impact learners' perspectives and creative expression; social context involves understanding how societal norms, values, and dynamics influence themes, styles, and perspectives in creative writing among pupils. |
| Student-Teacher Ratio | In this study student-teacher ratio refers to the average number of learners in a class assigned to one teacher during teaching and learning of creative writing. Fewer pupils per instructor mean a lower ratio and more learners per teacher means a higher ratio. In creative writing instruction, small student-teacher ratios are often associated with high instructional outcomes, quality lessons, and deeper learner engagement with the subject matter, and the development of learners' critical and creative thinking skills. |
| Teacher Preparedness | Entails the ability of a teacher to use a range of instructional approaches that are designed to suit the requirements of all pupils to help learners through the creative writing process, from idea generation to polishing final written works. To effectively motivate and engage learners throughout their creative writing process, teachers must possess a combination of topic knowledge, instructional abilities, adaptability, and continuous professional growth when it comes to creative writing instructional approaches. |

CHAPTER TWO

LITERATURE REVIEW

2.1 Instructional Approaches in Creative Writing

Appropriate instructional approaches are essential for public primary school teachers utilize while teaching creative writing to cultivate well-rounded pupils who possess strong language, critical thinking, and social skills; which are a vital foundation for success in modern-day society. A study by Maninji et al. (2020) suggests that combining the best features of suitable approaches could help reduce the drawbacks of using each one separately. The goal of the integrative instructional approach regarding creative writing teaching is to maximize classroom interactions and meaningful communication in relevant contexts. This approach encourages the development of values as well as the exchange of knowledge and experiences in a holistic way (Maninji et al., 2020). Moreover, it provides language skills with their most significant, beneficial, and pertinent application while also providing the student with the resources they need to fully master the subject matter. Creative writing is an integral element of the daily lives of the members of the modern society. There is limited consensus from scholars on the definition of the concept of creative writing. Wang (2019) defines the concept of creative writing as a form of the original expression that considers the imagination and creativity of the author. The main features of creative writing include originality and imagination. Hence, this implies that creative writing includes works of fiction, poetry or non-fiction

that departs from the normal professional, journalistic, or other forms of technical writing. Creative writing allows the learners to put their thoughts into words and mentally interact with the reader. Creative writing is important in the current educational context as it fosters creativity and imagination among learners. Therefore, it is imperative to ensure that the instructional approaches that are used in instructing creative writing are effective.

The current body of research indicates that there are three primary approaches to teaching creative writing, the product approach, process approach and genre approach. The product-based approach emanates from Pavlov's behaviorism that proposed the notion of stimulus and responses as the main source of learning (Rashtchi et al., 2019). The product-based instructional approach emphasizes that the writer begins with a pre-writing exercise, and then proceeds to drafting and finally revision of the assignment. This approach follows four steps which include, the presentation of rules for writing, demonstration of a text for discussion and analysis, having learners writes based on text, and correction of the paper of the learner. The product-based instructional approach is teacher centered with limited involvement of the learners. In the product approach, writing is considered a product that is learned through imitation, copying, and modifying the given modes and needs to be evaluated by the instructor's explicit feedback. The accuracy in employing lexicon, grammar and transitional words are the main characteristics of the approach. In this instructional approach the learners are provided a topic by the instructor and the students develop their own ideas individually and provide their writing to the teacher for assessment. Nonetheless, this approach has been criticized to focus mainly on the final product of the writing other than the process (Haiyan & Rilong, 2016). The process approach is also an important technique used in teaching creative writing.

The process based method is another instructional approach to teaching creative writing (Rashtchi et al., 2019). This instructional approach emphasizes on a cycle of revision requiring learners to draft, edit, revise and redraft their work (Vega & Pinzón, 2019). The writing development involves four primary steps planning, transforming ideas into language, its orthographic representation and rewriting to improve the text. In this design

the feedback from teacher or peers is essential for the development of the learners. The feedback is critical in developing learners' metalinguistic awareness. In the approach the learners eventually learn about the writing skills hence gradually develop the necessary skills to view their work critically and evaluate it thus becoming better writers. The written expression as a product is not addressed by the process-based writing method. Rather, it is an approach to teaching writing that views it as a process and makes use of the language that students use in their writing. This approach invites students to discover what they think, feel, consider, and what kinds of qualities they include in their writing. The goal of the process-based writing method is to structure the writing process with the help of a teacher (Arici & Kaldirim, 2015). Creative writing instructors that employ the process-based writing approach collaborate on writing projects with their learners to ensure the right process is adhered to in order to produce a fine written piece. Furthermore, these educators offer assessments to the pupils so as to gauge their written works and provide guidance at each prearranged phase.

Genre based writing refers to a writing that is targeted to a specific audience and with specific purpose (Liu & Chen, 2022). The main feature of the writing covers three main aspects namely writing styles, readers, and goal. According to Ganapathy, Kaur, Jamal, & Phan (2022), style in genre based writing refers to the way something is written, the choice of words, the flow of ideas and how the information is presented. Thus genre-based approach to writing looks at writing from different perspectives that is often embedded in situations so that a piece of writing serves to achieve a specific purpose which comes out of a particular scenario. Considering the various instructional approaches to teaching creative writing, it is imperative to understand how various factors influence the use of an instructional approach in the classroom setting. Teachers of creative writing are expected to be aware of the genre choices they make and the lessons those decisions will pass on to learners; because the explicit teaching of genre in the genre-based instructional approach depends heavily on the expertise of the instructor (Liu & Chen, 2022). Focusing on student-teachers' understanding and application of the genre instructional approach during the lessons is essential. In essence, being inexperienced educators, the instructor is expected to keep developing and revising their

teaching philosophies and techniques. Therefore, the teachers may be facing a variety of real-world issues as a result of their immature professional identities.

Numerous factors influence the use of instructional approaches in creative writing. Globally studies prove the significance of factors such as teacher preparedness, sociocultural factors, availability of resources and student- teacher ratio determine the instructional approaches used in instructing creative writing (Dong et al., 2021; Hill et al., 2015; Shao et al., 2019). These factors play a significant role in enhancing the overall outcomes of learners in the creative writing thus it is imperative to conduct a thorough review. Prior research studies show the importance of availability of resource as an important factor influencing instruction in the creative writing classroom. Manalastas (2020) in a Philippine quasi-experiment on the impact of digitized education resources on creative writing reported that learners performed better when engaged using digitalized instructional resources since the tools enriched the learners creative writing abilities and promotes independent learning implying that with such resources learning can occur both in school and at home.

These findings are consistent with the study by Tan et al. (2018) in a longitudinal study conducted in Singapore Center for Chinese Language and Nanyang Girls high school where the researcher used iPad to supplement creative writing. The study reported that iPad as educational resource bolstered the connectivity of knowledge and obtained seamless learning results that is beneficial for teaching creative writing in the Chinese language and improving the learners' creative thinking abilities. While these findings offer important insights on the phenomenon being investigated in the current study, they cannot be related to this particular study considering they were conducted in Asia. Another study by Mathura & Zulu, (2021) explored the influence of availability of instructional resources in the instruction of creative writing. The above mentioned study explored the influence of using flashcards on creative writing skills of Grade 1 English Second Language (ESL) students reported that learners improved on creative writing when the use of flashcards was adopted in the classroom. The study concluded that the use of flashcards had a positive impact on ESL learner's creative writing skills.

Nevertheless, these findings cannot be generalized to the Kenyan setting due to the different educational system in South Africa. Similarly, Cramer et al. (2015) in a study investigating the implementation of creative writing program in rural schools in Botswana emphasized on the importance of the media, text and background knowledge in developing creative writing. Hence, the findings of the study highlight the importance of instructional resources in learning creative writing.

In the local context, few studies highlight the significance of instructional resources in creative writing. Ochako, Okwako, & Okoth (2019) in a study investigating educational factors influencing imaginative writing in secondary schools in Kakamega County highlighted insufficient instructional resources as a significant impediment to improving learner's creative writing skills. Nonetheless, considering this study was conducted in a secondary school these findings might not be replicable to the current study thus calling for the need for the phenomenon to be investigated further. Moreover, many studies acknowledge the importance of teacher preparedness indicating that effective training enhances the teachers' content knowledge, professional development, classroom management and effective instructional practices in the classroom (Villegas et al., 2018). Similarly, a systematic literature review by Barton et al., (2023) on teaching creative writing in primary school underscored the significance of teacher preparation in the development of instructions and pedagogies relating to creative writing. The study indicated that teachers with the right training had the abilities to improve the capabilities of the learners in the specific subject matter. In the United States, many research emphasizes the importance of Pre-service teacher training (PST) in enhancing creative writing. Carter et al. (2022) argues that PST helped in contextualizing creative writing instruction and enhanced the consideration of learners' emotions towards writing while also enabling the teachers to effectively organize and design their lessons.

Regional studies conducted in Africa highlight the importance of teacher preparedness in teaching creative writing. Crutchfield (2015) in ethnographic research conducted in South Africa highlight the significance of teacher training on creative instruction in EFL classroom indicating that teacher training was important in improving the academic

outcomes of the student in creative writing. These assertions are further reflected by Manning (2017) in a quantitative research conducted in South Africa focusing on teachers' challenges with policy on creative writing underscored that sometimes the teacher training and policy does not translate into implementation in the classroom setting. More thorough training and continuing assistance are desperately needed to enable educators to successfully execute these regulations in South Africa. Furthermore, a complete integrating policy guideline into regular creative writing instruction is necessary for successful curriculum preparation (Manning, 2017). Thus, to improve the standard of creative writing instruction in schools, instructors' comprehension of creative writing regulations should be aligned with their actual creative writing teaching methods. While these findings offer important insights on the phenomenon under investigation it is imperative to note that they were conducted in South Africa hence the findings cannot be applicable to the Kenyan context.

In many studies conducted in Kenya, the importance of teacher preparedness has not received significant scholarly attention. Maninji et al. (2020) highlights that 60% of teachers experience challenges in teaching creative writing while 75% of the learners find learning creative writing boring sighting the lack of the appropriate pedagogies and enthusiasm in teaching and learning of creative writing. The study findings highlighted that teachers used inappropriate approaches in teaching creative writing because of the teachers' insufficient knowledge on creative writing pedagogical approaches. The study recommended in- service training for the teachers of English to bridge the gap in knowledge in pedagogy. It is important to note that the study was conducted in the context of the previous 8-4- 4 curriculum. For the purpose of further investigation, it would wise to carry out a similar study in the current CBC curriculum context as this is the current curriculum. According to Maninji et al. (2020), CW receives insufficient consideration throughout both pre-service as well as in-service training. Therefore, by using the right techniques, several CW elements can be developed, leading to a significant improvement in both instruction and performance. Appropriate instructional approaches help students become more confident throughout their creative writing lessons. Therefore teachers in upper primary school should be encouraged to employ a

combination of product, process, and genre instructional approaches to enhance composition instruction. Combining the three instructional approaches fundamentally improves critical areas of CW, such as, creativity in thought and language use, accuracy in grammar, and fluency in logic and flow of ideas.

Socio-cultural factors are another issue that influences the use of instructional approaches in creative writing. Social-cultural factors have the potential to greatly influence the learner's belief about writing, expectations of writing and the desire to self-express in writing in the educational context (Lee et al., 2015). Students' academic writing can be influenced by their history, experiences, societal and institutional factors. Students' comprehension of creative writing norms, writing preferences, and writing styles are significantly influenced by their cultural origins and socialization. These experiences may help or impede the learners' capacity to adjust to higher levels academic writing conventions. In addition, learners' creative writing skills are highly impacted by their level of competency in the instruction language, which is frequently English (Lee et al., 2015). The development of creative writing skills may provide additional challenges for pupils whose native tongue is not English. Learners' creative writing habits and attitudes toward creative writing are influenced by their individual identities, which include their cultural, linguistic, and educational backgrounds. Comprehending and recognizing these identities helps enhance the efficacy of creative writing instruction. This study highlights how crucial it is to take socio-cultural aspects into account when figuring out how to help pupils with their creative writing challenges. Teachers can create more successful CW lessons that provide structures that support pupils from different cultures to achieve their creative writing aspirations by embracing a social-cultural perspective in their creative writing instructional approaches.

2.2 Teacher Preparedness and Instructional Approaches in Creative Writing

The current body of research underscores the importance of professional qualification of educators in their various subject areas. Villegas et al. (2018) in a study evaluating the pre-service training of teachers of English as Foreign Language (EFL) posit that training is critical for content knowledge, professional development, classroom management and

effective instructional practices in the classroom. Additionally, teacher education and preparation has been underscored as important in meeting the diverse needs of students in their respective classroom (Adewumi et al., 2017). International studies conducted in Australia and the United States underscore the importance of knowledge and capabilities in teaching creative writing. Barton et al., (2023) in a systematic review based on reflexive approach reported on the importance of the teacher preparation in the construction of instructional and pedagogies towards writing instruction and enhancing the capabilities of the students in coming up with new and dynamic texts.

In the United States (US) the pre-service teacher training (PST) is important in the teaching of creative writing (Carter et al., 2022). PST helped in contextualizing the writing instruction and considered the emotions of the students towards writing and used it to inform writing lessons. Nonetheless, the study findings indicated that the pre-service trained teachers were grappling with specific pedagogical considerations related to creative writing instruction. Hence, there is need for further research to be conducted with respect to teaching creative writing and the factors influencing the instructional approaches that are adopted in different settings. Similarly, Curcic et al. (2023) argued that despite pre-service training there was need for collaboration of the teachers to ensure that writing lessons were effectively delivered in the classroom highlighting that pre-service training alone was not sufficient in enhancing writing instruction in the classroom. These findings are consistent with the findings of the doctoral thesis by Manery, (2016) that indicated that while the training of educators was instrumental in determining their pedagogical practices it is unlikely that there would be changes in the innovation in pedagogic practice unless the training take into account the need for alternative pedagogies. Thus, it is important to note that these findings focused on post-secondary education cannot be compared to the Kenyan primary education setting.

In Africa studies underscore the importance of teacher preparedness in teaching creative writing effectively. Crutchfield (2015) in an ethnographic study conducted in South Africa highlighted the importance of teacher training on creative instruction in EFL classroom. The study reported that teacher training on creative writing was critical in

improving the performance and outcomes of the students on the subject. The study emphasized the need to focus on beyond the theoretical lesson rather the training needs to be hands one to enable the EFL teacher to be able to deal with potentially volatile emotions. The teacher needs to understand creative writing effectively before asking the student take part in the creative writing activities. Similarly, Manning (2017) in a quantitative research conducted in south Africa focusing on teachers' challenges with policy on creative writing underscored that sometimes the teacher training and policy does not translate into implementation in the classroom setting. Nonetheless, while these findings offer important insights on the phenomenon under investigation it is imperative to note that they were conducted in South Africa hence the findings cannot be applied to the Kenyan context.

2.3 Availability of Resources and Instructional Approaches in Creative Writing

Teaching and learning resources refer to any tools that teachers use to aid their students to adequately master the target skills in creative writing and improve the students access to knowledge and learning experience and contribute to the learner's progress and influence all the learning activities that is on-going in the classroom (Tomlinson, 2012). Moreover, resources and teaching materials facilitate learning and draw the learner's attention to the target content. According to Tomlinson (2012) the teaching resources serve to inform learning of the target language, guide learner in practicing the language, provide the learner with experience in the language in question, encourage the learner to use the language and help the learner to make more discoveries about the language.

