

**EDUCATIONAL FACTORS INFLUENCING LEARNING OF IMAGINATIVE
WRITING AMONG FORM THREE SECONDARY SCHOOL STUDENTS IN
KAKAMEGA CENTRAL SUB COUNTY, KENYA**

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**A Thesis Submitted in partial Fulfillment of the Requirements for the Award of Master of
Education in English Degree of Masinde Muliro University of Science and Technology**

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DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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CERTIFICATION

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DEDICATION

This thesis is dedicated to Sr. Veronica, Mr. Agoi, Dr. Maragia, Joseph Ochako (dad), Mary Kemunto (mum), Pauline, Francisca, Emmanuel, Gabriella and the late Dr. Bob Mbori for their mutual support and encouragement.

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ABSTRACT

Secondary school students in Kenya learn imaginative writing through English, a second language performed dismally making educators and the general Kenyan public worried. This study established educational factors influencing learning of imaginative writing in secondary schools in Kakamega Central Sub County, Kenya. It investigated the strategies secondary school teachers of English use in the teaching of imaginative writing, Form Three students' practices used to learning of imaginative writing, challenges faced during imaginative writing and challenges faced in teaching imaginative writing. Guided by The Input Hypothesis of Krashen's Monitor Theory of Second Language Acquisition (SLA), the study used a descriptive survey design and sampled 7 out of 23 public secondary schools in Kakamega Central Sub County through stratified, purposive and simple random sampling. 271 Form Three secondary school students and 7 secondary school teachers of English participated in the study. Questionnaires, interview schedules, participant lesson observation schedule and document analysis schedule were used to collect data on teaching strategies, practices students used, challenges students faced and challenges teachers faced respectively in the learning of imaginative writing. Piloting determined validity and reliability of the research tools. Permission was sought from relevant authorities before conducting research. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) and presented in frequency tables and percentages, bar graphs and pie charts. Qualitative data in turn was analyzed based on themes and content, and presented descriptively in words. Findings indicate that question and answer teaching approach was commonly used, insufficient instructional materials and lack of computer competence negatively affected 86 percent of teachers of imaginative writing. Students had challenges with using correct spellings, appropriate use of tenses and good use of punctuation marks. Further, most of the students lacked self-management skills in imaginative writing and teachers taught large classrooms with insufficient instructional materials for imaginative writing. The study recommends workshops for teachers on imaginative writing, appropriate teaching approaches and integration of technology into the imaginative writing lessons. Further, learners would be encouraged to take some time to plan, write and edit their imaginative writing exercises to minimize spelling errors and wrong punctuation during imaginative writing. The study suggests that, among other areas, studies be carried out on the role of information technology, gender and first language in influencing learning of imaginative writing in schools.

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ACRONYMS AND ABBREVIATIONS

CDE- County Director of Education

MoE- Ministry of Education

KNEC- Kenya National Examinations Council

YWP- Young Writers' Project

ATLAC- Art as a Tool for Learning Across the Curriculum

CHAPTER ONE

INTRODUCTION

1.1. Overview

This chapter starts by giving the background of the study on educational factors influencing learning of imaginative writing, stating the problem of the study and identifying the purpose of the study. In addition, study objectives and research questions have been highlighted. Further, the significance, justification and scope of the study are discussed. The theoretical framework guiding the study is also discussed. Finally, apart from basic assumptions, operational definition of key terms, organization of the thesis and summary of the chapter are also provided.

1.2. Background to the Study

There are four language skills that are learned in English as a second language in Kenya. They are: listening, speaking, reading and writing. These skills are classified as either receptive or productive (Asif, 2013), whereby listening and reading are receptive while speaking and writing are productive (ibid, p.37). This study emphasizes on writing skills since writing can be used to measure learning of the other three language skills and written materials be used for reference in future. Secondary school students learn writing skills in English as a subject. Writing skills are divided into imaginative and functional writing skills.

Imaginative writing is the use of written language to conceptualize, explore and record experiences in such a way as to create a unique symbolization of the language (Khan, 2011). It therefore means that imaginative writing is meant for self expression and pleasure through employment of creativity in writing. On the contrast, functional writing is a form of writing that expresses specific information in a particular format. It includes writing to communicate within institutions and

individuals (Suleiman, 2011). However, Thien (2015) noted that in November 2014, City University of Hong Kong abruptly shut down its programme in creative writing because of increasing political interference from China. The students, who wrote in English, came from 20 different countries and multiple languages and wished to express themselves instead of rioting, since they knew that literature from America and England had transformed them.

Historians who have studied the development of literacy had cited the acquisition of writing within a culture as a basic factor in the development of modern thought (Langer and Applebee, 1987). They attributed this development to the fact that the act of imaginative writing facilitated a logical, linear presentation of ideas that could be presented during composition learning. The composition classroom became the imaginative writing classroom so as to integrate the genre of creative nonfiction into composition classrooms and allow new ways of thinking about composition (Yide, 2003). Creative Writing first gained prominence at MA level in Britain and courses at postgraduate level were developed and set the agenda for the increase in undergraduate provision (Holland, 2003).

True writing of language was invented independently in Mesopotamia around 3200BCE and Mesoamerica around 600BCE when the celebrated writer and environmentalist Wallace Stegner, founded the Stanford creative writing program and writing fellowships in 1946 after arriving from Harvard University with the aim of providing young talented writers the guidance, encouragement and funding to further their writing knowledge and craft (Craft et al, 2007).

Stegner (2013) noted that there were many gifted writers who had so much to say, and therefore offered fellowships in poetry, fiction and play writing. The concept and application of creative learning was being developed in England in particular

through schools supported by organizations such as creative partnerships (Craft et al, 2007). When the written word came into being, storytelling changed into imaginative writings to preserve the best stories and fables for future generations (Caffrey, 2012). Makerere University was the creative centre and the student publication Pen point benefited such writers like Ngugi wa Thiong'o, Taban Lo Liyong and others (Mushakavanhu, 2013).

Imaginative writing is a distinct discipline which equips students with skills which are often different to those developed by English graduates (Holland, 2003). Imaginative writing provides a common experience for the whole class. Actually, it is a basis from which a variety of language activities of different levels can be generated (Al-Qomoul, 2007).

In Kenya today, each culturally diverse group of people has its own language. Kiswahili is both the national and official language while English is only the official language. English is however the medium of instruction in Kenyan educational institutions. Since there are clearly discernible patterns of creative writing which may be linked to language (Mbithe, 2014) and, because through language different people and communities are able to share their ideas and concepts (Ahmad et al, 2011), it is better to present the language well in imaginative writing.

Imaginative writing is different from other academic papers or reports since it uses imagination; the faculty that enables us to make mental pictures of things that are not actually in front of us (Baig, 2010). Learning of imaginative writing has a special place in education as a whole because it equips learners with the basic skills of language and gives them opportunities for free expression of feelings and

experiences (Khan, 2011). It starts from the classroom environment and is measured through imaginative writing tasks. This is because writing enters into all aspects of human life, especially nowadays when we use the internet and e-mail.

Imaginative writing is permanent because it can be reflected upon and reviewed in future, so it ought to be learnt effectively. On the contrary, learning of imaginative writing among Form Three secondary school students would be influenced by many factors that are connected with education. It was therefore important to investigate the educational factors that influenced learning of imaginative writing among Form Three secondary school students.

1.3. Statement of the Problem

Imaginative writing is taught in English to equip learners with the basic language skills and give them opportunities to express their feelings and experiences freely. Since English is a compulsory and examinable subject that is used as the medium of instruction in Kenyan secondary schools, it ought to be performed exceptionally well. Entry into higher institutions of learning in Kenya depends on the overall performance in all subjects during the Kenya Certificate of Secondary Education (KCSE) examinations. This means that good imaginative writing reflects good mastery of concepts and content of the English language. As a result, it leads to understanding of examination questions set in the English language and good performance in other subjects, because the learner is able to show ability to comprehend and interpret information before presenting it clearly on paper.

Despite the importance of imaginative writing, most secondary school students in Kakamega Central Sub County performed below average (below 50%). This is because they face great difficulty in expressing themselves in simple English during

imaginative writing. Secondary school students' imaginative written work had much more profound issues with grammar (Anderson, 2013) which weakened the general performance of English as a subject. This was a major issue in language development among secondary school students, which resulted into poor performance in English as a subject and consequently other subjects. That is why the Kakamega County Director of Education (2014) recommended the need for enhanced delivery of the subject content by the teachers to increase learner achievement in imaginative writing in English.

There had also been complaints from the Kenya National Examination Council (KNEC) that students hardly communicated in imaginative writing. When releasing the Kenya Certificate of Secondary Education (KCSE) 2013 results in 2014, the Kakamega County Director of Education (CDE) noted the trend of dismal performance in English in secondary schools (CDE, 2014). This had become a worrying trend because as days, months and years passed, the performance in imaginative writing and English as a subject worsened.

It was clear that when the Cabinet Secretary for Education, Dr. Fred Matiang'i released KCSE 2016 results, outcomes were shocking that there was no grade "A" in English subject in the whole country (Nation, 2017). Although by gender, female candidates performed better than male candidates in eight out of the 30 subjects, English being one of them (Media max, 2017) English recorded a mean of 40.29% (KNEC, 2016). This was below average, an indication why there had been grumbles that secondary schools passed on half-baked products to university (Kariuki, 2013). Further, unproductive teaching that most secondary school students went through killed creativity because it was not meant to make them acquire life skills but pass exams (Kabaji, 2013). This meant that the secondary school students' ability to

achieve communication competence in imaginative writing was a major problem (Ouma, 2013).