Resources in the classroom may broadly be categorized into three. Traditional materials, audio and visual materials, and information communication technology based (modern) materials (Cakir, 2015). Creative writing teaching and learning resources include text books and novels, film and television, plays, radio programs and podcasts, lectures, objects and artifacts, speeches, and performances. In addition, there are modern ones such as multimedia, applications, software, platforms, and games, social media as well as

digital learning resources such as video, text, audio, animations, images, and websites. The traditional materials include boards, course-books, worksheets, charts, realia, flashcards, and other teacher made materials. Lastly, the ICT based materials are the newest instructional material and include interactive white boards (IWB), material providing mobile assisted language learning (MALL) such as Web 2.0, tablet computers and the internet, podcasts, smartphones, and Web 3.0 (Hou & Aryadoust, 2021).

Instructional resources have been underscored as a critical factor in the teaching and learning of creative writing (Chen & Kalyuga, 2020). The availability of teaching resource augment the teaching and learning and improve the overall quality of instruction (Hill et al., 2015). In the classroom setting there are various instructional resources that are necessary to improve the learning outcomes among the learners. More so, there is a significant advantage of using appropriate teaching and learning resources in the instruction of creative writing. Tan et al. (2018) in a study conducted in China on the use of iPad in creative writing activities observed that resources were useful and effective in enhancing the learning of creative writing. These findings are further bolstered by Manalastas, (2020) in a quasi-experimental study on the impact of digitized educational resources on creative writing activities. From the above mentioned study, findings concluded that there was a significant improvement in creative writing when digitized resources were used during the instruction of creative writing among the learners as the resources provided better learning experiences and more opportunities both at home and in school.

In the Middle East a study investigating the use of technological gadgets to improve students' creative writing skills among university students in Jordan by Alkhaldi (2023) confirmed that the infusion of technology in the instruction of creative writing greatly improved the students' overall performance, their lexical abilities, and imagination. The findings from the study confirmed that the effective use of technology has the potential to improve the outcomes of learners and other individuals in creative writing activities. Nonetheless, it is important to note that these findings are not comparable to this study

considering the focus was on university students while this research study focused on primary school learners in Kenya.

In the Africa numerous studies have been conducted to determine the impact of educational resources on the performance of different subjects. Daniel et al. (2021) in a phenomenological study design premised on qualitative approaches evaluating factors that affected English as an additional first language (ENGFAL) in the Seshego Circuit, Limpopo south Africa underscored the importance of teaching and learning resources highlighting them as factors that influenced the performance of learners in English. However, while these findings offer important insights on the phenomenon being investigated it is important to note that it focused on South Africa a country with different demographics from the Kenyan context, thus presenting a conceptual gap that the proposed study shall seek to bridge.

2.4 Socio-Cultural Factors and Instructional Approaches in Creative Writing

Writing is a language dominant skill and cultural factors play an important role in creative writing instruction. The use of language is an important element of culture and it greatly influences creative writing as it informs how individuals develop different ideas into forms and variety of writing from the listening and speaking skills obtained from their first language. According to Shao et al., (2019) in a study investigating the influence of culture on creative writing it was evidenced that culture influences creativity in different ways. Reynolds et al. (2022), avers that language is an important element of culture and has an influence on the individual's concept of creativity. From the international perspective these students tend to focus on writing a second language that is different from their mother tongue. This often results in the transference of some of the cultural aspects such as proverbs, idioms, and sayings from the learner's mother tongue on to the second language. This is in tandem with the assertions by Noam Chomsky which indicate that the first language of the learner can greatly influence their performance in creative writing; thus calling for the adoption of a multicultural approach to the instruction of creative writing in English classrooms (Barman, 2012). Therefore, this approach enhances the development universal language-specific knowledge.

A study on culture and creativity conducted in Asia by Xie & Paik (2019) underscored the significance of culture in influencing the definition and perspective of creativity. This implies that those learners express themselves in social-culturally accepted ways in their community. These findings are further backed by (Mohammadzadeh et al., 2020) who indicated that the social-cultural attitudes influenced the accuracy of writing and improving the overall performance of learners in languages. Nonetheless, it is important to note that these finding cannot be generalized to the current study as they were conducted in Asia and Middle East hence not applicable to the Kenyan context which is a country in East African.

In Africa the researcher found limited research on social-cultural factors and instructional approaches. In Nigeria few studies have been conducted to determine how social-cultural factors influence instructional approaches in various subjects and disciplines. A study by (Calabar, 2014) identified the role of social-cultural factors in studying social studies in Nigeria. The study confirmed that concepts of social studies, culture and language influenced how social studies was taught in the country and underscored the importance of choosing a multicultural approach in teaching in the country due to the language diversity. Similarly, a South African study by Mavuru & Ramnarain, (2020) interrogated the influence of sociocultural factors on the instructional approaches indicated that sociocultural factors played a major in learning especially in culturally diverse backgrounds such as the townships in the country. These findings confirm that sociocultural factors influence teaching and learning in various subjects, hence need to be considered when planning for the lesson.

In Kenya there are a few studies on the influence of social-cultural factors on use of instructional approaches in creative writing. This situation indicates that there are no sufficient thorough researches investigating how societal values, cultural norms, and regional customs affect creative writing instruction in educational settings. These elements have a big impact on curriculum design, instructional approaches, and student participation in their creative writing exercises. Thus there was need to conduct this

study. To create more effective CW instructional approaches that fit the cultural contexts of Kenyan pupils, educators and policymakers ought to have a thorough understanding of these social-cultural impacts, which will in turn inform better instructional approaches to instruct creative writing. This would go a long way in making creative writing instruction more engaging and relevant to the learners. This might entail combining community values, language variety, and local storytelling customs into instructional approaches. The researcher argues that Kenyan students may miss out on possibilities to use their cultural characteristics to encourage creativity and literacy if these variables are not sufficiently researched and taken into consideration.

2.5 Influence of Student-Teacher Ratio and Instructional Approaches in Creative Writing

Student-teacher ratio in the classroom plays an important role in learning as it influences the workload of the teacher, the assessment of the learners, teachers' motivation and personalized learning. Internationally, one measure of quality education has been noted to be student-teacher ratio. A low student-teacher ratio results in higher academic achievement of the learners while a high pupil-teacher ratio results to decline in the academic performance of the learners. According to Solheim & Opheim (2019) reduced student teacher ratio enables the teacher to differentiate material for each of the learner's zone of proximal development, provide frequent formative feedback and build a close relationship. These close relationships have the potential to enhance the wellbeing of the learners. Nevertheless, despite the importance of a lower student-teacher ratio globally the ratio continues to rise largely due to the fact that it is a matter that involves both education and economics (Peers, 2016). In most countries the number of students in the classroom remains high making it challenging for teachers and educators to cater for each of the pupils at an individual level. These findings are further backed by Blatchford & Russell (2020) who indicated that student-teacher ratio impacts classroom management, learner management, peer relations, tasks given to pupils and time teachers have to mark and provide the learners feedback on various issues regarding creative

writing. The above mentioned authors further propose a social pedagogical model that enhances the outcomes of learners in the classroom in the various disciplines being taught. In this sense the pre-mentioned studies confirm the impact of student-teacher ratio in learning.

In Bangladesh a research has shown that a low student-teacher ratio has been underscored as an important factor that influences the wellbeing and outcomes learners citing that 23:1 ratio was effective and easily manageable (Ahmed, 2022). Additionally, a study conducted in the Organization for Economic Cooperation and Development (OECD) countries indicate that the average class sizes include 23:6 in Australia, 21:6 in Denmark, 19:6 in Finland and 37:2 in Japan. Despite these low class sizes there has been a debate on the economic impact of small class sizes as it implies that more teachers will be hired (Blatchford & Russell, 2020a). Considering the need to balance between education and economics, many nations that employ less teachers continue to experience a high student-teacher ratio; something that has watered down the quality of education in these regions, especially in the developing countries. See & Gorard, (2020) in a time series analysis on government policies suggest that teacher shortages are partly created by flawed government policies. Such shortages cause high student-teacher ratio as the few teachers available have to carter for the large student population.

In the developing countries student-teacher ratios remain high. Kalemba, (2022) in a descriptive study conducted in Lusaka, it was confirmed that student-teacher ratio was high in public secondary school and had adverse impacts on the academic performance in the public secondary schools, such as poor performance and low motivation among learners and teachers. While the study offers important insights to the current analysis these findings cannot be applied to this research study as it was conducted secondary schools in Lusaka, a city with a different demographic constitution compared to Kenya. More so, the study focused on the local secondary schools in Lusaka unlike this study that focused on Kenyan public primary schools. These findings are similar to the findings of the case study by Fubile & Sawe, (2022) in Morogoro Municipality in Tanzania that looked at the impact of teacher-student ratio on mastering reading, writing and arithmetic

competences. The study indicated that high student-teacher ratio negatively influenced the students' performance in creative writing in the public primary schools. Thus, while these findings offer important insights on the phenomenon under investigation it should be noted that Tanzania has varied geographical differences, thus calling for the need for further research on the impacts of student-teacher ratio in Kenya.

Studies conducted in the Kenya indicate that there is a prevalent high student-teacher ratio in public primary schools. According to Orangi (2021) in public schools between classes 1-8 the student-teacher ratio exceeded 40:1 the ratio recommended by UNESCO. This high student- teacher ratio has been attributed to low academic achievement in KCPE in Dagorreti Sub- County. These findings are further backed by Thuraniira (2022) who indicated that student-teacher ratio negatively influenced the performance of the learners. While these findings offer important insights on the phenomenon being investigated it is important to note that the findings focused on the overall performance of the students' not creative writing alone. Thus, considering these gaps in the current literature it is imperative that further research is conducted to determine the impact of pupil teacher ratio on performance in creative writing.

2.6 Theoretical Framework

This study was based on and the Urie Bronfenbrenner's Ecological Systems Theory and Krashen's Monitor Theory of Second Language (L2) Acquisition. These two theories suit the proposed study as they present assumptions that will guide the study factors that influence instruction of creative writing.

2.6.1 Urie Bronfenbrenner's Ecological Systems Theory

Urie Bronfenbrenner's ecological systems theory offers a thorough framework for comprehending the ways in which different environmental settings affect human development (Hayes, O'Toole, & Halpenny, 2022). A comprehensive examination of how diverse environmental layers impact instructional approaches in CW is rendered feasible via integrating this theory into the research study. In the framework of environmental input the theory explains the phenomena of teacher development. Therefore, the theory

enables the researcher to expound on how the ecological environment influences their professional growth and development. Consequently, the teachers' capacity building influences how teachers of English will be able to effectively use instructional approaches in their creative writing lessons. According to the ecological systems theory, the interplay of five different environmental systems influences human development, such as, teacher development in the case of this study. The systems in consideration span from the individual's local environment, like family and school (microsystem). They also entail the larger social contexts that indirectly affect them, including the workplaces and community services of their parents (exosystem); and the general cultural and societal norms known as the macrosystem (Hayes et al., 2022). Additionally, the theory takes into account the ways in which these systems are interconnected (mesosystem) and the temporal aspect, which includes life transitions and historical occurrences (chronosystem).

Teachers' preparedness has a direct impact on the instructional strategies they use in the classroom caused by microsystems. This covers their education, growth as a professional, and drive for personal achievement. Conversely, mesosystemic effects on the association between teacher preparedness and the schools they serve can affect teachers' perceptions of their level of preparation and their ability to use creative writing techniques. Exosystem: Resources for professional development and teacher training may be impacted by educational policies and administration support. Macrosystem: The emphasis on teacher preparedness can be influenced by cultural norms surrounding education and the caliber of instruction (Hayes et al., 2022). The instructional approaches that teachers can employ are influenced by the microsystem, which impacts the accessibility of resources like technology, writing supplies, and textbooks in the classroom. While community support for school finance or donations can impact resource availability, interactions between schools and the mesosystem can also have an impact. Exosystem: The resources that are made accessible at the school level are greatly impacted by government financing policies and resource distribution. Macrosystem: The allocation of resources and funding for education in society can influence the total amount of resources available.

Pupils' engagement and participation in creative writing activities are influenced by their cultural origins and family views towards education, which are influenced by the microsystem. The relationships between school and community cultures are influenced by the mesosystem, which also has an effect on how creative writing is perceived and instructed. Exosystem emphasis on creative writing in the curriculum and the substance of education can be influenced by broader cultural and social policies. While the macrosystem elaborates on how creative writing is viewed and taught is influenced by cultural norms surrounding literacy, creativity, and education. The quality of creative writing instruction is impacted by the microsystem impact on the student-teacher ratio, which in turn affects how much individualized attention each student receives (Hayes et al., 2022). However, the mesosystem affects how the administration of the school and the faculty work together, which can have an impact on class numbers and teachers' workloads. Exosystem in the student-teacher ratio is influenced by budget levels and educational regulations, which in turn affect teacher recruiting. Macrosystem affects the perceptions and policies that be influenced by societal and cultural conventions about the appropriate size of a classroom and the value of individualized instruction. One can gain a multi-layered grasp of the complexity involved by using Bronfenbrenner's ecological systems theory to evaluate the influence of many elements on instructional approaches in creative writing. In Maara Sub-County, Tharaka Nithi County, Kenya, it emphasizes the interdependence of individual, relational, and systemic effects and provides a thorough framework to accomplish the research objectives.

2.6.2 Krashen's Monitor Theory of Second Language (L2) Acquisition

The study will be guided by Krashen's Monitor Theory of Second Language (L2) acquisition. Krashen's Monitor Theory of L2 acquisition has five central hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis and the affective-filter hypothesis (Krashen, 1982). The acquisition-learning hypothesis claims that there is a strict separation between acquisition and learning; that acquisition is a purely sub-conscious process while learning is a conscious process. The monitor hypothesis states that consciously learned language can only be

used to monitor language output and can never be the source of spontaneous speech. The natural order hypothesis states that language is acquired in a particular order, which does not change between learners, and is not affected by explicit instruction. The affective filter hypothesis states that learners' ability to acquire language is constrained if they are experiencing negative emotions such as fear or embarrassment.

The study applied the input hypothesis which states that, speaking in the target language does not result in language acquisition. Although speaking can indirectly assist in language acquisition, the ability to speak is not the cause of language learning or acquisition. If language models and teachers provide enough comprehensible input, then the structures that acquirers are ready to learn will be present in that input. According to Krashen, this is a better method of developing grammatical accuracy than direct grammar teaching. The input hypothesis states that people learn in only one way, that is, by understanding messages. This hypothesis suggests that language acquisition occurs when learners receive messages that they can understand, a concept known as comprehensible input. Emphasis in the input hypothesis is that we only acquire language when we are exposed to input (written or spoken language) that is comprehensible to us. Krashen (1982) suggests that this comprehensible input is necessary and is to be one step beyond the learner's current language ability. Comprehensible input is represented as $i+1$, where i is what the learner already has and 1 is additional knowledge which allows the learner to continue to progress with his language development.

Krashen's theory distinguishes acquisition and learning that are essentially important in enhancing the different instructional approaches in creative writing. Acquisition emphasizes on the subconscious and natural language development while learning entails the conscious knowledge of the linguistic rules applicable in creative writing. This research establishes that instructional approaches used in creative writing foster a more natural acquisition of language via immersive creative approaches; and should not explicitly focus on grammar rules. Moreover, instructional approaches should encourage creativity in writing by allowing self-correction whereby students are capable of internalizing the various rules applicable in creative writing. The input hypothesis

concept, on the other hand, establishes that learners should receive instructions that are above their particular competence levels to improve their performance in creative writing (Hassan, 2022). Therefore, the selected factors influencing instructional approaches in creative writing significantly impact on the quality and relevance of the input provided to creative writing learners in Kenyan public primary schools.

2.7 Conceptual Framework

The study is conceptualized as a descriptive study design based on mixed methods. It will seek to assess the influence of selected factors (independent variables) on the adoption of instructional approaches in creative writing (dependent variable).

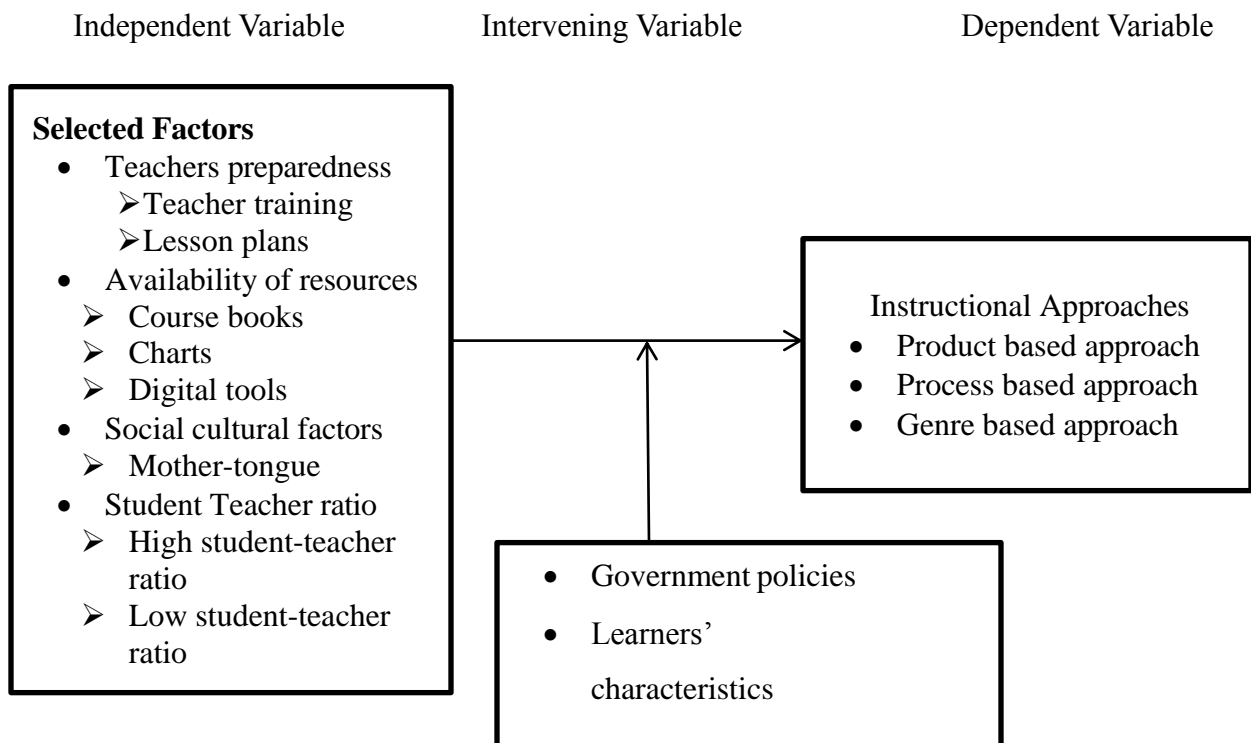


Figure 1: Conceptual Framework

The figure 1 illustrates teachers' preparedness, availability of resources, social cultural factors and student-teacher ratio as the independent variables which influences adoption of instructional approaches in creative writing (dependent variable). Some intervening variables may affect the adoption of instructional approaches in creative writing either positively or negatively. These may include pupils' home background, attitudes towards creative writing, pupils' intelligence, and government policies among others.

CHAPTER THREE METHODOLOGY

3.1 Location of the Study

The study was conducted in Maara Sub-County, Tharaka Nithi County, which lies at latitude -0.27291 and longitude 37.74721. This particular location was selected because the researcher was concerned that most pupils in Maara Sub-County were not able to write creatively as was presented in the Uwezo Reports 2015 and 2021. The researcher therefore sought to investigate the factors that influence use of instructional approaches in the instruction of creative writing in public schools in Maara Sub-County, Tharaka Nithi County.

3.2 Research Design

The study proposed to adopt a descriptive survey research design based on mixed methods. Aggarwal & Ranganathan, 2019 cite that the design is a particular plan of a study that would outline how a study is conducted. The descriptive survey design involves the collection on data on the variables of interest at one particular time and enabled collection of data specifically aimed at understanding a given phenomenon without changing any of the variables in the study (Bryman, 2012). Moreover, the design

is observational and allowed the researcher to measure the outcome and impact of the study (Setia, 2016). Considering the current study sought to understand the factors influencing the teachers' use of instructional approaches in creative writing, the study design was deemed appropriate and effective to the study as the study sought to investigate how factors such as social-culture, teacher preparedness, student- teacher ratio, and availability of resources affect use of instructional approaches in a creative writing lesson. The researcher was able to collect both qualitative and quantitative data hence allowing for the concurrent triangulation of the different data sets (Bell et al., 2022). The qualitative approach allowed the researcher to evaluate the qualitative data collected from the interviews. On the other hand, the quantitative approach allowed for the analysis of quantitative data collected from the questionnaires that were distributed to the study participants to collect important data on the phenomena under investigation. The mixed methods helped to overcome the weakness of each of the data sets thus strengthening the study.

3.3 Study Population

The study targeted a population which included grade six pupils and the teachers of English as well as heads of the English department in the 107 public primary schools in Maara Sub-County. There are 1222 grade six pupils, 107 heads of the English department considering each school has one head of department, and 210 teachers of grade six English. This makes up a population of 1539 in total.

Table 1: Study Population

| ZONE | Pupils | HOD | Teachers of English | Total |
|-----------------|---------------|------------|----------------------------|--------------|
| Chogoria-Murugi | 248 | 21 | 30 | 299 |
| Mitheru | 194 | 10 | 15 | 219 |
| Muthambi | 208 | 20 | 48 | 276 |
| Kiera | 358 | 36 | 70 | 464 |
| Ganga | 214 | 20 | 47 | 281 |
| Total | 1222 | 107 | 210 | 1539 |

3.4 Sampling Size and Sampling Procedure

3.4.1 Sample Size Determination

Sample size refers to the number of sampling units which should be included in the study to obtain meaningful results (Sivasamy, 2023). It was the number of individuals or elements selected from a population to be included in a research study or survey. A sample size was a critical aspect of research design, as the size of the sample directly influences the reliability, precision, and generalizability of the study's findings. (Wang, Canida, Ihrie & Chirtel, 2023). Yamane's (1967) formula was employed to determine the sample size as stated below:

$$n = \frac{N}{1 + (e)^2}$$

Where:

n = the required sample size; N = the population size;

e = the allowable margin of

error (0.05%) n=

$$1539/1+1539(0.05)^2$$

$$= 1539/4.8475$$

$$=317.483239$$

$$=318$$

Therefore the study sample was 318

3.4.2 Sampling Procedure

Considering the study could not include the entire population a fraction of the population was sampled to represent the entire population. The sampling matrix in Table 2 explains the respondents, the target population, the sample size (both teachers and pupils) and the entire sample used in the study. The target population was drawn from educational zones where simple random sampling was applied to draw the 252 grade six pupils and 44 teachers of English from the five educational zones in the sub-county. The 22 heads of

departments were sampled purposively from the targeted schools used in the study. Ames et al., (2019) indicates that purposive sampling was a technique that involved selecting research participants who possess specific characteristics and knowledge on subject matter. In this study the researcher was interested in grade six teachers of English and the English heads of department as well as the grade six pupils. The teachers were crucial in the sample of the study since they actively engaged the pupils in the instruction of creative writing. Table 2 presents a summary of the sampling matrix.

Table 2: Sampling Matrix

| Zone | Population | SAMPLE | | | |
|-----------------|------------|--------|----------|--------|-------|
| | | H.O.D | Teachers | Pupils | Total |
| Chogoria Murugi | 299 | 5 | 6 | 51 | 62 |
| Mitheru | 219 | 2 | 3 | 40 | 45 |
| Muthambi | 276 | 5 | 9 | 43 | 57 |
| Kiera | 464 | 8 | 14 | 74 | 96 |
| Ganga | 281 | 5 | 9 | 44 | 58 |
| Total | 1539 | 22 | 44 | 252 | 318 |

3.5 Research Instruments

The study collected both qualitative and quantitative data. The data collection instruments were interview schedules for heads of English department and questionnaires for teachers of English and their grade six learners.

3.5.1 Questionnaires

The study adopted the use of questionnaires to collect quantitative data on the phenomenon under investigation. Research questionnaires were useful in collecting data over a large population in a short span of time. Besides, the structured nature of the questionnaire allows the study participants to provide more insights on the phenomenon being studied. Questionnaires were ideal as they were less costly and time effective Cresswell (2013). They were also easy to analyze and administer in addition to addressing the specific objectives of the study. The researcher utilized the tool to collect important insights and information from the teachers included in the study from the 22 sampled schools. The questionnaire had a five-point Likert scale with statements that rated the respondents' agreement or disagreement. The teachers' questionnaire is presented on Appendix II.

The researcher administered questionnaires to grade six pupils. This particular class was selected for the study because in the current competency based curriculum, grade six pupils are set to seat for a national assessment that will lead them to join the next level of learning, junior secondary school. The questionnaires had open ended statements that required the pupil to indicate their agreement or disagreement on a five-point Likert scale. It comprised three sections with section one being on background information. Section two on instructional approaches and section three on the study objectives. The pupils' questionnaire is presented in Appendix III.

3.5.2 Interview Schedules

The study also used interview schedules to collect data from the heads of the English department. The interview schedules were deemed appropriate as they allowed the researcher to collect in-depth data from the heads of departments in the sampled schools. The use of interviews was endorsed by Mears, (2012) who cited that it allowed for the participants to collect in depth data on the phenomenon being studied.

3.6 Validity of the Research Instruments

The validity of a study denotes the accuracy of the data collected in a study to represent the variable of the study was measured. It is the truthfulness and meaningfulness of the data collected, including inferences made from the data (Mugenda & Mugenda, 2003). The researcher used interview guides and questionnaires as the tools for data collection. To ensure validity of the instruments, the researcher developed questions drawn from the research objectives. Yaghmaie (2003) argues that two expert judgments are recommended to ensure validity of the instruments as well. The researcher, therefore, made use of the judgments of the two supervisors to ensure the validity of all the data collection instruments.

3.7 Piloting and Reliability of Research Instruments

3.7.1 Piloting of the Research Instruments

The researcher conducted a pilot study in a nearby public primary school with comparable features as the ones sampled. The pilot school was not a part of the study sample. It was purposively sampled as it should have similar features as the ones sampled. The pilot involved 40 grade six pupils, two teachers of English and one head of department, which was about 10% of the total sample population according to Connelly (2008). The piloting used actual research tools to collect data as this enabled the researcher to identify areas of weakness and strengths of each of the instruments that were deployed in the research. The findings from the piloting allowed the researcher to determine the validity and reliability of the data collection tools hence ensuring that accurate and dependable data will be collected with regards to the phenomenon being investigated in the proposed study.

3.7.2 Reliability of the research instruments

Reliability can be defined as the dependability or consistency of the data collected by repeated use of the data collection tools under the same conditions (Mugenda & Mugenda, 2003). Data collected can, therefore, be said to be reliable when the instruments that were used to collect the data produces similar results when used

repeatedly over time. The research instrument should yield consistent results when administered multiple times under similar conditions. The consistency can be assessed through test- retest reliability, where the instrument is administered to the same group of participants at two different time points, and the results are compared. The researcher used pilot testing to ensure reliability. A reliability coefficient of 0.7 and above was considered acceptable for this study. The pilot test instrument was given to participants within the targeted population but outside the main study sample. These participants were sampled from the schools left out after clustering the schools into educational zones. Pilot testing was crucial as the written feedback from those participants was used to improve on the research instruments.

3.8 Data Collection Procedures

The researcher collected primary data that was in line with the specific and general objectives of the study and the study's research design of the study. The researcher approached institutions that were included in the study with an introduction letter from Chuka University Ethics Committee, outlining the topic of the study and the research objectives; as well as a research permit from the National Council for Science, Technology and Innovation (NACOSTI). The researcher also sought permission from the County Director of Education, Tharaka Nithi County. Armed with these approvals and permits, the researcher visited the schools for introduction and set appointments for data collection. The researcher then approached the schools on the agreed upon date and time and issued questionnaire to the grade six pupils and their teachers of English. The researcher then went on to explain to the grade six learners and their teachers of English how to respond to the questions in the questionnaire. While the learners and their teachers were filling the questionnaires, the researcher went on to interview the heads of department in the same school for about 45 minutes. The researcher then collected the duly filled questionnaires for analysis and thanked the respondents for responding to the questions readily.

3.8.1 Head of Department Interview Schedule

The interview schedules were used to collect key information that was useful in the study. The tool was used to collect qualitative data from the heads of department of the languages in the selected school. According to Mumtaz et al. (2014) the tools are effective for collecting in depth and detail information about a phenomenon under investigation. The interview schedule was deemed appropriate for collecting important information from the heads of department as it allowed the researcher to interrogate them further and collect more valuable and insightful data on the conditions of the institution relating to the teacher's preparedness, availability of resources, culture and teacher-student ratio. The data was recorded with permission from the study participants.

3.8.2 Questionnaire Administration

The method was used to collect data from the sampled teachers of English and the grade six pupils. The use of questionnaires was deemed appropriate for this study as it allowed the researcher to collect large volumes of data within a short period (Willis, 2020). The method focused on interrogating the teachers and pupils focusing on the details of their teaching and learning experiences and the educational development of various professional documents. The tool was also deemed appropriate as it reduced the user bias as the same questions were asked to all the study participants

3.9 Data Analysis

The raw data obtained from the data collection instruments was edited, coded, and analyzed qualitatively and quantitatively based on the study objectives. Qualitative data obtained from the interview schedules was thematically analyzed based on the study's objectives. Quantitative data collected from questionnaires was analyzed descriptively and inferentially with the help of the SPSS version 26 computer software. Descriptive statistics including frequencies and percentages were used to describe the relationship existing between variables.