Despite these dilemmas and anxieties which faced educators and curriculum developers on learning of imaginative writing, best intervention strategies are yet to be realized. It was from this perspective that this study aimed at investigating educational factors influencing learning of imaginative writing among Form Three secondary school students.

1.4. Purpose of the Study

The study aimed at investigating educational factors influencing learning of imaginative writing among Form Three secondary school students in Kakamega Central Sub County

1.5. Objectives of the Study

The objectives of the study were to:

- i. establish the strategies teachers use to teach imaginative writing to Form Three secondary school students in Kakamega Central Sub County
- ii. find out the practices Form Three secondary school students use to learn imaginative writing in Kakamega Central Sub County
- iii. explore writing challenges faced in imaginative writing among Form Three Secondary School Students in Kakamega Central Sub County
- iv. establish teaching challenges (if any) faced by secondary school teachers of English in teaching of imaginative writing among Form Three Secondary School Students in Kakamega Central Sub County

1.6. Research Questions

The study was guided by the following research questions:

- i) Which strategies do teachers use to teach imaginative writing to Form Three secondary school students in Kakamega Central Sub County?
- ii) What are the practices Form Three secondary school students use to learn imaginative writing in Kakamega Central Sub County?
- iii) What writing challenges are faced in imaginative writing among Form Three Secondary School Students in Kakamega Central Sub County?
- iv) What teaching challenges (if any) do teachers of English face in teaching of imaginative writing among Form Three Secondary School Students in Kakamega Central Sub County?

1.7. Significance of the Study

The findings of this study will help a lot in theory and practice for the learning of imaginative writing because it will contribute to knowledge advancement on learning of imaginative writing, through highlighting educational factors that influence learning of imaginative writing. The findings will be shared with practising teachers, other researchers and curriculum developers through a written report. To practicing teachers, they will identify major challenges in imaginative writing and address them. To other researchers, the findings will be useful as they will form a foundation on which they can be guided to develop other studies related to the same area and add to the existing literature on learning of imaginative writing and curriculum developers will put in place schedules in the teaching of imaginative writing while considering how to address educational factors influencing learning of imaginative writing.

1.8. Justification for the Study

Learning of imaginative writing is very important to the development of the English language. For instance, using imagination in writing results into products like poems and stories (Baig, 2010), novels and plays, not forgetting music which enhance the

growth of the world of literature and communication. When pupils who are not exposed to extensive reading join secondary schools, they need a lot of assistance and consequently a lot of time from teachers of English to learn imaginative writing effectively or else, the score in imaginative writing will always be declining.

In Kenya, the Ministry of Education (MoE) developed the syllabus and objectives that guided teaching of four language skills. Sadly, education offered emphasized on grades, leaving little room for analysis, creativity and innovation (YWP, 2010) during the learning of imaginative writing. In addition, there was always a decline in the performance of imaginative writing and consequently English as a subject.

An immediate and urgent step needed to be taken to establish educational factors influencing learning of imaginative writing among Form three secondary school students in Kakamega Central Sub County and recommend possible ways of improving learning of imaginative writing to enhance the academic performance in imaginative writing, English as a subject and consequently other subjects tested in the English language.

1.9. Scope and Limitations of the Study

The scope and limitations of the study are discussed as follows:

1.9.1.Scope

The study was conducted in Kakamega Central Sub County (See appendix II) which is within Kakamega County (See appendix III) because Kakamega Central Sub County has all categories of secondary schools: national, county, sub- county, same gender and mixed schools just like a county or region can. It was confined to Form Three public secondary school students in Kakamega Central Sub County which has two divisions: Lurambi and Municipality. Teachers of imaginative writing came in

since they played an important role in enhancing learning of imaginative writing through teaching.

It was hoped that Form Three secondary school students had learned for eight years in primary school and at least two years of secondary education, and would therefore provide enough and reliable data for the research on educational factors influencing learning of imaginative writing in secondary schools. Form Four students would be used but they had tight and busy schedules in preparation for the Kenya Certificate of Secondary Education, leaving Form Three the best alternative because form two students are still in the junior level. The study therefore looked at educational factors influencing learning of imaginative writing among Form Three secondary school students in Kakamega Central Sub County, Kenya.

1.9.2.Limitations

Limitations of the study included unwillingness from some participants to participate in the research and some respondents taking too long to fill in questionnaires. For instance, some teachers of English feared that the imaginative writing lesson observation was meant to betray them in the County's Quality Assurance and Standards Office. The researcher took considerable time to elaborately explain how important the data to be collected would be towards enhancing learning of imaginative writing. The elaborate explanation convinced the respondents, including those who had shown unwillingness to participate, thus all sampled participants cooperated in providing data for this research.

1.10. Theoretical Framework

The study was 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. According to the input hypothesis, 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.

1.11. 1.11 Basic Assumptions

1. That participants would show cooperation and willingly provide required information during the research.
2. That the research participants would be present during follow up for data collection.

1.12. 1.12. Operational Definition of Key Terms

The following terms have been used in this study, and are defined as follows:

Educational- providing education or relating to education (Cambridge English Dictionary), or relating to the provision of education (Lexico Oxford Dictionary)

Factor- an element or cause that contributes to a result (British Dictionary), one of the things that affects an event, decision, or situation (Collins English Dictionary) or a circumstance, fact, or influence that contributes to a result (Lexico Oxford Dictionary).

Educational factors – The Oxford Advanced Learners' Dictionary defines education as systematic instruction and factors as circumstances. Therefore educational factors are circumstances that are associated with education and can affect the development of character or mental powers of an individual during systematic instruction in imaginative writing. This study investigated educational factors to distinguish them

from other factors like psychological and socio-cultural factors, because they were likely to influence learning of imaginative writing.

Imaginative writing – This is a formed mental image of something, arranged in a pleasing and balanced way and presented freely in writing. This study focused on imaginative writing since it gave room for freedom in self-expression through writing.

Practice – is a repeated exercise in an activity requiring the development and improvement of a skill. This study focused on the level of practice to find out how repeatedly the exercise was done and activities involved in developing and improving learning of imaginative writing, since practice makes perfect.

Challenges – are demanding or difficult tasks that test people’s ability and skill. This study focused on investigating educational challenges that teachers faced in their efforts to teach imaginative writing.

1.13. Organization of the Thesis

This thesis is organized into five chapters. Chapter one starts by giving the background of the study on educational factors influencing learning of imaginative writing, stating the problem of the study and identifying the purpose of the study. In addition, study objectives and leading research questions have been highlighted. Further, the significance, justification and scope of the study are discussed. Theoretical framework is also elaborated. Finally, apart from assumptions, operational definition of key terms, organization of the thesis and summary of the chapter are also provided. Chapter two discusses relevant reviewed literature related to learning of imaginative writing and provides links to the theoretical framework.

Chapter three presents the research design and methodology which includes location of the study, population, sample and sampling procedure and, instruments of data collection. Piloting for validity and reliability is discussed with procedure for data collection clearly described. Finally, data analysis and ethical considerations are also elaborated. Chapter four presents data analysis and the way data has been presented, gives interpretation of the data and discusses the findings while chapter five presents the summary of the findings, provides the conclusions of the study based on findings and gives recommendations for policy action. It concludes by outlining suggestions for further research.

1.14. Summary of the Chapter

This chapter has discussed the overview, background to the study on learning of imaginative writing in English as a Second Language and, apart from stating the problem, the chapter has identified the purpose of the study. Specific objectives and research questions for the research have been listed and, significance of the study discussed. Further, justification of the study has been made, scope and limitations of the study discussed and operational definition of key terms clearly outlined. The organization of the thesis has also been finally elaborated. Relevant literature reviewed and theoretical framework will be discussed in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents reviewed literature that is relevant to this study on educational factors influencing learning of imaginative writing among form three secondary school students in Kakamega Central Sub County. It begins by defining imaginative writing and describing how it is taught. Apart from pointing out the strengths of learning imaginative writing, the chapter also discusses the educational factors influencing imaginative writing. Further, studies on teaching imaginative writing, level of practice in imaginative writing, educational challenges faced by students during imaginative writing and educational challenges faced in teaching imaginative writing are reviewed and discussed. Finally, a summary of the chapter is given.

2.1.1 Definition of Imaginative Writing

Imaginative writing has been given a number of definitions by various scholars. According to Maley (2009), imaginative writing is the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. His major emphasis is style. Similarly, Neupane (2014) describes imaginative writing as personal writing where the purpose is to express thoughts, feeling and emotions in an imaginative, unique, and sometimes poetic way. On the contrast, Deppeler and Villy, (2015), Harold (2015) and David (2015) define an imaginative essay as fiction that may contain elements of fantasy and go outside the bounds of normal professional, journalistic, academic, or technical forms of literature since students are asked to imagine a particular historical or fantastic situation and write the rest of the story.

According to Yide (2003), writing is a skill that is not just about teaching, but also learning. Imaginative writing calls for many revisions of the first draft (Kolin, 2010) because it is a dynamic process that changes as thoughts and information change (Nyondo, 2012). This means that having an idea and writing it down does not measure up to imaginative writing, but people learn to become writers by going through the writing process (Nyondo, 2012)

For the sake of this study, imaginative writing will therefore be described as an activity that involves a process of thinking and organizing thoughts through writing to make an original composition that is more contemporary and process-oriented in expressing ideas and thoughts to express feelings and emotions. Its arrangement is chronological, meaning it has a beginning, middle and an ending. It is about people or situations the reader can connect to, and this makes the author be keen about words to be used and the meaning they will convey, depending on the type of imaginative writing.