Table 3: Data Analysis Matrix

| Objective | Independent Variable | Dependent Variable | Method of Analysis |
|-----------|----------------------|--------------------|--------------------|
|-----------|----------------------|--------------------|--------------------|

| | | | |
|---|---------------------------|--|-------------------------------------|
| i. To determine the influence of teacher preparedness on instructional approaches in creative writing in Maara Sub County Tharaka Nithi County, Kenya | Teacher preparedness | Instructional approaches in creative writing | Frequency and Percentage Chi-square |
| ii. To identify the influence of the availability of resources on instructional approaches in creative writing Maara Sub County Tharaka Nithi County, Kenya | Availability of resources | Instructional approaches in creative writing | Frequency and Percentage Chi-square |
| iii. To establish the influence social cultural factors on instructional approaches in creative writing Maara Sub County Tharaka Nithi County, Kenya | Socio-cultural factors | Instructional approaches in creative writing | Frequency and Percentage Chi-square |
| iv. To find out the influence student-teacher ratio instructional approaches in creative writing Maara Sub County Tharaka Nithi County, Kenya | Student-teacher ratio | Instructional approaches in creative writing | Frequency and Percentage Chi-square |

3.10 Ethical Consideration

Approval was requested from Chuka University Ethics Review Board. Thereafter the researcher applied for research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher then visited sampled schools to be introduced and book appointment on the most suitable time for data collection. This study involved the students, teachers, and educational authorities throughout the research

process. On the material data collection day in the various schools, the participants were provided with consent forms that guaranteed them of anonymity and confidentiality of the information provided. All information gathered during this study was strictly used in this study only. Upon completion of the research process, a copy of the research thesis was made available in the University library, should other researchers wish to acquaint themselves with the research findings.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 General Information

This chapter presents a summary of data obtained from sampled respondents, its interpretations and discussion according to study objectives. The purpose of this study was to investigate and analyze the influence of selected factors on use of instructional approaches in creative writing within public primary schools Maara Sub-County in

Tharaka Nithi County, Kenya. To achieve the objectives of the study, the researcher employed descriptive survey design. The study targeted 318 respondents consisting of 22 head of departments, 44 teachers of English and 252 grade six pupils. Out of these 19 head of departments (86.36%) responded to the interview schedules while 40 (90.91%) teachers of English and 242 (96.03%) grade six pupils responded to the questioners. Babbie and Edgerton (2023) assert that a response rate of over 70 percent is excellent. The response rate of this study falls above the threshold, allowing for different estimations and data analysis.

4.1.1 Reliability of Study Measures

Cronbach's Alpha coefficient was computed to evaluate the psychometric properties of the study constructs. Reliability tests pre-tested the extent to which research tool questions were homogeneous and measured the underlying constructs. The reliability results are shown in Tables 4 and 5.

Table 4: Results of Reliability Coefficients Test for Teachers of English

| Variable | Number of items | Cronbach's Alpha coefficients | Comments |
|---------------------------|-----------------|-------------------------------|----------|
| Product Based Approach | 6 | 0.834 | Reliable |
| Process Based Approach | 6 | 0.727 | Reliable |
| Genre Based Approach | 5 | 0.893 | Reliable |
| Teacher Preparedness | 5 | 0.773 | Reliable |
| Availability of Resources | 5 | 0.708 | Reliable |
| Social-Cultural Factors | 6 | 0.763 | Reliable |
| Student-Teacher Ratio | 6 | 0.815 | Reliable |

The results in Table 4 show that the study obtained a Cronbach Alpha of above 0.70 for all variables. Cronbach's Alpha coefficient ranges from 0 to 1, and the nearer the coefficient is to one, the more the inner consistency. Cronbach (1951) recommended an acceptable minimum value of above 0.70. Literature by Wooldridge (2015) recommended a value of above 0.7. Reliability coefficients below 0.5 are unacceptable; those above 0.8 are good, and those greater than 0.9 are considered excellent (Sharma, 2016). Therefore data obtained by the current study was reliable. Variables ranged between 0.834 for product based approach, 0.727 for process based approach and 0.893 for genre approach.

Teacher preparedness ranged at 0.773, availability of resources at 0.078, social-cultural factors was at 0.763 and student-teacher ratio at 0.815.

Table 5: Results of Reliability Coefficients Test for Grade Six Pupils

| Variable | Number of items | Cronbach's Alpha coefficients | Comments |
|---------------------------|-----------------|-------------------------------|----------|
| Product Based Approach | 5 | 0.752 | Reliable |
| Process Based Approach | 5 | 0.726 | Reliable |
| Genre Based Approach | 5 | 0.837 | Reliable |
| Teacher Preparedness | 3 | 0.720 | Reliable |
| Availability of Resources | 4 | 0.844 | Reliable |
| Social-Cultural Factors | 5 | 0.767 | Reliable |
| Student-Teacher Ratio | 3 | 0.705 | Reliable |

The results in Table 5 show that the study obtained a Cronbach Alpha of above 0.70 for all variables of the grade six pupils. Variables ranged between 0.752 for product based approach, 0.726 for the process based approach, and 0.837 for the genre approach. Whereas for teacher preparedness, variables ranged between 0.720, for availability of resources variables ranged between 0.844 while social-cultural factors ranged between 0.767 and student-teacher ratio was at 0.705.

4.2 Demographic Characteristics

The demographic characteristics included gender, teaching experience, age of the pupils and the type of school the teachers or the pupils were in was sought from the respondents. This is presented in the subsequent sections.

4.2.1 Teachers Demographic Information

The study sought to establish the demographic characteristics of the teachers of English in public primary schools in Maara Sub County Tharaka Nithi County, Kenya. The results are shown in Table 6.

Table 6: Teachers Demographic Information

| Variable | Category | Frequency | Percentage |
|----------|----------|-----------|------------|
| Gender | Male | 23 | 57.5 |
| | Female | 17 | 42.5 |

| | | | |
|---------------------|----------------|----|-------|
| Type of school | Total | 40 | 100.0 |
| | Mixed | 32 | 80.0 |
| | Girls | 8 | 20.0 |
| Teaching experience | Total | 40 | 100.0 |
| | Below 5 Years | 16 | 40.0 |
| | 5-10 Years | 12 | 30.0 |
| | Above 10 Years | 12 | 30.0 |
| | Total | 40 | 100.0 |

As indicated in Table 6, the findings from the teachers of English show that there were more male teachers (57.5%) than female teachers (42.5%). This suggests that the study almost attained gender parity as there was equal representation of both genders. Therefore, the findings of the study appear to be free from gender bias; based on a third gender rule as stipulated by the promulgated 2010 Constitution of Kenya. The study also sought to determine the type of school the teachers of English were sampled from. The results showed that those who taught in mixed schools were significantly more (37.5%), compared to (20.0%) those who taught in girls' only schools. The research study sought to determine the teaching experience of the teachers of English where, the respondents who had been teaching for 1-5 years were more (40.0%); compared to (30.0%) who had an experience of 6-10 years and over 10 years respectively. This shows that majority respondents were able to rate influence of selected factors on use of instructional approaches in creative writing in public primary schools. The study location had only one boys' public primary school. However the researcher was not able to interview pupils from the boys' school due to restricted access to the school.

4.2.2 Pupils' Demographic Information

The study sought to establish the demographic characteristics of the grade six pupils in public primary schools in Maara Sub County Tharaka Nithi County, Kenya. The results are shown in Table 7.

Table 7: Pupils Demographic Information

| Variable | Category | Frequency | Percentage |
|----------|----------|-----------|------------|
| Gender | Male | 124 | 51.2 |
| | Female | 118 | 48.8 |

| | | | |
|----------------|----------|-----|-------|
| Type of school | Total | 242 | 100.0 |
| | Mixed | 152 | 62.8 |
| | Girls | 90 | 37.2 |
| Age in Years | Total | 242 | 100.0 |
| | 10 Years | 74 | 30.6 |
| | 11 Years | 97 | 40.1 |
| | 12 Years | 71 | 29.3 |
| | Total | 242 | 100.0 |

Information in Table 7, which is findings from the teachers of English indicate that more than half of the respondents (51.2%) were male compared to female (48.8%). This implies that this study was mainly influenced by the male gender however; the findings show that there is a substantial representation of female gender thus implying that the findings of the study did not suffer from gender biasness since the number of males was almost equal to that of females and the representation of each category surpassed the 30% threshold stipulated by the constitution of Kenya (2010). Therefore, it implies that the findings on influence of selected factors on use of instructional approaches in creative writing in public primary schools in Maara sub-county, Tharaka Nithi County, Kenya represent opinions of both genders. Moreover, the study also sought to determine the type of schools the teachers of English were sampled from. The results from the grade six pupils showed that those who were in mixed schools were significantly more (62.8%), compared to those who were in girls' schools (37.2%). The study therefore concludes that majority of the participants were in mixed schools. Additionally, the study aimed to determine the ages of the grade six pupils. Most of the respondents (40.1%) were 11 years old, compared to (30.6%) who were 10 years old, while (29.3%) were 12 years old. This implies that the results were distributed across all ages therefore these findings were diverse and inclusive of all ages. Moreover this study posits that a significant number of the respondents were 11 years old. Hence they had the ability to write creatively in addition to appreciate and understand the influence of selected factors on use of instructional approaches in creative writing in public primary schools.

4.3 Findings on use of Instructional Approaches and Creative Writing

The study aimed to establish grade six pupils and their teachers' conception in dynamics of use of instructional approaches in creative writing during English language

instructional process. The investigations involved an analysis of extent to which product based, process based and genre based approaches are adopted in instruction of creative writing. This section presents findings from grade six pupils and their teachers of English segmentally. Table 8 presents findings of the product based approach.

Table 8: Adoption of Product Based Approach in Creative Writing (Teachers' View)

| Statements | NE | LE | AE | GE | VGE | Total |
|---|-----|-----|------|------|------|-------|
| I instruct my pupils to imitate writing styles of other written Works that I provide | 0.0 | 0.0 | 20.0 | 37.5 | 42.4 | 100.0 |
| I evaluate pupils work through the feedback I give after assessing their written work | 0.0 | 0.0 | 10.0 | 32.5 | 57.5 | 100.0 |
| My pupils should employ correct language use in their writing | 0.0 | 0.0 | 12.5 | 30.0 | 57.5 | 100.0 |
| I allow my pupils to develop their own ideas from topics I provide them with | 0.0 | 0.0 | 5.0 | 35.0 | 60.0 | 100.0 |
| I allow my pupils to modify other written works in order to learn from them | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 | 100.0 |
| I instruct my pupils to come up with own ideas mirrored from models I provide | 0.0 | 0.0 | 15.0 | 32.5 | 52.5 | 100.0 |

Key: No Extent, Little Extent, Average Extent, Great Extent, and Very Great Extent.

Results in Table 8 presents data obtained from teachers of English, on adoption of product based approach as an instructional approach in creative writing. Findings show that more than three quarters of the sampled teachers of English (79.9%) indicated instructing their pupils to imitate writing styles of other written work provided by the teachers, almost all the teachers (90.0%) evaluate people's work through the feedback they given to them after assessing their written work and slightly less than this population (87.5%) encourages their pupils to employ correct language use in their writing. Similarly, a significant number of the teachers (95.0%) allow their pupils to develop their own ideas from topics provided by the teacher, allow their pupils to modify other written works in order to learn from them (100.0%) and instruct their pupils to come with their own ideas mirrored from models (85.0%). From the findings, a significant number of the teachers of English (89.5%) confirmed adopting appropriate product based approach in instruction of creative learning. Table 9 presents findings from grade six pupils.

Table 9: Adoption of Product Based Approach in Creative Writing (Pupils' View)

| Statements | NE | LE | AE | GE | VGE | Total |
|--|-----|-----|------|------|------|-------|
| Our teachers asks us to imitate works written by other writers so as to improve our skills | 2.9 | 3.3 | 2.9 | 31.4 | 59.5 | 100.0 |
| We learn through changing written stories provided by our teacher into our own ideas | 7.4 | 0.0 | 8.7 | 19.8 | 64.8 | 100.0 |
| Our teacher marks and corrects our written works to help us improve our writing skills | 0.0 | 2.9 | 0.0 | 9.9 | 87.2 | 100.0 |
| Our teacher requires our written work to follow correct grammar | 2.9 | 2.9 | 0.0 | 14.5 | 79.8 | 100.0 |
| We usually develop our own ideas from topics provided by the teacher | 0.0 | 7.4 | 16.9 | 35.5 | 40.1 | 100.0 |

Key: No Extent, Little Extent, Average Extent, Great Extent, and Very Great Extent.

From the results, a significant number of pupils (90.9%) agreed that their teachers of English asked them to imitate works written by other writers so as to improve their skills, slightly less than this proportion (84.6%) indicated that they learn through changing written stories provided by their teachers into their own ideas, while almost all the pupils (97.1%) indicated that their teacher corrects their written work to follow correct grammar. At the same time, almost all the pupils (94.3%) said that their teacher requires their written work to follow correct grammar and about three quarters of the pupils (75.6%) indicated that they usually develop their own ideas from topics provided by their teachers. The findings indicated that more than three quarters (88.5%) of grade six pupils in public primary schools in Maara Sub County, Tharaka Nithi County, Kenya agreed that their teachers of English integrated various product based approaches in instruction of Creative writing in public primary schools which compares quite well with that of their teachers, a significant majority who had admitted adopting the same approach for instruction of creative writing.

Qualitative data was also sought from Heads of department as regards to use of the approach and its implication to creative writing instructional process. In response, interviewee A observed that:

“As the Head of the Department in a public primary school, I firmly believe that the use of appropriate instructional approaches can significantly improve performance in Creative Writing (CW). Implementing targeted teaching strategies tailored to the needs and abilities of our pupils can make a substantial difference in their writing skills.

In support of this observation, interviewee D, H and J indicated that:

Providing clear and structured guidelines for writing assignments helps pupils understand the expectations and develop their writing systematically.

On their part, B, E and M suggested that:

Using graphic organizers and writing frameworks can assist pupils in organizing their thoughts coherently, which is crucial for producing well-structured essays and lastly, incorporating regular feedback and revision sessions into the writing curriculum allows pupils to learn from their mistakes and improve their writing over time.

Similarly, C and N noted that;

Constructive feedback not only highlights areas for improvement but also reinforces positive aspects of their work, boosting their confidence and motivation.”

Qualitative findings from heads of department therefore confirmed the significance of product based approach in creative writing. According to the interviewees, the approach significantly improves performance in Creative Writing. This was attributed to the fact that it is tailored to the needs and abilities of the pupils and therefore can make a substantial difference in their writing skill. The results were similar to the study by Darazi, et al., (2021) which explored the various factors that influence the development of creative writing skills among students in the context of English Language Teaching (ELT) at the higher education level. The study finding revealed a significant role of instructional approaches in shaping students’ creative writing abilities. The study findings emphasized the need for teachers to adopt diverse and interactive teaching methods that engaged students and fostered a positive attitude toward writing. These results were also similar to the findings of (Irogebu, 2020), who focused on one secondary school and did

not generate original findings while the current study bridged the gap by conducting its studies in different primary schools. The study additionally sought to establish the extent to which the process based instructional approach is used in the instruction of creative writing. Table 10 presents findings from grade six teachers of English.

Table 10: Adoption of Process Based Approach in Creative Writing (Teachers' View)

| Descriptive statistics | NE | LE | AE | GE | VGE | Total |
|---|-----|-----|------|------|------|-------|
| I encourage my pupils to continuously rewrite their works until their ideas are fully expressed | 0.0 | 0.0 | 20.0 | 25.0 | 65.0 | 100.0 |
| I hold group work with my pupils where they jointly correct other pupils written works | 0.0 | 0.0 | 15.0 | 30.0 | 55.0 | 100.0 |
| My pupils keep revising their written works continually to improve them | 0.0 | 0.0 | 10.0 | 45.0 | 45.0 | 100.0 |
| I allow my pupils to put their ideas in writing as a better form of expression | 0.0 | 5.0 | 15.0 | 50.0 | 30.0 | 100.0 |
| My pupils write their works over and over to improve their writing prowess | 0.0 | 0.0 | 20.0 | 55.0 | 25.0 | 100.0 |
| I always correct my pupils work and engage them to ensure they keep improving | 0.0 | 0.0 | 10.0 | 47.5 | 42.5 | 100.0 |

Key: No Extent, Little Extent, Average Extent, Great Extent, and Very Great Extent.

Data obtained from the grade 6 teachers of English indicate that a significant number (90.0%) encourage their pupils to continually rewrite their works until their ideas are fully expressed. According to the research study (85.0%) of them hold group work with their pupils where they jointly correct other pupils' written works and (90.0%) of the teachers encourage their pupils to keep revising their written works continually to improve them. Additionally, a significant number of the teachers (80.0%) allow their pupils to put their ideas in writing as a better form of expression; while a similar number of teachers (80.0%) encourage their pupils to write their works over and over to improve their writing process. A slightly larger number (90.0%) always correct their pupils' works and engage them to ensure they keep improving. The findings therefore suggest that a significant number (85.83%) of the teachers of English in public primary schools in Maara Sub County, Tharaka Nithi County, Kenya indicated that they integrated various process based approaches in instruction of Creative Writing in public primary schools. The study also sought to establish the extent to which process based approach is used in the instruction

of creative writing. Table 11 presents findings from grade 6 pupils during their creative writing lesson.

Table 11: Adoption of Process Based Approach in Creative Writing (Pupils' View)

| Descriptive statistics | NE | LE | AE | GE | VGE | Total |
|--|-----|-----|------|------|------|-------|
| We repeatedly rewrite our stories until they are well written | 7.4 | 9.9 | 7.0 | 17.4 | 58.3 | 100.0 |
| We are allowed to plan what to write before writing so as to ensure our stories are well written | 7.4 | 9.9 | 4.1 | 35.5 | 43.0 | 100.0 |
| We always send written stories first to the teacher to be marked | 8.7 | 2.9 | 9.9 | 12.8 | 65.7 | 100.0 |
| The teacher corrects our work in time to ensure we always write better stories | 2.9 | 0.0 | 2.9 | 22.3 | 71.9 | 100.0 |
| We write many stories to continually build our creativity | 7.4 | 2.9 | 11.6 | 46.3 | 31.8 | 100.0 |

Key: No Extent, Little Extent, Average Extent, Great Extent, and Very Great Extent.

From the results a good number of pupils (75.7%) indicated that they repeatedly rewrite their stories until they are well written. A slightly larger number (78.5%) indicated that they are allowed to plan what to write before writing so as to ensure their stories are well written. A similar number of pupils (78.5%) agreed that they always send written stories first to the teacher to be marked. Additionally, more than three quarters of the pupils (94.2%) agreed that their teachers correct their works in time to ensure they write better stories. A significantly less number of pupils (78.1%) indicated that they write many stories to continually build their creativity. These findings therefore indicated that an average (81.0%) of grade 6 pupils in public primary schools in Maara Sub County, Tharaka Nithi County, Kenya agreed that their teachers integrated various process based approaches on Creative Writing in public primary schools. These results imply that more than average of the respondents (81.0%) agreed that process based approach was one of the approaches that enhance instruction of creative writing.

Information gathered from interviewee G confirms this:

“I would rate the performance in English as generally satisfactory but with significant room for improvement. While many of our pupils demonstrate a good grasp of basic language skills and can perform adequately in reading and comprehension tasks, we notice that writing; particularly creative writing remains

a challenge for a considerable number of them. Integration of the process approach in our teaching could significantly improve this.

Interviewee F agreed saying that:

“We have a number of high-achieving students who excel in English, but there is a noticeable gap between these students and those who struggle with creative writing. Factors such as limited exposure to English outside the classroom, varying levels of parental support, and differing educational backgrounds contribute to this disparity to bridge this gap, process based approaches would be ideal.”

These qualitative findings therefore indicate that infusion of aspects of the process based approaches to instruction of creative writing could significantly improve performance among the pupils, especially those who struggle with creative writing. These findings bridge the knowledge gaps identified in the extant empirical literature reviewed. Rashtchi et al., (2019) study failed to address how process based approach affected the instruction of creative writing while the current study revealed that respondents agreed that process based approach was one of the best approaches in ensuring that the instruction of creative writing has been improved. Vega & Pinzón, (2019) had similar findings but the study was in a different country. Arif & Amir, (2018) did a critical literature review on influence of process based approach in relation to English language instruction but failed to collect original findings on the area while the current study used primary findings from respondents. Moreover, the study sought to establish the extent to which the \Genre based instructional approach is used in the instruction of creative writing. Table 12 presents findings from teachers of English.

Table 12: Adoption of Genre Based Approach in Creative Writing (Teachers View)

| Descriptive statistics | NE | LE | AE | GE | VGE | Total |
|--|-----|-----|------|------|------|-------|
| I encourage the learners to focus on writing a given style at a time | 0.0 | 5.0 | 10.0 | 42.5 | 42.5 | 100.0 |

| | | | | | | |
|--|-----|-----|------|------|------|-------|
| I teach my pupils different written genres to encourage them to choose their stronger suits | 0.0 | 0.0 | 32.5 | 7.5 | 60.0 | 100.0 |
| I encourage my pupils to always consider the audience that their written works target | 0.0 | 0.0 | 15.0 | 27.5 | 57.5 | 100.0 |
| I instruct my pupils to always consider the purpose of their written works | 0.0 | 0.0 | 20.0 | 37.5 | 42.5 | 100.0 |
| Pupils Written work must adhere to structural regularities of the genre they choose to write | 5.0 | 0.0 | 15.0 | 35.0 | 45.0 | 100.0 |

Key: No Extent, Little Extent, Average Extent, Great Extent, and Very Great Extent.

From the findings more than three quarters of the teachers (85.0%) encourage their learners to focus on writing a given style at a time. A significantly less number of teachers (67.5%) teach their pupils different written genres to encourage them to choose their strong suits. A greater number of teachers (85.0%) encourage their pupils to always consider the audience that their written works target. Similarly, a slightly lesser number of teachers (80.0%) instruct their pupils to always consider the purpose of their written works. A similar number of teachers (80.0%) ensure to encourage learners to adhere to structural regularities of the genre they choose to write. These results indicate that more than three quarters (79.5%) of teachers of English in public primary schools in Maara Sub County, Tharaka Nithi County, Kenya agreed that they integrated various genre based approaches in Creative Writing in public primary schools this goes to show that the genre based approach is significant to the instruction of creative writing. The study also sought to establish the extent to which the Genre based approach is used in the instruction of creative writing. Table 13 presents findings from grade 6 pupils in Maara sub-county Tharaka Nithi County, Kenya.

Table 13: Adoption of Genre Based Approach in Creative Writing (Pupils View)

| Descriptive statistics | NE | LE | AE | GE | VGE | Total |
|------------------------|----|----|----|----|-----|-------|
|------------------------|----|----|----|----|-----|-------|

| | | | | | | |
|--|------|------|------|------|------|-------|
| Our stories are meant for specific readers such as children and youth | 27.3 | 19.8 | 14.9 | 9.9 | 28.1 | 100.0 |
| Our stories are written for specific purpose such as learning and enjoyment | 2.9 | 0.0 | 8.7 | 9.9 | 78.5 | 100.0 |
| Our written stories follow a given style of writing such as dialogue, plays, or narratives | 0.0 | 12.8 | 2.9 | 19.0 | 65.3 | 100.0 |
| Our stories are based on different kinds of writing such as poems, songs, or essays | 8.7 | 7.4 | 13.2 | 24.8 | 45.9 | 100.0 |
| Our stories should follow the correct writing method | 4.5 | 12.8 | 0.0 | 11.6 | 71.1 | 100.0 |

Key: No Extent, Little Extent, Average Extent, Great Extent, and Very Great Extent.

Findings show that less than half of the pupils (38.1%) indicate that their stories are meant for specific readers, such as, children and youth. A significant number of pupils (88.4%) indicated that their stories are written for a specific purpose, such as, learning and enjoyment. Additionally, almost the same number of pupils (84.3%) indicated that their written stories follow a given styles of writing such as dialogue, plays or narratives. A slightly lesser number of pupils (70.7%) agreed that their stories are based on different kinds of writing, such as, poems, songs, or essays. A slightly larger number of pupils (82.7%) indicated that their stories should follow correct writing method. The results suggest that almost three quarters of grade six pupils (72.8%) in public primary schools in Maara Sub County, Tharaka Nithi County, Kenya agreed that their teachers integrated various genre based approaches in Creative Writing in public primary schools. From both the respondents these results imply that more than average of the respondents (72.8%) agreed that genre based approach was one of the approaches that enhance creative writing. This goes to show that, on average, public primary schools in Maara Sub County, Tharaka Nithi County, Kenya agreed that genre based approach influences creative writing instruction.

Interviewee I confirmed this saying:

“Yes, our teachers provide topics for the learners to write on. By offering specific topics, we aim to give students a clear direction and purpose for their writing assignments.”

Interviewee K was in support of this saying:

“This practice helps students focus their thoughts and ideas, making the writing process more manageable and structured.

Interviewee L added that:

“Providing topics also allows teachers to align writing tasks with the curriculum and learning objectives, ensuring that students practice and develop the skills that are most relevant to their grade level and educational goals in relation to a given genre.”

Interviewee X supported this saying:

“Additionally, it gives teachers the opportunity to introduce a variety of themes and subjects, broadening students' knowledge and encouraging them to think critically about different issues.”

From these qualitative findings from the heads of departments, it is correct to assume that integration of the genre based approach is key in improving creative writing skills as it allows the teachers of English to align writing tasks with the learning objectives and at the same time help learners develop writing skills in a particular genre of writing. These results concur with the findings by Graves and Garton (2017) who conducted an in-depth analysis of three distinct curriculum approaches to teaching English in public-sector schools. The study aimed to understand how different curriculum designs impacted the effectiveness of English language instruction and student outcomes. The approaches used were; structural approach, functional-notional approach and communicative approach. This study bridged the gap by concluding that genre based approach, process based approach and product based approach as instructional approaches were favorable and mostly applied in the instruction of creative writing in public primary schools in Maara Sub-County in Tharaka Nithi County Kenya.

4.3.1 Teacher Preparedness and Instructional Approaches in Creative Writing

The study proceeded to assess the influence of selected factors on the use of instructional approaches in creative writing. The first objective sought to determine how teacher

preparedness influences use of instructional approaches in creative writing. Teachers of English and their pupils were presented with a set of statements to determine their conception of the influence of selected factors on use of different instructional approaches in instruction of creative writing. Table 14 presents findings on teacher preparedness and how it influences use of instructional approaches in creative writing.

Table 14: Teacher Preparedness Descriptive Analysis (Teachers' View)

| Descriptive statistics | SD | D | N | A | SA | Total |
|--|-----|-----|------|------|------|-------|
| I always prepare Professional documents well before the lesson | 0.0 | 0.0 | 10.0 | 40.0 | 50.0 | 100.0 |
| I always prepare lesson notes before the lesson and use them during the lesson | 0.0 | 0.0 | 0.0 | 45.0 | 55.0 | 100.0 |
| I always prepare teaching aids for my lessons beforehand | 0.0 | 0.0 | 15.0 | 52.5 | 32.5 | 100.0 |
| I always have one-on-one interaction with my learners | 0.0 | 0.0 | 20.0 | 32.5 | 47.5 | 100.0 |
| I always have one-on-one interaction with my learners | 0.0 | 0.0 | 10.0 | 17.5 | 72.5 | 100.0 |

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

Data obtained from Grade 6 teachers of English show that a majority (90.0%) always prepares professional documents well before the lesson and all the respondents (100%) always prepare lesson notes before the lesson and use them during the lesson. Similarly, more than three quarters of the teachers (85.0%) always prepare teaching aids for their lessons beforehand compared, always have one-on-one interaction with their learners (80.0%) and a large number of teachers (90.0%) always display mastery of content in their lessons. Findings therefore imply that a majority of the teachers of English (89.0%) confirmed the significance of teachers' preparedness as one of the major factors that influence use of instructional approaches in creative writing in public primary schools in Maara Sub-County, Tharaka Nithi County, Kenya by adopting appropriate approach to teacher preparation for instruction of creative writing. Table 15 presents, findings from Grade 6 pupils in Maara Sub-County.

Table 15: Teacher Preparedness Descriptive Analysis (Pupils' View)

| Descriptive Statistics | SD | D | N | A | SA | Total |
|------------------------|----|---|---|---|----|-------|
|------------------------|----|---|---|---|----|-------|

| | | | | | | |
|--|------|------|-----|------|------|-------|
| Our teacher uses charts, pictures, and resource persons during the lesson | 42.6 | 10.3 | 5.8 | 14.0 | 27.3 | 100.0 |
| Our teacher creates time for one on one interactions to help us learn better | 2.9 | 8.7 | 0.0 | 15.7 | 72.7 | 100.0 |
| Our teacher knows many things about creative writing | 0.0 | 2.7 | 0.0 | 8.7 | 88.4 | 100.0 |

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

Findings from Grade 6 pupils indicate that less than half of the sampled pupils (41.3%) indicated that their teacher uses charts, pictures, and resources persons during the lesson, a majority of the pupils (88.4%) said that their teacher creates time for one-on-one interactions to help them learn better and almost all the pupils (97.1%) confessed that their teachers knows many things about creative writing compared. These findings show that about three quarters of the sampled pupils (75.6%) confirmed that their teachers were usually adequately prepared for creative writing instructional process which compares favorably well with the observations of their class teachers. It shows that teacher preparedness is considered by the respondents as a significant process in use of instructional approaches in creative writing.

The study also sought to establish the inferential interpretation of the influence of teacher preparedness on selection of instruction approach in creative writing using Chi-Square analysis. A cross tabulation of teacher preparedness and instructional approaches undertaken yielded findings as shown in Table 16

Table 16: Teacher Preparedness and Instructional Approaches (Cross tabulation)

| | | | Teacher Preparedness | | |
|--------------------------|-----|---|----------------------|------|-------|
| | | | No | Yes | Total |
| Instructional Approaches | No | F | 13 | 4 | 17 |
| | | % | 32.5 | 10.0 | 42.5 |
| | Yes | F | 2 | 21 | 23 |
| | | % | 5.0 | 52.5 | 57.5 |
| Total | | F | 15 | 25 | 40 |
| | | % | 37.5 | 62.5 | 100.0 |

Results from cross tabulation show that more teachers adequately prepared for creative writing instructional process (62.5%), a majority (52.5%) indicating that teacher

preparedness contributes towards selection of instructional approaches for creative writing. Table 17 presents an inferential interpretation of this observation.