2.1.2 Types of Imaginative Writing

The type of imaginative task the learner is asked to write dictates the choice of words to be used. Imaginative writing usually includes **descriptive**, **expository**, **narrative** and **argumentative** texts (ORELT, 2015). In a **descriptive** text, a writer gives his or her readers pictures to see, sounds to hear, and things to taste, feel and smell. **Expository** writing defines, explains or describes how something is done or how something happens. A **narrative** describes an event chronologically, usually with a beginning, middle and end (ORELT, 2015). An **argument** is intended to convince others of something or to persuade them to do something. Consequently, the learner writes in a way that arouses the reader emotionally and the reader is

made eager to know what happens to the main character. This makes one to appreciate the need to learn imaginative writing.

2.1.3 Importance of Imaginative Writing

Learning of imaginative writing has a special place in education as a whole because it equips learners with the basic skills of language and gives them opportunities for free expression of feelings and experiences (Khan, 2011). Imaginative writing accounts for 10% of the total score in English, but the skills employed in imaginative writing apply to any question in English because the learner is able to show ability to comprehend and interpret information before presenting it clearly on paper. This explains why learning imaginative writing is important to the general performance in English as a subject.

Learning of imaginative writing starts from the classroom environment through teaching using various strategies and learners' practices, and is measured through imaginative writing tasks. Since creativity is multidimensional and means using your brain to improve your intelligence and learn how to think better, it can be a trait, skill, ability, or an approach, or all of these (Education Times, 2011).

The importance of creative writing in developing children's cognitive and communication skills cannot be under-estimated (Essex, 2015). People often say that reading is fundamental to education and you cannot do anything with your life without the ability to read, but as a matter of fact, overlook the need for good writers (Fioriello, 2015). Actually, the aim of teaching creative writing is to make the students be able to express themselves in different literary forms (Neupane, 2014).

In this competitive world, creativity plays a vital role in proving one's unique quality in winning the minds and hearts of anyone (Sathya and Selvan, 2014). In a child's

literacy development, it entertains, fosters artistic expression, explores the functions and values of writing, stimulates imagination, clarifies thinking, searches for identity and helps learn to read and write (Essex, 2015).

Apart from sharpening students' ability to express their thoughts clearly, creative writing encourages them to think beyond the ordinary and use their imagination to express their ideas in their own way (ORELT, 2015). For instance, if one plans to pursue a career in journalism that deviates its style of writing from news reporting like an opinion columnist, a composer of editorials, or something within that nature, one needs to have skills of creative writing well presented because of its appealing nature (Desiree, 2014).

Creative writing also promotes one's ability to communicate (Northway, 2011), besides developing critical thinking skills and ability to evaluate a piece of literary work among students. As a result, it improves students' problem-solving abilities (ORELT, 2015). In addition, creative writing gives out information, makes learning more interesting and helps one to be a better writer through practice (Kwok, 2015). Writing is very important as a tool for measuring the learning outcomes of imaginative writing. This implies that one's ability to be creative can be clearly seen through written imaginative texts after learning imaginative writing. In this case, the teacher is fundamental in enhancing learning of imaginative writing through the approaches employed.

2.2. Teaching Imaginative Writing

Teaching refers to imparting knowledge about a particular issue. It takes place in schools using principles and methods of teaching which vary according to the level and subject being taught. Some people think and circulate lies of imaginative

writing as something inspired by muses and shaped by genius, and which cannot be taught (Mushakavanhu, 2013). Underlying this argument is a definite sense that composition is hard, hence so few pupils are good at it and so few teachers teach it (Ings, 2005).

Teachers are very important tools of input towards effective learning of imaginative writing. It is believed that all teachers of English are capable of teaching imaginative writing and by virtue of their training, knowledge and skills attained, they are believed to provide a larger percentage of input in learning of imaginative writing. Today, there is a growing interest in the teaching of composition writing (Wyans, 2008), where instructional methods are important variables in effective teaching to enhance learning of imaginative writing. Teaching imaginative writing involves focusing on students' self-expression and is taught by taking students through a series of steps that demonstrate the *process* of writing (ORELT, 2015). Therefore, every stage of the writing process should be studied and demonstrated by teachers and students in order to develop the writing abilities (Tufail, 2013).

Since the concepts of teaching and learning are very closely related, teaching is therefore a process that facilitates learning (Omulando and Barasa 2013). This implies that the way the teacher teaches the learner is very important in enhancing learning of imaginative writing. Despite the teacher's input using appropriate approaches to enhance learning of imaginative writing, curriculum and assessment expectations may still affect teaching and learning of imaginative writing.

There are so many issues and challenges of teaching creative writing. According to Myles (2002), language proficiency and competence underlies the ability to write in

the L2 in a fundamental way, and therefore, L2 writing instructors should take into account both strategy development and language skill development when working with students. As Neupane (2014) noted, teaching creative writing is a very challenging job to the teachers even though they have lots of knowledge about subject matter, simply because of developed forms of language which express ideas, information and thoughts.

According to Isaacson (2019), student writing can be evaluated on five product factors: fluency, content, conventions, syntax, and vocabulary, to give a complete picture of a student's writing performance across different text structures and help in identifying strengths and weaknesses, planning instruction, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress. Pedagogy is one of the problems, particularly when it favours the 'secretarial' aspects of writing over its expression of thought, its content and style (Ings, 2005). In addition, the various approaches used in teaching imaginative writing positively or negatively affect learning of imaginative writing as will be discussed.

2.2.1 Strategies Used in Teaching Imaginative Writing

There are several approaches advocated for in literature for teaching imaginative writing but there are two main ones; they include the product approach and process approach. According to Graham and Gilbert (2015), the process approach entails three stages: pre-writing, focusing ideas and evaluating, structuring and editing. In teaching imaginative writing, the teacher is expected to guide the learner in the pre-writing stage, brainstorming for ideas, planning for the writing and generating ideas, questioning the topic, discussing and debating what to be communicated. Stage two involves focusing ideas. It requires the learner to quickly write on a topic,

share ideas in groups, change viewpoints and vary the form of writing. Lastly, in evaluating, structuring and editing, the learner organizes the pre-written notes, edits his own work looking for errors and interchanges the written work with fellow learners for peer editing and proof-reading.

After writing, learners submit their written essays to the teacher to be marked and graded rather than evaluated (Burroway, 2015). This approach is learner-centered but too involving for a large class. One of the common weaknesses identified in the product approach is an over-emphasis on technical matters, such as punctuation or complex sentences, at the expense of helping learners to develop and structure their ideas (Ings, 2005).

Burroway (2015) did a comparative analysis of the effect of process and product writing approaches on writing skills development of language learners in Malaysian schools. A survey of existing research on process and product writing approaches was done. Burroway's study also explored the reasons why product approach was adopted in Malaysian classrooms at the cost of process approach. The findings showed that teachers preferred to use product approach due to its easy application and avoided process approach due to its being time consuming. However, considering Malaysian schools, Burroway's study suggested that instead of using either product or process approaches in isolation, teachers should blend both approaches and use them according to the demand of situation, nature of learners and their learning styles. This will help teachers to use the merits of both approaches and avoid their demerits.

Mwangi (2016) established that dramatization is an effective strategy in teaching the English language and promotes learner achievement in Igembe North and

Imenti South District, in Kenya. She carried out a study in public secondary schools in Meru County, Kenya to establish the effect of role play, simulation, mime and language games in curriculum implementation at secondary school level. The guiding objectives were: to establish the extent to which role-play influences learner achievement in learning of the English language in Meru North and Imenti-South Secondary schools and determine how simulation can be integrated in the process of learning the English language in secondary schools in Imenti North and Imenti South, districts.

Further, the study was to examine the utility of dramatization in the communicative approach of learning the English language in secondary schools in Meru- North and Imenti South districts and examine the attitude of learners and teachers towards language game as an activity of enhancing learning of the English Language in Secondary schools in Meru-North and Imenti South Districts. Finally, the study sought to establish learners' achievement of the English Language when dramatization is used in teaching and learning of the English Language in Secondary Schools, in Meru North and Imenti South, Districts.

Quasi- experimental design was adopted for Mwangi's (2016) study. The target population included head teachers, teachers, education offices and learners in public secondary schools in Meru County, which had form three and four classes as at January, 2012. A sample of 66 head teachers, 126 teachers, 15 education officers and 314 learners were selected from 66 public secondary school out of a total of 82 schools, to represent teachers, education officers and learners. The multiphase sampling procedure was adapted for this study. Data was collected using questionnaires, test scores and guided interview. The resultant information was

analyzed using SPSS, quantitative and qualitative approaches. The study established that teaching strategies such as role play, simulation, language games and mime had a significant influence on learner achievement and dramatization was superior to lecture strategy in teaching of the English Language.

Mwangi recommended that the government should plan to address the issue of including dramatization in teaching the integrated syllabus by requesting KICD to incorporate dramatic genres in the language curriculum. Mwangi (2016)'s study relates to the current one as it provides avenues to enhancing creativity, thus promoting imaginative writing. It also agrees with Tolga (2013)'s study which found out that the creative drama method contributed to the improvement of the learners' writing skills regarding writing format, content and language and expression.

On the other hand, Pappas (2012) advocates for the use of the process approach to teaching imaginative writing and emphasizes that the teacher encourages learners to brainstorm, draft, revise, edit and develop a sense of audience in the written work so as to make English as a Second Language (ESL) students independent, creative and imaginative writers. The process approach is appropriate because it treats all writing as a creative act which requires time and positive feedback to be done well (Graham and Gilbert, 2015). Moreover, in the process approach to imaginative writing, the teacher is involved in the writing process itself and gives feedback during the writing process, thus encouraging an improvement in imaginative writing among learners, unlike when learners just copy and develop the already written piece.

2.2.2 Curriculum and Assessment Expectations

In any teaching, a curriculum is an important tool that guides the teacher on what is to be emphasized while teaching a skill. In Kenya, the English curriculum has objectives that aim at ensuring the learner learns the four skills: listening, speaking, reading and writing.

In a study by Mbithe (2014), curriculum affected learners' performances. Mbithe's study investigated the influence of the integrated English curriculum on students' performance in English at the KCSE in Masinga Division, Kenya. The study was guided by the following objectives; to establish how the teaching techniques employed in teaching the integrated English affects the students' performance, to determine how the content of the integrated English syllabus influence the performance of English at KCSE level and to establish the extent to which internal assessment of English influences performance of English. Using a descriptive survey, she targeted forty-one teachers of English and 690 students from twenty-three public secondary schools in Masinga division.

Questionnaires for the teachers of English and students were used. The data collected was analyzed using descriptive statistics, the study found out that both the students and teachers had a positive attitude towards the integrated English curriculum. In addition, although the teachers employed the right teaching techniques and had the necessary professional documents and adequate teaching learning resources, the students still performed poorly. Moreover, the regression analysis found that teaching techniques employed in teaching, content of Integrated English syllabus and the internal assessment and evaluation influence performance of English at KCSE level. Mbithe's (2014) study is important as it informs the

current one that there are other factors apart from teaching that influence learning of imaginative writing, and imaginative writing is incorporated in the integrated English curriculum.

Craft et al (2007) presented a report on a significant ‘slice’ which focused on teacher stance in creative learning. The study was conducted over a 12 months period from February 2005, in three primary schools and one secondary school, investigating progression in musical and written composition, and involved children aged 4-15 years. A co-participative research design was selected to include researching teachers, combined with a collaborative approach to data analysis using an inductive-deductive analytic approach. Findings were that a part from the growing competence and capability of composition, there was a comparison with adult standards in the progression in musical and written composition.

Craft et al (2007) also discovered that as children’s self- determination grew, its agency diminished over time since choices were increasingly determined by curriculum and assessment expectations. On the other hand, reflection and persistence was noted with increased age. This implied that adults showed a lot of willingness to learn musical and written composition than children and that the way the teacher looks at creativity in the teaching context is likely to affect the teaching process and consequently influence the learning of imaginative writing.

2.2.3 Teachers’ Perception about Creativity

The way the teacher perceives creativity affects the way it will be presented to learners when teaching. In order to learn more about the writing process, educators must move away from using standardized instruction, goals, evaluation requirements and time constraints to acknowledge the difficulty of writing and the

amount of work involved to writing (Ings, 2005). This means that teachers should deeply understand what is involved in the writing process and practice it in class as they help learners in the imaginative writing process. As a result, there will be a change in the way they teach imaginative writing and therefore positively influence learning of imaginative writing.

Rababah et al (2013) conducted a study to investigate Jordanian high school students' level of creativity in English writing. Randomly sampling 100 secondary school students in the cities of Irbid and Amman in Jordan, Torrance Test of Creative Thinking (TTCT) was adapted to assess their creativity in English writing. The TTCT test was considered to be the best measure for evaluating students' imagination dimensions in writing and evaluating fluency or number of ideas; versatility, the range of categories in the answers; and originality, which consisted of considering creative responses that were neither common nor unacceptable. The study results showed that the respondents dropped to a moderate level of creativity.

Khan (2012) presented a paper on English Teachers' Perception about Creativity and Teaching Creative Writing. He aimed to explore the close affinity between creativity and creative writing in Pakistan. Using questionnaires and focus group interviews, he collected data from Master of Arts in English students. Findings explicitly revealed that the teachers choose topics from the text books and explain them for writing in the classroom. Moreover, there was confusion about strategies needed to rouse learners' interests in creative writing. Khan (2012)'s study contributes a lot to the current study as it shows that teaching can influence learning of imaginative writing.

Vasudevan (2013) examined the influence of the creativity, attitude and commitment of teachers on the English language skills of students. He explored the impact of creative thinking, creative teaching, creative training, the behavior of teachers and the engagement of teachers on the English language skills of students. To this end, three hundred and ten teachers were surveyed at private schools. The findings of this study disclosed that creative thinking, creative learning, creative teaching, attitude of teachers and dedication of teachers have a positive and significant impact on the English language skills of the students. In other words, the results have been interpreted to suggest that the English language skills of higher students are related to higher creative thinking, creative learning, creative teaching, attitude of teachers, and commitment of teachers. This study is relevant to the current one because it demonstrates the value of improving imagination as one avenue through creative reading.

2.2.4 The Function of Imaginative Writing

Imaginative writing serves to function in many ways, for instance it can be used to expose what one thinks or has in his mind and heart. The purpose for which this imaginative writing is intended can be a factor influencing the way the teacher will teach imaginative writing.

Ings (2005) surveyed students from Kent / Medway in Bury and Worcester to find out the meaning of writing and published a study that the function of writing was indirectly modelled by educators for learners engaged in writing to contribute specifically to the evaluation of the performance of pupils, instructional text and behavior management. Parallel teacher reviews also found that many lacked confidence in teaching writing and many current writing development approaches

were based on concentrated marking and related teacher input, checklist requirements rather than intent, imagination and enjoyment.

De Caro (2009) conducted research on bullying and creative writing on first and second year students in secondary schools. The objectives were to acquire an in-depth knowledge of the bullying phenomenon in order to recognize the signs and consequences for victims, develop civil behavior, develop the capacity to understand behaviours and emotions and encourage sharing of experiences amongst peers.

Using parents' reports, focus groups, games, creative writing activities and evaluation questionnaires for first and second year of high school students and teachers, he found out that bullying and creative writing helped young students to confront aggressive and bullying behaviours in school. The conclusion was that creative writing helped students to address the abuses which took place in their school. This study is relevant as it appreciates imaginative writing as one way of addressing indiscipline in learning institutions, especially secondary schools.

2.3. Practices used in Learning Imaginative Writing

Learners use several practices and activities in various levels to enhance their learning of imaginative writing on their own. Learning to write effectively is a basic component of education and the ability to do so can be a great asset for students throughout their lives (Berdan, 2006) since the purpose of writing is to convey the message (Khan, 2012). Furthermore, imaginative writing tasks motivate students to work together to develop social and interpersonal skills. The level of practice a learner may engage in while trying to learn imaginative writing

can be dependent on the practices that teachers use and motivation derived from the context as follows:

2.3.1 Practices that Teachers Use to Teach Imaginative Writing

Writing requires a lot more energy and courage to make meanings of your own independent writing and communicate with others by appealing to the six senses: touch, smell, feel, hear, see and taste (Ings, 2005). During teaching of imaginative writing, teachers involve learners in various activities. According to Ings (2005), if learners see that their teacher is willing to do what he asks the learner to do, it will surely seem a lot more reasonable to them to make the same effort themselves.

Moreover, if the instructor is good at inducing the learner into creative learning, he will be able to show what kind of decisions he or she has to make about content, pace, style, vocabulary, and so on. As a result, learners will begin to develop an insight into this cycle and realize that writing rarely appears to be fully formed but needs to be teased out, revised and updated (Ings 2005). Therefore, when the learners are alone, they continue to use the activities developed by their educators to enhance creative writing reading. That suggests that if a certain approach is used more often than other similar strategies, students prefer to use it more.

Jepketer et al (2015): studied instructional techniques for educators that affected the success of students in Nandi County's public high schools. The study's main objective was to evaluate how the classroom approach of educators increased student performance in Nandi County's public secondary schools. The researcher sampled thirty public high schools, thirty principal, eighty-five teachers and one hundred and thirty-six students and one county director of education using descriptive survey design. Data was obtained using stratified and easy random

samples using questionnaires and schedules for interviews. Descriptive and qualitative approaches were used to analyze data.

The study findings found that students in some public secondary schools continue to perform badly in mathematics. In contrast, educators used techniques to control their classes, including the teaching methods used, to maintain student behavior, and to provide constant feedback by observation to a greater extent affected the quality of learners. The assumption was that educators must include learners in a range of teaching and learning experiences to minimize participation of students in destructive behaviors. Therefore, educators should provide ongoing evaluations of the curriculum for learners as part of gaging the academic progress of the individual. The research is important as it discusses teaching methods, although it did not address creative writing and is not in the central sub-country of Kakamega.

At secondary schools in Manga district, Nyamira County, Kenya, Nyang'au (2014) investigated challenges students face in learning essay writing skills in English language. The study's specific goals were to: identify methods used by teachers in teaching essay writing skills, investigate challenges faced by students in learning essay writing skills, develop strategies for students utilized in learning essay writing skills. The study was based on the theoretical model of teaching writing skills in the method genre style. He deliberately surveyed 180 students and 10 English language educators for the analysis using a concise questionnaire template and stratified random sampling.

Data were collected using a student questionnaire, teacher interview schedule and student essay writing test. The quantitative data collected are evaluated using

systematic statistical techniques including proportions, ratios, and mean while thematically examining qualitative data. The research findings showed that lecture, question and answer and instructor presentation were common methods used by teachers in teaching essay writing skills. Nonetheless, the least popular was team study, peer coaching, and role play that had been proven to improve writing skills training among other approaches.

The results further revealed that the major challenges faced by students in learning essay writing skills included inadequate content mastery, misuse of grammar, interference with first language (L1), limited vocabulary, and inadequate teaching and learning resources. The results also showed that most students do not use interactive learning strategies frequently. Based on these findings, it has been established that teaching methods and learning strategies used by teachers as well as students influence the learning of L2 writing skills. This study is relevant as it discusses students' challenges in essay writing. However, it has not recognized imaginative writing and the students are not defined.

Ofsted (2010) carried out audits across the Writing in Primary schools program in England and Wales to find out obstacles to improved standards and achievements. Findings were that one of the real obstacles to improved standards and achievements is the failure to find ways of engaging pupils with writing as an *authentic* act. It suggests that all but the most dedicated students are likely to switch off if they are assigned written assignments that have no real purpose for them and no specific audience beyond the classroom. Therefore, many young people need to see some link between what they do in the classroom and what occurs beyond the walls of the school in their lives.