Table 17: Influence of Teacher Preparedness on Instructional Approaches

| | Value | Df | Asymp. Sig. (2-sided) | CC |
|-----------------------|--------|----|-----------------------|------|
| Pearson Chi-Square | 19.158 | 1 | 0.000 | .569 |
| Continuity Correction | 16.375 | 1 | | |
| Likelihood Ratio | 20.785 | 1 | 0.000 | |
| Linear -by-Linear | 18.679 | 1 | 0.000 | |
| Ass. | | | | |
| N of Valid Cases | 40 | | | |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.38.

b. Computed only for a 2x2 table

Chi square results $\chi^2(1) = 19.158$, $p < 0.001$ showed that teacher preparedness significantly influences selection of instructional approaches in creative writing. Contingency Coefficient measure of Association (CC) illustrated that 56.9% of the total variance in selection of instructional approaches could be attributed to teacher preparedness. Findings therefore mean that teacher preparedness significantly influences selection of instructional approaches in creative writing.

Qualitative data was also sought from Heads of English Department (HOD) as regards the contributions of teacher preparedness towards selection of instructional approaches in creative writing. In response to an inquiry on the extent to which their teachers of English prepare for creative writing lessons, interviewee R indicated that:

“Yes, our teachers consistently prepare lesson plans, utilize teaching aids, and occasionally invite resource persons to enhance instruction.”

Interviewee C added that

“Our teachers develop detailed lesson plans to ensure that each class is structured and focused on specific learning objectives. These plans include a variety of activities and assessments designed to meet the diverse needs of our students and to ensure comprehensive coverage of the curriculum.”

Interviewee Y backed the above response by saying;

“We make extensive use of teaching aids such as visual aids, interactive whiteboards, educational videos, and manipulatives. These tools help to make lessons more engaging and memorable catering to different learning styles and helping to reinforce key concepts.”

These qualitative findings indicate that teacher preparedness is key in the application of instructional approaches in creative writing as it enables the teacher to focus on specific lesson objectives and plan in advance for the varied teaching and learning activities aimed for the particular lesson as well as enabling utilization of extensive teaching aids which make the lesson more engaging and memorable which in turn caters to the different learning styles and reinforce key concepts during instruction of creative writing. This is in agreement with the descriptive finding which had previously illustrated that more than three quarters of the sampled teachers (89.0%) confirmed adequately preparing for the creative writing lessons signifying its importance. This was confirmed by a majority of sampled grade six learners. Inferential analysis using Chi square illustrated a significant influence of teacher preparedness for selection of instructional approaches in creative writing. Findings therefore show that teacher preparedness is important for selection of instructional approaches in creative writing. Crutchfield (2015) in an ethnographic study conducted in South Africa highlighted the importance of teacher training on creative instruction in EFL classroom. The study reported that teacher training on creative writing was critical in improving the performance and outcomes of the students on the subject. The study emphasized the need to focus on beyond the theoretical lesson rather the training needs to be hands one to enable the EFL teacher to be able to deal with potentially volatile emotions. The teacher needs to understand creative writing effectively before asking the student take part in the creative writing activities. Similarly, Manning (2017) in a quantitative research conducted in south Africa focusing on teachers’ challenges with policy on creative writing underscored that sometimes the teacher training and policy does not translate into implementation in the classroom setting.

4.3.2 Availability of Resources and Instructional Approaches in Creative Writing

The second objective sought to find out the influence of availability of resources on use of instructional approaches in creative writing in public primary schools in Maara Sub-County, Tharaka Nithi County, Kenya. Table 16 presents data obtained from Grade 6 teachers of English.

Table 18: Availability of Resources Descriptive Analysis (Teachers' View)

| Descriptive statistics | SD | D | N | A | SA | Total |
|--|-----|------|------|------|------|-------|
| Teaching resources are always available for use in my lessons | 0.0 | 5.0 | 20.0 | 45.0 | 30.0 | 100.0 |
| Learning resources are sufficiently available for the learners' use | 0.0 | 12.5 | 20.0 | 35.0 | 32.5 | 100.0 |
| Availability of teaching and learning resources improve quality of my lesson | 0.0 | 0.0 | 5.0 | 42.5 | 52.5 | 100.0 |
| Having different resources makes learning enjoyable and interactive for learners | 0.0 | 0.0 | 5.0 | 25.0 | 70.0 | 100.0 |
| Modern technological resources enhances my lessons | 0.0 | 0.0 | 2.5 | 35.0 | 62.5 | 100.0 |

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

Results from the Table 16 project three quarters of the teachers (75.0%) indicated that teaching resources are always available for use in their lessons, while slightly more than half or the teachers (56.75%) agreed that learning resources are sufficiently available for their learners' use during instruction of creative writing. Similarly a majority of the teachers (95.0%) indicated that availability of teaching and learning resources improve the quality of their lesson. A similar observation was made with regard to having different resources, where a majority of the teachers (95.0%) agreed that having different resources makes learning enjoyable and interactive for learners. A majority of the teachers (97.5%) concurred that modern technological resources enhance their lessons. In conclusion, this could be translated to mean that a majority of the teachers (85.0%) agreed that availability of resources influences the use of instructional approaches in creative writing. Therefore, from the findings, availability of resources influences the use of instructional approaches in creative writing in public primary schools in Maara Sub-County in Tharaka-Nithi County, Kenya. Table 19 presents findings form Grade 6 pupils.

Table 19: Availability of Resources Descriptive Analysis (Pupils' View)

| Descriptive statistics | SD | D | N | A | SA | Total |
|--|------|------|-----|------|------|-------|
| Books are enough for us to use during the lesson | 5.2 | 11.2 | 7.0 | 31.0 | 44.6 | 100.0 |
| We learn and understand better when we have enough books during the lesson | 0.0 | 0.0 | 5.8 | 14.5 | 79.8 | 100.0 |
| We enjoy our lessons better when our teacher uses different kinds of books to teach us | 7.4 | 9.1 | 2.9 | 19.0 | 61.6 | 100.0 |
| Our teacher uses modern technology such as internet, tablets, and projector | 61.6 | 19.8 | 8.7 | 7.0 | 2.9 | 100.0 |

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

From the findings, three quarters of the pupils (75.6%) agreed that books are enough for them to use during the lesson while a majority of the pupils (94.3%) indicated that they learn and understand better when they have enough books during the lesson, More than three quarters of the pupils (80.6%) agreed that they enjoy their lessons better when their teacher uses different kinds of books to teach them while a significantly small number of pupils (9.9%) indicated that their teachers use modern technology such as internet, tablets, and projectors. In summary, these findings show that less than three quarters of the sampled pupils (65.1%) agreed that availability of resources greatly influences use of instructional approaches in creative writing.

The study also sought to establish the inferential interpretation of the influence of availability of resources on selection of instructional approaches in creative writing using Chi-Square analysis. A cross tabulation of availability of resources and instructional approaches undertaken yielded findings as shown in Table 20.

Table 20: Availability of Resources and Instructional Approaches (Cross tabulation)

| | Availability of Resources | | |
|--|---------------------------|-----|-------|
| | No | Yes | Total |
| | | | |

| | | | | | |
|--------------------------|-------|---|------|------|-------|
| Instructional Approaches | No | F | 6 | 11 | 17 |
| | | % | 15.0 | 27.5 | 42.5 |
| | Yes | F | 8 | 15 | 23 |
| | | % | 20.0 | 37.5 | 57.5 |
| | Total | F | 14 | 26 | 40 |
| | | % | 35.0 | 65.0 | 100.0 |

Information from cross tabulation show that more respondents who had a positive perception of resource availability (37.5%) believed it contributed towards selection of instructional approaches in creative writing compared to those who believed it does not contribute (27.5%). Table 21 presents an inferential interpretation of this observation.

Table 21: Influence of Resource Availability on Selection of Instructional Approaches

| | Value | Df | Asymp. Sig. (2-sided) |
|------------------------|-------|----|-----------------------|
| Pearson Chi-Square | 0.001 | 1 | 0.973 |
| Continuity Correction | 0.000 | 1 | |
| Likelihood Ratio | 0.001 | 1 | 0.973 |
| Linear -by-Linear Ass. | 0.001 | 1 | 0.974 |
| N of Valid Cases | 40 | | |

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.95.
b. Computed only for a 2x2 table

Chi square results $X^2(1) = 0.001$, $p = 0.973$ showed that availability of resources insignificantly influences selection of instructional approaches in creative writing. Findings therefore mean that availability of resources does not significantly influence selection of instructional approaches in creative writing

Qualitative data was also sought from HODs as regards the contributions of availability of resources towards selection of instructional approaches in creative writing. In response to an inquiry on the extent to which availability of resources influence their teachers of English to use instructional approaches during creative writing lessons, these findings were backed up by the following HODs:

Interviewee XY said;

“We face several challenges in accessing teaching and learning resources in our school. Our limited budget often restricts us from purchasing up-to-date textbooks, laboratory equipment, and other essential teaching aids. Additionally, supply chain issues can cause delays even when funds are available, hindering timely access to necessary resources. Technological barriers, such as limited access to computers, tablets, and reliable internet, further complicate the situation. Moreover, there is a notable lack of specialized materials for certain subjects, particularly in science and technical courses, which are crucial for practical, hands-on learning experiences.”

Interviewee X supported these findings by stating;

“Despite these challenges, the importance of teaching and learning resources cannot be overstated. They enhance understanding by clarifying complex concepts, engage students by making learning more interesting and interactive, and support teachers by providing the tools needed to deliver effective lessons. “

Interviewee U added that;

“High-quality resources are linked to better academic performance and can help bridge the gap for struggling students. In conclusion, while accessing teaching and learning resources remains a significant challenge, we continually strive to find innovative solutions to ensure our students receive the best possible education.”

These findings therefore show that availability of resources influences the use of instructional approaches in creative writing as they are crucial for practical and hands-on learning experiences. Moreover, they enhance understanding and clarify complex concepts, engage the pupils by making learning more interesting and interactive as well as provide support to teachers by providing tools needed to deliver their lesson objectives. This was supported by a majority of grade six teachers of English (85.0%) who agreed that availability of resources influences use of instructional approaches in creative writing. This was supported by less than three quarters of the sampled pupils. Inferential analysis using Chi square illustrated a significant influence of availability of

resources for selection of instructional approaches in creative writing. Findings therefore indicate that availability of resources is important for selection of instructional approaches in creative writing. These findings concur with the study by Alkhalidi (2023) in a study investigating the use of technological gadgets to improve students' creative writing skills among university students in Jordan confirmed that the infusion of technology in the instruction of creative writing greatly improved the students' overall performance, their lexical abilities, and imagination. The findings from the study confirmed that the effective use of technology has the potential to improve the outcomes of learners and other individuals in creative writing activities. Nonetheless, it is important to note that these findings cannot be replicated in the context of the current study considering the focus was on university students while this proposed study focuses on primary school learners. Moreover, Cremin (2022) argues that creative teaching goes beyond traditional instructional methods, aiming to inspire and motivate students by making learning more relevant and enjoyable. The study highlights the importance of fostering a classroom environment where students feel free to express themselves, experiment with language, and take risks without fear of failure. This factor not only enhances students' language skills but also promotes critical thinking, problem-solving, and collaboration among the learners.

4.3.3 Social Cultural factors and Instructional Approaches in Creative Writing

The third objective sought to establish the influence of social cultural factors on the use of instructional approaches in creative writing in public primary schools in Maara sub-county Tharaka Nithi County Kenya. Table 18 displays data collected on social cultural factors from grade six teachers of English

Table 22: Social Cultural factors Descriptive Analysis (Teachers' View)

| Descriptive Statistics | SD | D | N | A | SA | Total |
|--|-----|-----|------|------|------|-------|
| I allow my learners to have group discussions | 0.0 | 0.0 | 5.0 | 35.0 | 60.0 | 100.0 |
| I ensure my learners read diverse literature from different places to have social-cultural exposure | 0.0 | 0.0 | 10.0 | 47.5 | 42.5 | 100.0 |
| School routines and activities sometimes interfere with my lessons | 0.0 | 0.0 | 27.5 | 22.5 | 50.0 | 100.0 |
| The community such as leaders, guardians, and parents provide additional resources for my lessons when called upon | 0.0 | 0.0 | 10.0 | 32.5 | 57.5 | 100.0 |
| I allow my pupil's to learn from one another through correcting each other's work | 0.0 | 0.0 | 5.0 | 25.0 | 70.0 | 100.0 |
| My class constitutes pupils from diverse social-cultural backgrounds | 0.0 | 5.0 | 5.0 | 20.0 | 70.0 | 100.0 |

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

Data obtained from the teachers of English indicate that a significant number (95.0%) of the sampled teachers allowed their learners to have group discussions while a slightly less number of teachers (90%) ensure their learners read diverse literature from different places to have social cultural exposure. A significantly lesser number (72.5%) agreed that school routines and activities sometimes interfered with their lessons. Similarly, a majority of the teachers (90.0%) indicated that the community such as leaders, guardians and parents provided additional resources for their lessons when called upon, while a slightly higher number of teachers (95.0%) indicated that they allowed their pupils to learn from one another through correcting each other's work. On the other hand a majority of the teachers (90.0%) agreed that their class constituted pupils from diverse social cultural backgrounds. In a nut shell, findings posit that more than three quarters of the sampled teachers (88.8%) agreed that social cultural factors is one of the major factors that influenced use of instructional approaches in creative writing instruction in public primary schools in Maara Sub-County, Tharaka Nithi County Kenya. Table 19 displays findings gathered from grade six pupils.

Table 23: Social Cultural factors Descriptive Analysis (Pupils' View)

| Descriptive statistics | SD | D | N | A | SA | Total |
|--|------|-----|------|------|------|-------|
| We learn better when we have discussions with other pupils during a lesson | 5.8 | 0.0 | 11.2 | 23.1 | 59.9 | 100.0 |
| Our teacher allows us to read different kinds of stories from different places | 14.5 | 4.5 | 6.2 | 19.0 | 55.8 | 100.0 |
| School activities sometimes interrupt our lessons | 10.7 | 2.9 | 2.9 | 12.0 | 71.5 | 100.0 |
| My parents buy me more story books to read | 6.2 | 5.8 | 0.0 | 16.1 | 71.9 | 100.0 |
| We have pupils who do not speak my mother-tongue in our class | 13.2 | 0.0 | 5.8 | 2.9 | 78.1 | 100.0 |

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

Information from the grade six pupils indicate that more than three quarters (83.0%) agreed that they learn better when they have discussions with other pupils during a lesson while less than three quarters of the pupils (74.8%) indicated that their teacher allows them to read different kinds of stories from different places. Most of the pupils (83.5%) were of the opinion that school activities sometimes interrupt their lessons while a majority of the pupils (88.0%) indicated that their parents bought them more storybooks to read. Similarly, a majority of the pupils (81.0%) agreed that they have pupils in their class who do not speak their mother tongue. In conclusion, the findings imply that an average (82.1%) of grade six pupils in public primary schools in Maara sub-County agreed that social cultural factors is one of the major factors that influence use of instructional approaches in creative writing.

The study also sought to establish the inferential interpretation of the influence of social cultural factors on selection of instructional approaches in creative writing using Chi-Square analysis. A cross tabulation of social-cultural factors and instructional approaches undertaken yielded findings as shown in Table 24.