Suggestions were that bringing the genres of schooling closer to the genres of the wider social world and giving writing a range of real purposes would alleviate the problem. Otherwise, writing would end up simply serving 'assessment requirements' and the education system, since pupils would produce 'school writing' rather than a form of communication that can make a difference in the world. This means that to improve learners' writing depends on the way they are taught, hence the individual teacher bears the burden.

In an effort to develop the creative writing skills of her pupils, ORELT (2015) proposed exercises conducted by Mrs Rweza, a secondary school teacher. Mrs. Rweza decided to use the technique of retelling the story. Ms. Rweza educated herself by reading multiple stories and choosing one she thought was appropriate for reading for her family. She asked her students to listen carefully to the story during the creative writing lecture. She directed her students to address the relevant parts of the story while reading the story. She used questions like: How is the story going to start? What's going on in the middle? What's the issue? What's creating an issue? How's the narrative going to end? What are the characters' explanations in the story? Is the character a hero, a criminal, or a survivor? Who is figuring out the issue?

Working in groups, the students also discussed what they would include or exclude if they were to reconstruct the story, and why, and reached consensus. At the end of the first lesson, Mrs. Rweza asked the students to write as their home assignment their own version of the story. The students talked to their partners about their stories in the next lesson. Then some students were asked by Mrs Rweza to show their stories to the school. She was amazed by the descriptions, arguments and

explanations that the students wrote. She realised that this was an effective strategy for developing creativity and imaginative thinking in students. ORELТ's (2015) study is relevant as teachers' practices are highlighted enhancing creativity in imaginative writing.

2.3.2 Motivation Derived from the Context

Motivation is something that drives one into performing an activity. A better imaginative writing learner is motivated by the particular context in which a piece of writing is imagined, designed, executed and delivered (Fieldman, 2008). Ability and frequency of the learner to use a certain practice in learning imaginative writing highly depends on the surrounding.

Ofsted (2010) investigated how environment enhanced 'Writing is Primary' in schools in Worcester. He asked the lead literacy teacher to try and create a better learning environment for writing. The teacher then set up a staff meeting and encouraged teachers to try the idea, using as much incentive as possible to support the writing of children through pictures and words that the children could add to. The report indicates that Worcester teachers make two efforts in and out of the classroom to build a better learning atmosphere. The first was the creation of the functioning wall, an alternative to the normal notice boards surrounded with students reading carefully typed down.

Such walls created a room where the system could be pinned up rather than displaying the final products of pupil reading. Working walls of authors were used and used well in all classes to illustrate, inspire and improve the writing of children and the writing process as children listened to them as they read. The other idea was to build an outdoor space that would encourage kids to write in. A woodland area has been identified to work in. Clay bricks were created in this area to create walls

to protect the spaces for reading. Besides that, for outdoor writing shows, stones are colored with letters. In addition, access paths to the writing spaces have been rendered and some preliminary writing tests have been set up for display in the region. It was discovered that these exercises not only acted as an encouragement to read, but in the end they also abused the artistic abilities of both workers and pupils. The current study benefits from Ofsted's (2010) study as it is given a foundation for learners' practices in learning imaginative writing.

Sathya and Selvan (2014) did an action research with the aim of improving the creative writing of M.A. English Literature students of Bharathiar University, Coimbatore. The sample of the study comprised 40 students. The sample included both boys and girls. Objectives of the research was to: enhance the creative writing of the learners through poetry, assess their creative writing and find out the effectiveness of poetry in enhancing the creative writing. Entry test was conducted to assess the learners' level in creative writing. Activities were designed by the researchers to discern their comprehension level as well as creative writing. Exit test was conducted to assess their level of creative writing at the end of the study. Activities like creating a dialogue, a poem, a slogan and a film were used.

The collected data was analyzed using Katie Sauvain's Tool to Assess Creative Writing. The assessment was based on four criteria, namely Message, Organization, Originality, Clarity and Conventions on a four-point scale. The findings were that the learners found it easy and interesting to improve their creative writing through activities. Poetry also acted as a platform to enhance their creative writing. Further, the performance level of the learners in the exit test was higher than their performance level in the entry test. The current study benefits as it is introduced to

poetry writing as one of the practices of improving learning of imaginative writing in Kakamega Central Sub County.

Randle (2015) conducted a study on how the combination between visual art and the writing process enhanced the creative writing performance of fourth grade students. The empirical research included three criteria for reading, namely open-ended text story prompts, fine art photographs as story prompts, and artwork produced by students as story prompts to inspire students to compose creatively, as well as student surveys, field findings, and object review. The participant engaged in a brief interview with the author after each writing condition in order to capture individual student experiences of the writing process as precipitated by the different story prompts. The class as a whole reflected a break in thought that nearly half of the students considered the open-ended story prompts to write more challenging, while the other half found the open-ended story prompts to write simpler.

The results showed that open-ended instructions, both verbal and interactive, culminated in more creative plots, complex sentence form, and detailed character development than a highly scripted reading guide for comparative learning. In the prewriting process, the advantages of using visual art and design creation included improved student interest in the writing process as well as enhanced student participation in the end product. However, students reflected that the method was not only difficult but also repetitive and simple, while the unscripted activities of writing culminated in more imaginative and creative writing items. This research's results indicated that visual imagery, either inspired by an open ended textual prompt or by fine art or genuine art creation, improved the capacity of students to compose more creatively. Randle's (2015) research is important because it advises

the current study on the significance of using visual art to improve creative writing training.

Ouma (2013) studied students' motivation in composition writing. He investigated the relationship between achievement motivation and performance in English composition writing, targeting Form Three secondary school students. A comparative and correlational descriptive survey was used, with administration of questionnaires and achievement tests. Data was analyzed using Pearson's Product Moment Correlation Coefficient and findings were that students with intrinsic motivation performed better than those with extrinsic motivation. This meant that students that had the inner self-drive to write compositions performed better than those who were driven by incentives from teachers. He also noted that other variables like intelligence, aptitude, resources and quality of presentation among others accounted for performance. The current study benefits from Ouma's (2013) study because it is informed on the role of motivation towards practices that enhance learning of imaginative writing.

2.4 Challenges faced during Imaginative Writing.

All teachers of English are expected to harmonize the disparity between the nativized language of imaginative writers and that of grammar books in the teaching of English (Muthwii and Kioko, 2002). This implies that learners lack technical exposure to the different styles and genres they write in, making it a challenge to teachers of imaginative writing. As much as creative writing can be a personal experience, writers need to learn about and understand the demands of the genres they choose to express themselves in (Mushakavanhu, 2013).

Scholars like Galton et al, (2002), Das et al (2011), Suleiman (2011), Tolga (2013) and Obondo (2012) have identified a range of challenges that may influence learning of imaginative writing. These are discussed in the following subsections which include insufficient time for instruction, learners' attitude towards imaginative writing and insufficient learning materials (Neupane, 2014).

2.4.1 Time Available for Teaching Imaginative Writing

Each single lesson in the secondary school education curriculum takes forty minutes, unless it is a double lesson which has one hour and twenty minutes. Teaching and making the learner start imagining of a setting so as to write a convincing story within the limited time is a factor that needs consideration. One of the barriers to progress in developing imaginative writing in school is the prescriptive nature, too many text types and lack of enough time resulting in an approach where extended writing rarely happens (Ings, 2005). In addition, some methods of teaching are only confined to the small number of learners making it difficult to use when the class size is large.

Fareed et al (2016) examined challenges in the writing of Pakistani undergraduate ESL students and causes that obstruct their writing skills. We have received advice on how to develop the writing skills of Pakistani ESL learners. Using focus groups and interviews with Pakistani English language educators and ESL undergraduate learners, learning excerpts from 30 ESL undergraduate learners are gathered to classify the major issues with their reading. Using thematic content analysis, interviews and articles are evaluated. The findings disclose that inadequate linguistic skills (including command over grammar, syntax and vocabulary), writing anxiety, lack of ideas, reliance on L1 and weak structure organization were the major problems in the writing of Pakistani undergraduate ESL learners. Different

factors affected these problems, including untrained educators, inadequate methods of instruction and process of evaluation. Besides that, it was also difficult to skip reading and writing experience, broad classes, low motivation and lack of ideas. They recommended remedial measures such as increased reading, deliberate and incidental teaching of vocabulary and writing practice. In addition, trained teachers, review system reforms and writing competitions have also been recommended to be useful in improving writing skills. The study of Fareed et al (2016) is relevant to the current study as it addresses the challenges of learners, even though it is in the postgraduate degree in Pakistan.

Galton et al, (2002) surveyed the impact of policy changes on primary teaching practice over the last decade and identified key factors that have contributed to their concerns about teaching life at the present time. 267 Key Stage 1 and 2 teachers were sampled. They also used a questionnaire and interviewed 20 teachers at participating schools. The questionnaire included items drawn from previous surveys conducted by other researchers in the years 1969-1970, 1990-1992 and 1997-98. These have made it possible to compare the working conditions of teachers over three decades. The conclusions were that the average time obtainable to teach each day did not allow for a broad and balanced primary curriculum. It was also noted that the decrease in the curriculum time available to these creative subjects was matched by a decline in teachers' own sense of creativity. This means that when time is limited, not enough time is given to both teachers and students to practice creativity. Galton et al's (2002) study is relevant as it addresses policy changes and how they affected primary school teachers' practice. However, it has not investigated secondary school teachers and their practices affect learning of imaginative writing.