Table 24: Socio-cultural factors and Instructional Approaches (Cross tabulation)

| | Socio-cultural factors | | |
|--|------------------------|-----|-------|
| | No | Yes | Total |
| | | | |

| | | | | | |
|--------------------------|-------|---|------|------|-------|
| Instructional Approaches | No | F | 4 | 13 | 17 |
| | | % | 10.0 | 32.5 | 42.5 |
| | Yes | F | 0 | 23 | 23 |
| | | % | 0.0 | 57.5 | 57.5 |
| | Total | F | 4 | 36 | 40 |
| | | % | 10.0 | 90.0 | 100.0 |

Results show that a majority of respondents who had a positive perception (57.5%) believed sociocultural factors contributed towards selection of instructional approaches in creative writing compared to those who believed it does not contribute (32.5%). Table 25 presents an inferential interpretation of this observation.

Table 25: Influence of Socio-cultural Factors on Selection of Instructional Approaches

| | Value | Df | Asymp. Sig. (2-sided) | CC |
|------------------------|-------|----|-----------------------|------|
| Pearson Chi-Square | 6.013 | 1 | .014 | .361 |
| Continuity Correction | 3.683 | 1 | | |
| Likelihood Ratio | 7.456 | 1 | .006 | |
| Linear -by-Linear Ass. | 5.863 | 1 | .015 | |
| N of Valid Cases | 40 | | | |

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.70.

b. Computed only for a 2x2 table

Chi square results $\chi^2(1) = 6.013$, $p = 0.014$ showed that socio-cultural factors significantly influence selection of instructional approaches in creative writing. Findings therefore mean that socio-cultural factors influence selection of instructional approaches in creative writing

Qualitative data was also sought from HODs as regards the contributions of social cultural factors towards selection of instructional approaches in creative writing. In response to an inquiry on the extent to which social cultural factors influence their teacher's use of instructional approaches in creative writing lessons. Interviewers T, and V backed these results by stating that;

“Yes, our pupils come from diverse cultural backgrounds, and this diversity does indeed affect their performance in creative writing (CW). The varied cultural

perspectives and experiences that students bring to the classroom can influence their understanding of course material, participation in class discussions, and approach to assignments.”

Interviewee S added;

“For instance, students from different backgrounds may have varying levels of proficiency in the language of instruction, which can impact their ability to comprehend and complete CW tasks effectively. Cultural differences can also affect students' familiarity with certain topics, their critical thinking styles, and their preferred learning methods, all of which play a role in their academic performance.”

Interviewee W backed up by stating that;

“Additionally, some students may face challenges related to cultural adjustment or biases, which can affect their confidence and engagement in CW activities. However, this diversity can also be a strength, as it encourages a richer exchange of ideas and perspectives, fostering a more inclusive and comprehensive learning environment.”

Interviewee O responded by stating;

“Therefore, it is essential for us as educators to recognize and address these cultural differences by employing inclusive teaching strategies, providing additional support where needed, and creating an environment that respects and values all cultural backgrounds. This approach helps ensure that all students have equal opportunities to succeed in their creative writing.”

These qualitative findings indicate that social cultural factors influence the use of instructional approaches in creative writing as cultural diversity affect performance of learners in creative writing due to the different cultural perspectives and experiences that they bring to the class. Arguably, the heads of department attest that this cultural difference impacts the learners' ability to comprehend and complete creative writing tasks effectively and this in turn causes some learners to face challenges related to cultural adjustment or biases which could affect their confidence and engagement in creative writing activities. This is in agreement with the descriptive finding which had previously

illustrated that more than three quarters of the sampled teachers (88.8%) confirmed social cultural factors influence use of instructional approaches during instruction of creative writing signifying its importance. This was confirmed by a majority of sampled grade six learners. Inferential analysis using Chi square illustrated a significant influence of social cultural factors for selection of instructional approaches in creative writing. Findings therefore show that social cultural factors are important for selection of instructional approaches in creative writing. The findings concur with the study by Reynolds et al. (2022) who argued that Creativity is influenced by cultural practices and beliefs. They continue to argue that language is an important element of culture and has an influence on the individual's concept of creativity. These students tend to focus on writing a second language that is different from their mother tongue this might often result in the transference by some of the cultural aspects such as proverbs, idioms, and sayings from the learner's mother tongue to the second language. This reflects the assertions by Chomsky's (1976) who indicate that the first language of the learner can greatly influence their performance in creative writing, thus calling for the adoption of a multicultural approach to the instruction of creative writing in English classrooms.

4.3.4 Student Teacher Ratio and Instructional Approaches in Creative Writing

The fourth study objective sought to determine the influence if student-teacher ratio on use of instructional approaches in creative writing in public primary schools in Maara Sub-County Tharaka Nithi County Kenya. Table 26 displays data obtained from the teachers of English.

Table 26: Student Teacher Ratio Descriptive Analysis (Teachers' View)

| Descriptive Statistics | SD | D | N | A | SA | Total |
|--|-----|-----|------|------|------|-------|
| When I have a large class I am overloaded | 5.0 | 5.0 | 0.0 | 30.0 | 60.0 | 100.0 |
| When my class is too large there is little time for individualized teaching | 5.0 | 0.0 | 10.0 | 32.5 | 52.5 | 100.0 |
| Smaller classes result in higher learner achievement in creative writing | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 | 100.0 |
| It is challenging to manage my large class | 0.0 | 5.0 | 20.0 | 52.5 | 22.5 | 100.0 |
| Smaller classes create better wellbeing and conducive learning environment for my learners | 0.0 | 0.0 | 7.5 | 35.0 | 57.5 | 100.0 |
| Larger classes lead to poor peer learning among my learners | 5.0 | 0.0 | 12.5 | 32.5 | 50.0 | 100.0 |

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

From the data collected from the grade six teachers of English, it would be accurate to assume that a majority of the teachers (90.0%) were of the opinion that when they have large classes they are overloaded while more than three quarters of the teachers (85.0%) indicated that when their class is too large, there is little time for individualized teaching. All the responding teachers (100.0%) indicated that smaller classes result in higher learner achievement in creative writing while on the other hand three quarters of the teachers (75.0%) agreed that it was challenging to manage their large class. Additionally, a significantly larger number of teachers, (92.5%) agreed that smaller classes create better wellbeing and conducive learning environment for their learners. While a majority of the teachers (82.5%) indicated that larger classes led to poor peer learning among their learners. These findings therefore, show that a majority of the teachers (87.5%) agreed that student-teacher ratio influences the use of instructional approaches in creative writing in public primary schools in Maara Sub-County, Tharaka Nithi County Kenya. Table 27 shows data collected from grade six pupils

Table 27: Student Teacher Ratio Descriptive Analysis (Pupils' View)

| Descriptive statistics | SD | D | N | A | SA | Total |
|--|------|------|------|------|------|-------|
| We are too many in class we find it hard to get the teacher's attention | 34.7 | 6.2 | 14.5 | 29.8 | 14.9 | 100.0 |
| When we are few in our class our teacher marks all our books very fast | 55.8 | 19.8 | 10.3 | 11.2 | 2.9 | 100.0 |
| When we are few in class the teacher has time to check my work in every lesson | 21.1 | 20.2 | 9.5 | 9.9 | 39.3 | 100.0 |

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

From the findings obtained from the grade six pupils, less than half (44.7%) agreed that when they are too many in class they find it hard to get the teacher's attention while a significantly small number of pupils (14.1%) indicated that when they are fewer in their class, their teacher marks all their books very fast. Similarly, almost half of the pupils (49.2%) agreed that when they are few in their class their teacher has time to check their work in every lesson. In a nut shell, only a small number of the sampled pupils (36.0%) agreed that student-teacher-ratio influences use of instructional approaches in creative writing.

The study also sought to establish the inferential interpretation of the influence of teacher –student ratio on selection of instruction approach in creative writing using Chi-Square analysis. A cross tabulation of student-teacher ratio and instructional approaches undertaken yielded findings as shown in Table 28.

Table 28: Student-Teacher Ratio and Instructional Approaches (Cross tabulation)

| | | | Student – Teacher Ratio | | |
|--------------------------|-----|---|-------------------------|------|-------|
| | | | No | Yes | Total |
| Instructional Approaches | No | f | 2 | 15 | 17 |
| | | % | 5.0 | 37.5 | 42.5 |
| | Yes | f | 0 | 23 | 23 |
| | | % | 0.0 | 57.5 | 57.5 |
| Total | | f | 2 | 38 | 40 |
| | | % | 5.0 | 95.0 | 100.0 |

Information from cross tabulation show that more respondents who had a positive perception of student-teacher ratio (57.5%) believed it contributed towards selection of

instructional approaches in creative writing compared to those who believed it does not contribute (37.5%). Table 29 presents an inferential interpretation of this observation.

Table 29: Influence of Student-Teacher Ratio on Selection of Instructional Approaches

| | Value | Df | Asymp. Sig. (2-sided) | CC |
|------------------------|-------|----|-----------------------|------|
| Pearson Chi-Square | 5.848 | 1 | .031 | .258 |
| Continuity Correction | .910 | 1 | | |
| Likelihood Ratio | 3.566 | 1 | .056 | |
| Linear -by-Linear Ass. | 2.777 | 1 | .059 | |
| N of Valid Cases | 40 | | | |

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .85.

b. Computed only for a 2x2 table

Chi square results $\chi^2(1) = 5.848$, $p = 0.031$ showed that student-teacher ratio significantly influences selection of instructional approaches in creative writing. Findings therefore mean that student-teacher ratio influences selection of instructional approaches in creative writing.

Qualitative data was also sought from HODs as regards the contributions of teacher-student ratio towards selection of instructional approaches in creative writing. In response to an inquiry on the extent to which student-teacher ratio influence use of instructional approaches in the instruction of creative writing, Responses from interviewee X as stated that;

“A smaller student-teacher ratio could significantly improve performance in Creative Writing. With fewer students in the class, teachers can provide more individualized attention and tailored feedback to each student, helping them develop their unique writing styles and address specific areas of improvement.”

Interviewee A added that;

“Smaller classes encourage more active participation, allowing students to share

their ideas more freely and receive constructive criticism from both peers and the teacher. This fosters a more engaging and interactive learning environment, which is crucial for honing creative writing skills.”

Interviewee P confirmed that;

“Teachers can spend more time discussing each student's work in depth, guiding them through the creative process, and offering inspiration and support. Overall, a smaller student-teacher ratio creates a more personalized and supportive setting, which can greatly enhance students' creative writing abilities.”

These qualitative findings imply that student-teacher ratio influences use of instructional approaches in creative writing since it will determine whether the learners are able to actively participate in the lesson and share their ideas freely while receiving constructive criticism from both teacher and peers. In addition, it will affect the personalized and supportive setting in a class, which may in turn impact learner's creative writing abilities.

This is in agreement with the descriptive finding which had previously illustrated that more than three quarters of the sampled teachers (87.5%) confirmed that student-teacher ratio significantly influences selection of instructional approaches ideal during the instruction of creative writing signifying its importance. This was confirmed by less than half of the sampled grade six learners. Inferential analysis using Chi square illustrated a significant influence of student-teacher ratio for selection of instructional approaches in creative writing. Findings therefore show that student-teacher ratio is important for selection of instructional approaches in creative writing. These findings are in tandem with the study by Blatchford & Russell (2020) who indicated that student-teacher ratio impacts classroom management, learner management, peer relations, tasks given to pupils and time teachers have to mark and provide the learners feedback on various issues regarding creative writing. The author proposes a socio pedagogical model that enhances the outcomes of learners in the classroom enhancing the outcomes of the learners in the various disciplines being taught. In this sense studies confirm the impact of student-teacher ratio in the adoption of instructional approaches during instruction of creative writing. Similarly, these results concur with Kalemba, (2022) where in a descriptive study

conducted in Lusaka confirmed that pupil-teacher ratio was high in public secondary school and had adverse impacts on the academic performance in the public secondary schools. These findings are similar to the findings of the case study by Fubile & Sawe, (2022) in Morogoro Municipality in Tanzania that looked at the impact of teacher-student ratio on mastering reading, writing and arithmetic competences. The study indicated that high student-teacher ratio negatively influenced the students' performance in creative writing in the primary schools in Maara Sub-county in Tharaka Nithi County.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to determine the influence of selected factors on instructional approaches in creative writing within public primary schools Maara Sub-County in Tharaka Nithi County, Kenya. It was guided by four objectives; to determine the influence of teacher preparedness on use of instructional approaches in creative writing, identify the influence of the availability of resources on use of instructional approaches in creative writing, establish the influence of social cultural factors on use of instructional approaches in creative writing and determine the influence of student-teacher ratio on use of instructional approaches in creative writing in Maara Sub-County, Tharaka Nithi County, Kenya. To achieve the study purpose, a descriptive survey research design based integrating qualitative and quantitative methods were adopted. Data was obtained from 40 teachers of English, 242 grade six pupils and 19 heads of English department. Data obtained was analyzed qualitatively using thematic analysis and quantitatively using descriptive and inferential analysis. Descriptive analysis was based on frequency and percentages while inferential analysis was based on Chi-Square.

Data obtained relative to the first objective showed that a majority of the teachers of English confirmed the significance of teachers' preparedness as one of the major factors that influence use of instructional approaches in creative writing. This was confirmed by about three quarters of the sampled pupils acknowledging that their teachers were usually adequately prepared for creative writing instructional process. Qualitative findings indicated that teacher preparedness is key in the application of instructional approaches in creative writing as it enables the teacher to focus on specific lesson objectives and plan in advance for the varied teaching and learning activities aimed for the particular lesson as well as enabling utilization of extensive teaching aids which make the lesson more engaging and memorable which in turn caters to the different learning styles and reinforce key concepts during instruction of creative writing. Inferential analysis based on Chi square results showed that teacher preparedness significantly influences selection of instructional approaches in creative writing, Contingency Coefficient measure of

Association (CC) attributing more than a half of the total variance in selection of instructional approaches to teacher preparedness.

Data obtained relative to the second objective showed that a majority of the teachers of English confirmed availability of resources does not influence use of instructional approaches in creative writing. This was corroborated by the findings from grade six pupils showing that slightly less than three quarters of the sampled pupils indicated that availability of resources greatly influence use of instructional approaches in creative writing. Qualitative data obtained from HODs showed that availability of resources does not significantly influence the use of instructional approaches in creative writing as they are only crucial for practical and hands-on learning experiences; to enhance understanding and clarify complex concepts, engage the pupils by making learning more interesting and interactive as well as provide support to teachers by providing tools needed to deliver their lesson objectives. Inferential analysis based on Chi square results showed that availability of resources insignificantly influences selection of instructional approaches in creative writing. Findings show that availability of resources does not significantly influence selection of instructional approaches in creative writing

Data obtained relative to the third objective showed that a majority of the teachers of English indicated the significance of social-cultural factors as one of the major factors that influence use of instructional approaches in creative writing. This was confirmed by more than three quarters of the sampled pupils who agreed that social cultural factor is one of the major factors that influence use of instructional approaches in creative writing. Qualitative findings indicate that social cultural factors influence the use of instructional approaches in creative writing as cultural diversity affect performance of learners in creative writing due to the different cultural perspectives and experiences that they bring with them to the classroom. Inferential analysis using Chi square illustrated a significant influence of social cultural factors for selection of instructional approaches in creative writing. Findings therefore show that social cultural factors are important for selection of instructional approaches in creative writing.