Das et al (2011) did action research and investigated creative ways of learning and teaching through enhanced cross-cultural links. They aimed at extending the student teachers' pedagogic repertoire. Using mixed methods, they collected data from tutors, student teachers and artists. Findings were, student teachers reported that due to the need to follow a structured plan for lesson delivery, ideas for using Art as a Tool for Learning Across the Curriculum (ATLAC) were not welcomed in the schools. In addition, lack of time and space in the classroom was pointed out as a barrier in using the ATLAC approach in lessons. Das et al's (2011) research is relevant to the current study as it addresses culture and links is to teaching and learning imaginative writing, though writing challenges to imaginative writing were not identified.

2.4.2 Learners' Attitude towards Imaginative Writing

Learning cannot take place without the learner developing an interest to know. Attitude, in my view, is the feeling of liking or disliking something. When the learner likes imaginative writing, (s) he will always pay attention during the teaching of imaginative writing whereas that learner who does not like imaginative writing will have less or no interest at all in learning imaginative writing. Being an imaginative writer has advantages but has its own challenges, among them being the writer's block, lack of ideas, lack of productivity, lack of confidence and use /expression of words (Bamidele, 2015).

Nyamubi (2016) investigated the role of attitudes in the English language success of high school students. He examined how teaching English was shaped by students' interests and utilitarian attitudes to the language. The fieldwork included six secondary schools in the districts of Morogoro Urban and Mvomero in the province of Morogoro. The participants are graduates or their English teachers. Data was collected by means of a questionnaire

and a performance test. The results were that students varied in their comprehension of English, scored higher in the Form portion, while the structure was the most badly rated category. In all, students had strong and positive attitudes to English in both Form One and Form Four. Interestingly, while students of Form One had more positive attitudes of interest than their counterparts, students of Form Four had more pragmatic attitudes to English education than students of Form One. The positive attitudes of students are in line with the current government policy on secondary school language instruction. He proposed that the positive attitudes of students towards English be used to increase learning. Nyamubi's (2016) study is relevant to the current study as it points out the role of attitude in performance of imaginative writing in English.

Gajalakshmi (2013) studied the behavior of IX-standard students towards studying the English language. A structured questionnaire was administered in the form of a conventional survey to 600 IX standard students (chosen randomly from various high and lower secondary schools in the Puducherry region) to gather their attitudes towards learning the English language. The data collected were systematically evaluated in version 16 of the SPSS. The results showed that there is a significant difference in terms of gender, location of school, type of school, type of management. It was also assumed that more educational practices in the analysis of English improve the student's disposition towards learning English. This study is relevant to the current study as it points out the role of attitude in performance of imaginative writing in English.

Suleiman (2011) researched teaching and learning methods and behaviors of teachers and students towards reading. He looked at the challenges that secondary school students face as they begin writing compositions. His target audience is

English as a First Language (EFL) teacher who taught secondary school and all secondary school learners. He randomly selected 10 teachers and 30 students and figured out from questionnaires that most students, particularly high school students, found it difficult to write in English. The impact was that they hated to write in English and had a negative attitude towards writing in English. Besides, even if they found ideas, they failed to elaborate them into correct English. Suleiman's (2011) study is relevant to the current study because it deals with teaching and learning of writing, though it targeted teachers of English as a first language, whereas the current study targets teachers of English as a second language that teach imaginative writing.

Tolga (2013) studied the effects to explore the impact of the creative drama method on the writing skills and attitudes of pre-service classroom teachers. In addition, the research also explored the opinions of the pre-service teachers on the imaginative drama process. The participants in the study comprised 24 pre-service educators training at Karadeniz Technical University Fatih Faculty of Education. Participants were asked to write activities using creative drama methods.

The design of the study included both qualitative and quantitative methods of research. The writings of the participants at the beginning and end of the study were evaluated through a writing skill evaluation form. Their attitude towards writing was analyzed through a writing attitude scale again at the beginning and end of the study. Interviews were conducted with the participants to reveal their views on the creative drama method. The findings of the study suggested that the creative drama method improved the participants' writing skills and attitudes towards writing. It was also found that the participants had positive views on the creative drama

method. The study is relevant to the current one as it identifies creative drama method in enhancing learning of imaginative writing.

2.4.3 Insufficient Learning Materials

Student enrolments in secondary schools are high due to the subsidized secondary education program. As a result, learning materials are insufficient, making it hard for teachers of imaginative writing to refer learners to certain course books for assignments within a specific time. Obondo (2012) conducted research on factors influencing pupils' achievement in English composition in public primary schools in Bondo district. She aimed at determining pupils' achievement in English composition, establishing the factors influencing achievement in relation to the selected factors like text-book ratio, frequency of assignments among others and determining the relationship between pupils' achievement in English composition and selected factors.

The conceptual framework used explained the relationship between achievement and the selected factors. Using descriptive and correlation research design, she found out that the mean for written English composition was below average. Besides, text book ratio was 1:2, meaning that two students shared a text book. In addition, reading and learning materials were inadequate hence inadequate frequency of writing assignments. Obondo's (2012) study is relevant as it identifies factors influencing pupils' achievement in English composition, although it is in primary schools that are not in Kakamega Central Sub County.

Mili (2011) did research and provided a report on the practices of teachers that promote students' engagement in English. The main objective was to find ways of overcoming barriers to effective use of communicative English. Interviews and

classroom observations for teachers and students from Kapasia and Monohordi in Bangladesh provided the qualitative data that identified the practices and challenges in learning English. The challenges discovered from findings were large numbers of students, lack of space in classrooms and limitations of class hours. The practices for students were writing activities, drawing pictures, role play practicing dialogue and, practicing vocabulary and spellings using flashcards. Mili's (2011) study is relevant to the current study as it provided a report on the practices of teachers that promote students' engagement in English in Bangladesh, but not in imaginative writing in Kakamega Central Sub County.

Kodiango and Syomwene (2016) examined the challenges faced by Hearing Impaired students in reading grammar and answering questions of understanding in English language classes. The study was conducted at designated Hearing Impaired Special Schools in Homa Bay City, Kenya in 2012. Following Knowles' (1973) principle of reading, the research used a concise questionnaire model with a mixed process methodology. Purposive and clear random sampling approaches and survey strategies have been used to identify teachers and students for study. A maximum of 3 Head Teachers, 8 Teachers and 39 Hearing Impairment Learners included in the report. Data was gathered using structured interview guides for head teachers, teacher questionnaires and student tests.

Descriptive statistics have been used for the study of quantitative data, whereas qualitative data has been thematically studied. The research found the Hearing Impaired faced challenges in writing grammar and answering questions for understanding in English language classes. The study suggested that teachers train the learners to develop good handwriting, to practice correct spelling and to gain

sufficient vocabulary for successful composition reading. Teachers should help the Hearing Impaired to develop a culture of reading for effective understanding. Kodiango and Syomwene's (2016) study is relevant as it identified the challenges faced by the Hearing Impaired learners in composition writing and in answering comprehension questions in English language lessons. However, the current study was not done among the hearing impaired learners but answering comprehension questions in English language applies to all secondary school students and influences learning of imaginative writing.

2.5 Challenges Faced in Teaching Imaginative Writing

Successful teaching and learning of imaginative writing depends on relatively small group sizes, long workshops and flexible spaces (Holland, 2003). In teaching imaginative writing, teachers face some challenges like lack of orientation on approaches to use in teaching imaginative writing, learner unpreparedness and inability of learners to meet textuality standards in learners' written work. The following literature reviewed identified these challenges:

2.5.1 Lack of Orientation on Approaches to Use in Teaching Imaginative Writing

Khan (2011) investigated factors influencing classroom practice of creative writing, aiming at discovering the impact of creative writing tests on classroom practice in Pakistan. Questionnaires and focus group interviews were used to get data from University of Education post graduate students who were also in-service teachers. Findings were that teachers in Pakistan did not teach to develop the creative and communicative abilities of pupils studying the English language at Matriculation Level in Pakistani. In addition, in-service teachers did not have information about

approaches that were widely used for teaching writing in a western educational context. Moreover, the classroom assessment was influenced by the Board Examinations, while the students memorized the essays and stories from their text books and reproduced them. Khan's (2011) study informs the current study about how the nature of examinations can influence the teaching and later learning of imaginative writing.

Mulima (2012) examined the impact of teachers on the performance of English-language students in public secondary schools in the Mumias district. The goal of the research was to determine the extent to which the academic qualifications, behaviors, workload and professional development of teachers affected the success of students in English. Research was conducted in the district of Mumias, Kakamega District. Descriptive sample survey model was used in the analysis. The methods of data collection are questionnaires. Two types of questionnaires would be distributed, one to the heads of the English-language school panels and the other to the English-language teachers.

Research data from Mulima (2012) was analyzed using descriptive statistics and inferential statistics. ANOVA methods would be used for analysis of data using the Social Sciences Statistical Suite (SPSS) version 12.5 for windows. Quantitative data were analyzed using descriptive statistics such as frequency counts, means and percentages. Qualitative information has been transcribed into themes, classes and recorded in the ongoing process as themes and sub-themes arise. Among the findings, first, that the workload of teachers affected the performance of students in English. Some of the factors that played a vital role in deciding the outcome of

student performance in English were extra duties assigned to the teacher number of teachers, student enrollment.

More responsibilities assigned to the teacher inhibited his or her performance in teaching as there was no adequate time to prepare for the lessons and hence lowering productivity. Teachers' professional advancement also played an important part in determining students' performance in English language. Attendance of external workshops and seminars in English and other courses for professional advancement equipped the teacher with necessary current knowledge and skills that would make him or her better teacher. Mulima's (2012) study is relevant to the current one as it discussed the influence of teachers on the performance of students in English language in public secondary schools in Mumias District. However, learning imaginative writing among form three secondary school students in Kakamega Central Sub County has not been explored.

Al-Faki (2014) did a survey to identify the challenges which face teachers when using Smart Board in teaching English language in Jeddah educational district, Saudi Arabia. Using a questionnaire consisting of twenty-five statements and his own experience, 45 remarkable English language teachers were chosen purposively and randomly from Jeddah Schools: elementary, intermediate, and secondary schools. The schools were more than 300 although not all were equipped with Interactive Whiteboards, data projectors or computers but the 45 teachers represented teachers who were teaching English language through the Smart Board as a helping tool. The teachers were from different nationalities: Egypt, Sudan, Jordan, Tunisia, Kenya, Pakistani, and South Africa, and had various qualifications and experiences.

The research method used was the descriptive analytic method. A pilot survey was conducted and statistical techniques used to verify validity and reliability of the designed questionnaire which would be used in research. The researcher used Microsoft Office Program, “Excel 2010”, for analyzing the data. The findings of the study revealed that there was a big gap between teachers’ practice and pedagogical framework of the Smart Board. This is because teachers adhered to the conventional teacher-centered approach and the ‘Presentation, Practice and Production’ (PPP) format of lesson with Smart board.

Besides, nearly half of the English language sample teachers faced difficulties to manage Smart Board. In addition, they lacked knowledge about troubleshooting of Smart Board and finally, more than 15% of teachers lacked computer competence. He recommended that teachers have to start with acquiring basic ICT skills. Al-Faki’s (2014) survey is relevant to the current study as it identifies challenges which teachers face when using Smart Board in teaching English language in Jeddah educational district, Saudi Arabia. However, the study was done in Saudi Arabia and the teachers are not specified.

The studies reviewed on challenges faced by teachers in teaching imaginative writing seem to suggest that teachers of imaginative writing need to acquire basic ICT skills. It is evident that some teachers of imaginative writing do not have information about approaches that are widely used for teaching writing in a western educational context. In addition, teachers' workload affects students' performance in English. Further, the extra responsibilities assigned to the teacher, students'

enrollment are some of the aspects that play an important role in determining the outcome of students' performance in English.

2.5.2 Learner Unpreparedness

In any learning environment, learners fall under various categories depending on their learnability. The teacher is therefore supposed to address each individual learner's need(s). Anderson (2013) researched on the overall preparedness of new community college composition instructors. From the 11 teachers interviewed, it was found that large numbers of students whose reading and writing abilities were not at par with those of their peers, in addition to the differences in the way the teachers were trained was a big challenge. This means that teachers are trained differently in higher institutions, therefore having various and different approaches to teaching. Similarly, students' abilities are not always the same. This means that preparedness to learn was also varied among learners.

Ofsted (2010) researched into the teaching of writing in primary school, undertaken for the Esmée Fairbairn Foundation in schools in England and Wales, to find out why the standards of writing yielded poor results in the national tests, at the end of Key Stage 2'. The findings were that, around 70% of Foundation Stage pupils achieved the expected standards in aspects of reading, but only 61% did so in writing, which according to performance was the lowest in all the assessment areas.

Ofsted (2010) also discovered that standards at the end of Key Stage 1 had not improved, with a slight decline in reading and writing. The conclusion made was

that it seemed schools found improving reading standards significantly easier to achieve than standards in writing. This conclusion was reached because, while 86% of eleven year olds then achieved Level 4 which was the expected national level in reading, only 67% reached that level in writing. Coupled to this was a continuing concern that boys underperformed compared to girls at every stage. Ofsted (2010) study is relevant as it deals with writing, although it is not clear which type of writing and the study was done in primary schools in England and Wales.

2.5.3 Inability of Learners to Meet Textuality Standards.

In teaching imaginative writing, one of the common weaknesses identified is an over-emphasis on technical matters, such as punctuation or complex sentences, at the expense of helping learners to develop and structure their ideas (Ings, 2005). In the process of writing, learners create what to write and present in writing, although not all learners are able to write perfectly because of textuality issues. This is evident in the Kenyan situation, because it is clear that norms of correctness and appropriateness with regard to grammar have never been seriously considered, acknowledged or publicly recognized (Muthwii and Kioko, 2002).

In an essay written by EFL undergraduate students, Solikhah (2017) discussed linguistic problems. The research used the design of content analysis to assign for analysis 10 essay writing manuscripts. The ten assignment essays accessible for writing were used as sources of data. The study revealed that: linguistic problems in terms of syntax, phrase, grammar, tenses, and agreements emerged. Essentially, writing's linguistic features encompass mastery of grammar rules. Syntax, syntax, language and structure are four elements of linguistic characteristics. Problems with

sentences such as fragmentation, choppy, run-on, and stringy sentences were introduced central to problems with syntactic and grammar. The study of Solikhah (2017) is relevant as it identifies linguistic problems in an essay writing but has not studied English as a second language for secondary school students.

Alfaqiri (2018) studied the written problems and challenges faced by Saudi Arabic as a second language learner at various levels of skill. There were 114 students between the ages of 15 and 36 of Saudi Arabia (53 female, 61 male). In addition to recognizing the challenges faced by learners, the study concerns have centered on metacognitive approaches used by students to overcome them. The results showed that the participants lacked experience in writing English and, as such, experienced grammar issues. Alfaqiri's (2018) study informs the current study about the writing difficulties and challenges that Saudi Arabian English as a second language learners experience at different levels of proficiency. The gap found here is that the study was not done in Kakamega Central Sub County and learning of imaginative writing was not explored.

Ravichandran et al (2017) investigated specific writing challenges for international graduate students and defined strategies to address them. 15 international students of different geographical origins and qualifications were surveyed. The answers indicated the syntax and terminology, the structure and flow of concepts, critical thought and plagiarism problems that come from reading. Participants suggested specific ways to improve English-language writing skills by subject faculty, friends, and peer mentor. Ravichandran et al's (2017) study is relevant as it identifies writing challenges experienced by students and identifies strategies to alleviate

these challenges, although the current study is particularly on imaginative writing among form three secondary school students in Kakamega Central Sub County.

Kemboi et al (2014) conducted a research to investigate the challenges in teaching composition writing in secondary schools in Pokot County, Kenya. The study objectives which were to establish the challenges encountered in teaching and learning of composition writing, investigate if there were adequate resources to teach composition writing and find out the techniques teachers used to teach composition writing. The study used Selinker's (1975) Interlanguage Theory and Krashen's (1985) Input Hypothesis Theory. The study employed descriptive survey research design. Using stratified random sampling, three categories of schools; 3 boys, 2 girls and 3 mixed schools were selected. Systematic random sampling was used to select 20 form three students from each of the selected schools. A total of 160 students and 16 teachers participated in the study. The teachers were selected purposively. Data was collected through student and teacher questionnaires and a writing task for the students.

Both close-ended and open-ended questionnaires were used. Data was analyzed using descriptive statistics. The study revealed that writing is not taught effectively in schools. It was also evident that both teachers and students face challenges which include inadequate resources, heavy work load on the part of the teachers, and lack of motivation, mother tongue influence and limited use of English both in school and at home. The study recommended that, teachers should give learners tasks that motivate them, and use techniques that are learner centred such as dramatization, role- play and group writing. Kemboi et al's (2014) study is relevant as it identifies

challenges in teaching composition writing, although it did not address imaginative writing in secondary schools in Kakamega Central Sub County, Kenya.

Atieno et al (2014) researched on the adherence to the standards of textuality in English composition writing by Form Two English as a Second Language (ESL) students. Students' texts were investigated and structures examined to establish the extent to which they conformed to the standards of textuality in writing. Using Beaugrande and Dressler's Theory of text linguistics which proposed that a text should be viewed as a system; a set of elements functioning together. A pretest and post-test were administered and marked using the KNEC marking scheme.

Data was analyzed descriptively and using inferential statistics. Findings were that students' texts were influenced by the standards of textuality, other factors like spelling, brevity and legibility, overgeneralization, wordiness, repetitiveness, joining and separating words, use of double subjects, confusion of homophones and mixing gender. A positive change in marks was noted after the students in the experimental class were exposed to the standards of textuality. Atieno et al (2014)'s study is relevant to the current study as it outlines some of the challenges that learners face in imaginative writing, which include, among others; incorrect spelling, brevity and illegibility, overgeneralization, wordiness and repetitiveness. Atieno et al's (2014) study is relevant to the current study as it points out the standards of textuality in English composition writing, though it was not done among secondary school students in Kakamega Central Sub County.

Nyang'au (2016) investigated challenges students face in learning essay writing skills in English language in secondary schools in Manga Sub County, Kenya. A descriptive survey research design was adopted in this study. The respondents of the study were Form Three secondary school students plus their teachers of English in 10 selected secondary schools using purposive and stratified random sampling techniques. Data was collected using questionnaires and interview schedules. The study indicated that lecture, question and answer and teacher demonstration were the most used methods in teaching and learning of essay writing skills. The results further revealed that inadequate content mastery, incorrect use of grammar and first language (L1) interference were the common challenges students faced in learning essay writing skills in English language. It was recommended that teachers should be sensitized on the use of learner-centred teaching methods such as group writing and peer teaching in order to enhance writing competence among students. Nyang'au's (2016) is relevant to the current study as it points out challenges students face in learning essay writing skills that are applied in imaginative writing in English language in secondary schools, though it was not done in Kakamega Central Sub County.

Esmeralda (2013) analysed the writing skill difficulties of the English Composition 1 students at the Foreign Language Department of the University of El Salvador to provide the department with a proposal to eradicate such weaknesses. A qualitative study using explanatory research was adopted. Purposive sampling was done before using interviews, surveys and content analysis. The findings were that most of the students could do only free writing when they arrive to the writing classes. The major problematic areas in students' attempts at academic writing were lack of self-

management skills. Symptoms include a history of incomplete courses, turning in papers late, and not knowing specifics details of the assignments such as due date or amount required. Further, they lacked a strategy for composing and had no set of procedures for working through a writing assignment from beginning to end.