Data obtained relative to the fourth objective showed that a majority of the teachers of English confirmed the significance of teacher student ratio as one of the major factors that influence use of instructional approaches in creative writing. However, only a small number of the sampled pupils agreed that student-teacher-ratio influences use of instructional approaches in creative writing. Qualitative findings imply that student-teacher ratio influences use of instructional approaches in creative writing since it will determine whether the learners are able to actively participate in the lesson and share their ideas freely while receiving constructive criticism from both teacher and peers. In addition, it will affect the personalized and supportive setting in a class, which may in turn impact learner's creative writing abilities. Inferential analysis using Chi square illustrated a significant influence of student-teacher ratio for selection of instructional approaches in creative writing. Findings therefore show that student-teacher ratio is important for selection of instructional approaches in creative writing.

5.2 Conclusion

The study sought to determine the influence of selected factors on use of instructional approaches in creative writing within public primary schools in Maara Sub-County in Tharaka Nithi County, Kenya. The first objective sought to determine the influence of teacher preparedness on use of instructional approaches in creative writing. Inferential analysis based on Chi square results showed that teacher preparedness significantly influences selection of instructional approaches in creative writing, Contingency Coefficient measure of Association (CC) attributing more than a half of the total variance in selection of instructional approaches to teacher preparedness. It can therefore be concluded that that teacher preparedness significantly influences selection of instructional approaches in creative writing.

The second objective sought to determine the influence of availability of resources on use of instructional approaches in creative writing. Inferential analysis based on Chi square results showed that availability of resources insignificantly influences selection of instructional approaches in creative writing. It can therefore be concluded that availability of resources does not influence selection of instructional approaches in creative writing.

The third objective sought to determine the influence of social cultural factors on use of instructional approaches in creative writing. Inferential analysis using Chi square illustrated a significant influence of social cultural factors for selection of instructional approaches in creative writing. It can therefore be concluded that social cultural factors significantly influences selection of instructional approaches in creative writing.

The fourth objective sought to determine the influence of teacher-student ratio on use of instructional approaches in creative writing. Inferential analysis using Chi square illustrated a significant influence of student-teacher ratio for selection of instructional approaches in creative writing. It can therefore be concluded that student-teacher ratio significantly influences selection of instructional approaches in creative writing.

5.3 Recommendations of the study

Drawing from the research findings and conclusions discussed herein, the study makes the following recommendations:

- i. School administration in collaboration with other stakeholders should sustain and continually improve on their staff professional development in order to boost creative writing by equipping the teachers with the relevant knowledge for instruction of creative writing. This can be done by investing in their teaching staff through organizing: seminar/workshop/capacity building programs, attending examiners trainings, having organized activities and staff mentorship programs as this will increase teachers' output, discipline, proper time management and better instruction of creative writing.
- ii. School administration in collaboration with other stakeholders should provide adequate teaching/learning resources and ensure teachers integrate them to facilitate implementation of instructional approaches such as product based approach, process based approach and genre based approach to enable pupils acquire appropriate creative writing skills.
- iii. The study further recommends that primary public primary schools should integrate additional instructional approaches such as product based approach,

process based approach and genre based approach to ensure that the pupils are able to acquire the best creative writing skills through cultural interactions such as story telling sessions, riddles, tongue twisters, myths and legends. These cultural exposures will enrich their creativity translating to better creative writing skills.

- iv. The Government through Teachers Service Commission should ensure there is a healthy student-teacher ratio to ensure that balance has been created in classes. A healthy student-teacher ratio will ensure that teachers are not overloaded and that the pupils are able to get enough attention from their teachers during instruction.

5.4 Suggestions for Further Studies

From the findings of the study the following areas are suggested for further research:

- i. A similar study should be conducted on the other factors that affect the instruction of creative writing such as teacher competency and learning disruption.
- ii. A study on the influence of selected factors on use of instructional approaches in creative writing should be conducted in other counties and private primary and secondary schools.

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APPENDICES

Appendix I: Introduction Letter

Dear respondent,

I am Karungari, Faith Njoki a post graduate student at Chuka University pursuing a master in education, curriculum and instruction. I am carrying out a field research on instructional approaches in creative writing. The questionnaire is focused on factors that influence instruction of creative writing in public primary schools in Maara Sub-County, Tharaka Nithi county Kenya.

You have been identified as a respondent in this study. Attached is a questionnaire that requires you to answer. Kindly answer with honesty and be objective. Do not write your name on the questionnaire. All information provided will be confidential and will only be used for the purposes of this study only.

Yours faithfully,

Karungari, Faith Njoki

(Researcher)

Appendix II: Teacher's Questionnaire

SECTION 1: Background Information

Please tick in the box provided to answer the questions

1. What is your gender?
 Male () Female ()
2. How long have you been teaching English creative writing? 1-5years () 6-10 years () Over 10 years ()
3. Type of school?
 mixed ()
 Girls only ()
 Boys only ()

SECTION 2: Instructional Approaches in Creative Writing

Kindly indicate the extent to which you apply the following approaches in your creative writing instruction on a scale of 1-5 where 1=No extent 2= little extent 3=Average extent 4=Great extent 5= Very great extent

1. Product Based Approach

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I instruct my pupils to imitate writing styles of other written Works that I provide | | | | | |
| I evaluate pupils work through the feedback I give after assessing their written work | | | | | |
| My pupils should employ correct language use in their writing | | | | | |
| I allow my pupils to develop their own ideas from topics I provide them with | | | | | |
| I allow my pupils to modify other written works in order to learn from them | | | | | |
| I instruct my pupils to come up with own ideas mirrored from models I provide | | | | | |

2. Process Based Approach

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I encourage my pupils to continuously rewrite their works until their ideas are fully expressed | | | | | |
| I hold group work with my pupils where they jointly correct other pupils written works | | | | | |
| My pupils keep revising their written works continually to improve them | | | | | |
| I allow my pupils to put their ideas in writing as a better form of expression | | | | | |
| My pupils write their works over and over improve their writing prowess | | | | | |
| I always correct my pupils work and engage them to ensure they keep improving | | | | | |

3. Genre Based Approach

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I encourage the learners to focus on writing a given style at a time | | | | | |
| I teach my pupils different written genres to encourage them to choose their stronger suits | | | | | |
| I encourage my pupils to always consider the audience that their written works target | | | | | |
| I instruct my pupils to always consider the purpose of their written works | | | | | |
| Pupils Written work must adhere to structural regularities of the genre they choose to write | | | | | |

SECTION 3: Factors Influencing Instruction of Creative Writing

On a scale of 1-5 where 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree, kindly indicate how the following factors influence instruction of creative writing

1. Teacher Preparedness

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I always prepare Professional documents well before the lesson | | | | | |
| I always prepare lesson notes before the lesson and use them during the lesson | | | | | |
| I always prepare teaching aids for my lessons beforehand | | | | | |
| I always have one-on-one interaction with my learners | | | | | |
| I always display mastery of content in my lessons | | | | | |

2. Availability of Resources

| STSTATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Teaching resources are always available for use in my lessons | | | | | |
| Learning resources are sufficiently available for the learners' use | | | | | |
| Availability of teaching and learning resources improve quality of my lesson | | | | | |
| Having different resources makes learning enjoyable and interactive for learners | | | | | |
| Modern technological resources enhances my lessons | | | | | |

3. Social-Cultural Factors

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I allow my learners to have group discussions | | | | | |
| I ensure my learners read diverse literature from different places to have social-cultural exposure | | | | | |
| School routines and activities sometimes interfere with my lessons | | | | | |
| The community such as leaders, guardians, and parents provide additional resources for my lessons when called upon | | | | | |
| I allow my pupil's to learn from one another through correcting each other's work | | | | | |
| My class constitutes pupils from diverse social-cultural backgrounds | | | | | |

4. Student-Teacher Ratio

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| When I have a large class I am overloaded | | | | | |
| When my class is too large there is little time for individualized teaching | | | | | |
| Smaller classes result in higher learner achievement in creative writing | | | | | |
| It is challenging to manage my large class | | | | | |
| Smaller classes create better wellbeing and conducive learning environment for my learners | | | | | |
| Larger classes lead to poor peer learning among my learners | | | | | |

Appendix III Pupils' Questionnaire

SECTION 1: Background Information

Please tick in the box provided to answer the questions

1. Gender?
Male () Female ()
2. Type of your school?
Mixed ()
Girls ()
Boys ()
3. Age
10 years ()
11 years ()
12 years ()

The next questions are about how certain things take place during English lesson and your experiences. There is no right or wrong answer. Read each statement keenly and tick appropriately to express your opinion.

SECTION 2: Instructional Approaches in Creative Writing

Kindly indicate the extent to which you agree with the following statements as they apply in your creative writing instruction on a scale of 1-5 where 1=No extent 2= little extent 3=Average extent 4=Great extent 5= Very great extent

1. Product Based Approach

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Our teachers asks us to imitate works written by other writers so as to improve our skills | | | | | |
| We learn through changing written stories provided by our teacher into our own ideas | | | | | |
| Our teacher marks and corrects our written works to help us improve our writing skills | | | | | |
| Our teacher requires our written work to follow correct grammar | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| We usually develop our own ideas from topics provided by the teacher | | | | | |
|--|--|--|--|--|--|

2. Process Based Approach

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| We repeatedly rewrite our stories until they are well written | | | | | |
| We are allowed to plan what to write before writing so as to ensure our stories are well written | | | | | |
| We always send written stories first to the teacher to be marked | | | | | |
| The teacher corrects our work in time to ensure we always write better stories | | | | | |
| We write many stories to continually build our creativity | | | | | |

3. Genre Based Approach

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Our stories are meant for specific readers such as children and youth | | | | | |
| Our stories are written for specific purpose such as learning and enjoyment | | | | | |
| Our written stories follow a given style of writing such as dialogue, plays, or narratives | | | | | |
| Our stories are based on different kinds of writing such as poems, songs, or essays | | | | | |
| Our stories should follow the correct writing method | | | | | |

SECTION 3: Factors Influencing use of Instructional Approaches in Creative Writing

On a scale of 1-5 where 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree, kindly indicate how the following factors influence instruction of creative writing

1. Teacher Preparedness

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Our teacher uses charts, pictures, and resource persons during the lesson | | | | | |
| Our teacher creates time for one on one interactions to help us learn better | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Our teacher knows many things about creative writing | | | | | |
|--|--|--|--|--|--|

2. Availability of Resources

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Books are enough for us to use during the lesson | | | | | |
| We learn and understand better when we have enough during the lesson | | | | | |
| We enjoy our lessons better when our teacher uses different kinds of books to teach us | | | | | |
| Our teacher uses modern technology such as internet, tablets, and projector | | | | | |

2. Social-Cultural Factors

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| We learn better when we have discussions with other pupils during a lesson | | | | | |
| Our teacher allows us to read different kinds of stories from different places | | | | | |
| School activities sometimes interrupt our lessons | | | | | |
| My parents buy me more story books to read | | | | | |
| We have pupils who do not speak my mother-tongue in our class | | | | | |

3. Student-Teacher Ratio

| STATEMENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| We are too many in class we find it hard to get the teacher's attention | | | | | |
| We are few in our class our teacher marks all our books very fast | | | | | |
| When we are few in class the teacher has time to check my work in every lesson | | | | | |

Appendix IV: Interview Schedule for Heads of Department

- 1) How would you rate the performance in English in your school?
- 2) State your opinion on whether or not the use of appropriate instructional approaches could improve performance in CW?
- 3) Do your teachers provide topics top the learners to write on?
- 4) How often do your pupils write compositions and essays?
- 5) Do your teachers prepare lesson plans, teaching aids or use resource persons during instruction?
- 6) Are there any challenges in accessing teaching and learning resources in your school?
- 7) Do you think a smaller student-teacher ratio could improve performance in CW? If yes, in which was?
- 8) Your pupils come from different cultural backgrounds. Do you suppose this affects performance in CW?
- 9) What makes it challenging for your teachers to use appropriate instructional approaches in their CW lessons?

Appendix V: Ethics Approval Letter



CHUKA UNIVERSITY

Knowledge is Wealth (*Sapientia divitia est*) Akili ni Mali

OFFICE OF THE DIRECTOR BOARD OF POSTGRADUATE STUDIES

Telephones: 020-2310512/18
Direct Line: 020-268 7625

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P. O. Box 109-60400, Chuka
Website: www.chuka.ac.ke

REF: EM14/39831/18

30th July, 2024

Director
National Commission for Science Technology and Innovation
Off Waiyaki Way, Upper Kabete
P O Box 30623, 00100
Nairobi.

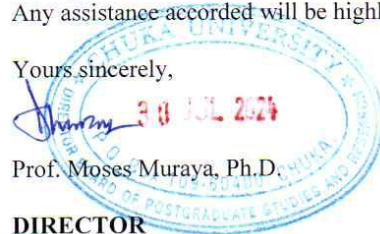
Dear Sir / Madam,

KARUNGARI FAITH

The above-named person is a *bona fide* student of Chuka University pursuing MED Curriculum & Instructions proposal titled: **Influence of Selected Factors on Use of Instructional Approaches in Creative Writing in Public Primary Schools in Maara Sub-County, Tharaka Nithi County, Kenya.**

Ms. Njoki has defended at the Faculty level and is now expected to conduct research. Any assistance accorded will be highly appreciated.

Yours sincerely,


Prof. Moses Muraya, Ph.D.

DIRECTOR
BOARD OF POSTGRADUATE STUDIES

Appendix VI: University Introduction Letter



CHUKA UNIVERSITY INSTITUTIONAL ETHICS REVIEW COMMITTEE

Telephones: 020-2310512/18
Direct Line: 0772894438

Email: info@chuka.ac.ke

P. O. Box 109-60400, Chuka
Website: www.chuka.ac.ke

25th July, 2024

REF: CUIERC/ NACOSTI/599
TO: Karungari Faith Njoki

RE: Influence of Selected Factors on Use of Instructional Approaches in Creative Writing in Public Primary Schools in Maara Sub-County, Tharaka Nithi County, Kenya

This is to inform you that *Chuka University IERC* has reviewed and approved your above research proposal. Your application approval number is *NACOSTI/NBC/AC-0812*. The approval period is 25th July, 2024 – 25th July, 2025.

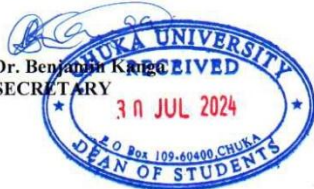
This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Chuka University IERC*.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Chuka University IERC* within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Chuka University IERC* within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to *Chuka University IERC*.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

Dr. Benjamin K. K. K. K.
SECRETARY



Appendix VII: Research Permit

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 544022

Date of Issue: 09/August/2024

RESEARCH LICENSE



This is to Certify that Miss. FAITH NJOKI KARUNGARI of Chuka University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Tharaka-Nithi on the topic: INFLUENCE OF SELECTED FACTORS ON USE OF INSTRUCTIONAL APPROACHES IN CREATIVE WRITING IN PUBLIC PRIMARY SCHOOLS IN MAARA SUB-COUNTY, THARAKA NITHI COUNTY, KENYA for the period ending : 09/August/2025.

License No: NACOSTI/P/24/38855

Applicant Identification Number: 544022

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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See overleaf for conditions