Apart from failing to understand and follow directions, they would write good papers but did not follow the instructor's assignment. Furthermore, they wrote poorly organized papers and sometimes failed to select a topic. Worse still, they had many errors and patterns of errors; in other words, they lacked a system of proofreading, among other challenges. From the literature reviewed, Atieno et al (2014), Nyang'au (2016) and Esmeralda (2013) view inability of learners to meet textuality standards as, lack of composition strategy, inadequate content mastery, incorrect use of grammar and first language (L1) interference. This is what leads to incorrect spelling, illegibility, overgeneralization and wordiness as a result of repetitiveness.

Esmeralda's (2013) conclusion was that if learners applied the correct structure it would be very helpful for them to follow the adequate steps of a good composition. Besides, language activities such as talking, keeping a journal, understanding the audience, reading writing and collaborative research helped the students to learn how to write adequately and improve their composition skill, avoiding the use of other techniques that were not very helpful for their writing. Moreover, the teachers' main concerns over students writing were: vocabulary, organization, content, mechanics and grammar.

2.6 Gaps in Literature Reviewed

The above reviewed literature reflects pertinent issues related to learning of imaginative writing. Whereas critical issues of relevance on effects of policy changes on primary teachers' practice (Galton et al, 2002; Craft et al, 2007), bullying and creative writing on first and second year students (De Caro, 2009), teaching of writing and environment in primary school (Ofsted, 2010), creative ways of learning and teaching through enhanced cross-cultural links (Das et al, 2011), strategies and attitudes of teachers (Suleiman, 2011; Vasudevan, 2013; and *Nyamubi, 2016*), the practices of teachers (Mili, 2011; Jepketer et al, 2015; ORELT, 2015) no study has been done on learning of imaginative writing.

Other studies have been done on the impact of creative writing tests on classroom practice in Pakistan (Khan, 2011), the influence of teachers on the performance of students (Mulima, 2012), factors influencing pupils' achievement in English composition primary schools(Obondo, 2012), English Teachers' Perception about Creativity (Khan, 2012), the effect of the creative drama method on pre-service classroom teachers (Tolga, 2013), students' motivation in composition writing (Ouma, 2013), level of creativity in English writing among Jordanian secondary school students (Rababah et al, 2013), challenges students face in learning essay writing skills in English language (Esmeralda, 2013; Nyang'au, 2014; Nyang'au, 2016; Fareed et al, 2016; Solikhah, 2017; Ravichandran et al, 2017 and Alfaqiri, 2018) in secondary schools in Nyamira County, Saudi Arabia, Manga Sub County and Pakistani. None of the studies has been done in Kakamega Central Sub County.

Further, reviewed studies have been done on the influence of the integrated English curriculum (Mbithe, 2014), improving the creative writing of M.A. English Literature students of Bharathiar University, Coimbatore (Sathya and Selvan, 2014), challenges which face teachers when using Smart Boards in, Saudi Arabia

(Al-Faki, 2014), challenges in teaching composition writing in secondary schools in Pokot County, Kenya (Kemboi et al, 2014), the adherence to the standards of textuality (Atieno et al, 2014), the effect of process and product writing approaches on writing skills development (Burroway, 2015), integrating visual art to enhance the writing process (Randle, 2015), dramatization as a strategy in teaching the English language (Mwangi, 2016) and the role of attitudes in secondary school students' performance in the English language (Nyamubi,2016) have been explored, there were very few researches that attempted to investigate how teaching affects learning of English, but not on learning of imaginative writing among form three secondary school students.

Although an attempt was made to research on the practices and strategies of teachers in promoting learning of writing (Ofsted, 2010; OREL, 2015; Randle, 2015; Mili, 2011; Sathya and Selvan, 2014 and Ouma, 2013), few studies looked at the practices among learners in enhancing learning of imaginative writing. In addition, researches have been done on effects of policy changes, creativity, attitude, drama and achievement factors (Galton et al, 2002; Das et al, 2011; Suleiman, 2011 and Obondo, 2012) on learning English but emphasis has not been put on educational factors influencing teaching and learning of imaginative writing.

Finally, studies have been conducted on impacts of tests, smart boards, unpreparedness, textuality standards and technology (Khan, 2011; Al-Faki, 2014; Anderson, 2013; Ofsted, 2010 and Atieno et al 2011) on learning writing. However, there are few studies on educational challenges faced in learning of imaginative writing in Kenya. Factors influencing learning of creative writing are rarely explored, and the few studies are from areas like Pakistan and Bangladesh

(Anderson, 2013; Das et al, 2011; Khan, 2012; Khan, 2011 and Mili, 2011). These studies are not Kenyan based and therefore do not address issues in Kakamega Central Sub County.

The few studies conducted in Kenya have their focus on primary schools, for instance the study by Obondo (2012) and Ofsted (2010) and for those who focused on secondary schools, they targeted form two students. Atieno et al (2014) are such researchers. This leaves form three secondary school students out in the research. Considering all the studies cited, a big gap exists in Kakamega Central Sub County on the literature with respect to educational factors influencing learning of imaginative writing in secondary schools.

The researcher was not able to access a study from Kakamega Central Sub County attempting to find out educational factors influencing learning of imaginative writing on the basis of teaching, level of practice, educational factors influencing teaching and learning of imaginative writing and educational challenges faced by teachers in teaching imaginative writing. It was from this perspective that the study was conducted to investigate educational factors influencing learning of imaginative writing among Form Three secondary school students in Kakamega Central Sub County, Kenya.

2.7 Summary of the Chapter

This chapter has reviewed related literature to the understanding of educational factors influencing learning of imaginative writing in secondary schools. It has defined imaginative writing and described how it is taught. In addition, a part from pointing out the strengths of learning imaginative writing, the chapter has discussed

the educational factors influencing imaginative writing. Further, studies on strategies used in teaching imaginative writing, practices used in leaning imaginative writing, writing challenges in imaginative writing and teaching challenges faced in teaching imaginative writing have been reviewed and discussed. These appropriate contributions helped in investigating educational factors influencing learning of imaginative writing. The research design and methodology used in establishing educational factors influencing learning of imaginative writing is discussed in the next chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses procedures and methods used in the study on educational factors influencing learning of imaginative writing among form three secondary school students in Kakamega Central Sub County, Kenya. Apart from the research design, the location of the study and target population is described. Moreover, the sampling procedure leading to the sample size is elaborated and data collection instruments discussed. In addition, piloting to enhance validity and reliability of the instruments is explained. Finally, there is elaborate description of the data collection procedure, data analysis techniques and ethical considerations in this research that aimed at investigating educational factors influencing learning of imaginative writing among form three secondary school students in Kakamega Central Sub County, Kenya.

3.2 Research Design

A descriptive survey design was used. A survey is a representative selection from the population of a particular type (Biggam, 2011). A descriptive survey is a research design that allows the collection of both qualitative and quantitative data from the sample of teachers and students (Mugenda and Mugenda, 2004). The choice of the design was based on the fact that a survey was ideal in a social research concerned with description. It was also fairly elaborate, and gave voice and power to respondents, who in this case were form three secondary school students and teachers of English.

3.3 Location of the Study

The study was conducted in Kakamega Central Sub County (See appendix I) which is found in Kakamega County (See appendix II) and has twenty-three (23) public secondary schools (See appendix VI). It comprises two divisions: Lurambi and Municipality. The study was carried out in Kakamega Central Sub County because it had all categories of secondary schools: national, county, sub county, same gender and mixed secondary schools just like a county or region.

In addition, Kakamega Central Sub County had characteristics which made the researcher confident that educational factors influencing learning of imaginative writing in both urban and rural secondary schools were represented, since it had schools with both urban and rural characteristics in terms of learning resources, teachers' establishment and varied school enrolments. From the literature reviewed, the researcher had come across few researches on educational factors influencing learning of imaginative writing among secondary school students in Kakamega Central Sub County. This is despite the fact that ability to learn imaginative writing is crucial in developing all the skills of language, but was performed below average.

3.4 Target Population of the Study

The study targeted twenty-three (23) public secondary schools in Kakamega Central Sub County. The target population was 4000 Form Three secondary school students and thirty-nine (39) English language teachers. Form three secondary school students were the suitable population for this study because by this level, it was hoped that they had learned imaginative writing for averagely eleven years, and had enough exposure and stability. Teachers of English would also have interacted with them through teaching during imaginative writing lessons and noted any educational factors influencing students' learning of imaginative writing.

3.5 Sampling Procedure and Sample Size

The sampling procedure and sample size used for the study are described in the following sections:

3.5.1 Sampling Procedure

Through stratified, purposive and simple random sampling, seven (7) out of twenty-three (23) public secondary schools provided in appendix VI were selected. Stratification was done on the basis of type of school, that is, national, county, sub-county, boys' only, girls' only and mixed secondary school as shown in table 1.

Table 3. 1: Type and sampling of public secondary schools in Kakamega Central Sub County

| TYPE OF SECONDARY SCHOOL STRATA | | TOTAL NO. OF PUBLIC SECONDARY SCHOOLS IN KAKAMEGA CENTRAL SUB-COUNTY | NO. OF SAMPLED PUBLIC SEC. SCHOOLS IN KAKAMEGA CENTRAL SUB-COUNTY |
|---------------------------------|------------|--|---|
| NATIONAL | Boys only | 1 | 1 |
| | Girls only | 0 | 0 |
| | Mixed | 0 | 0 |
| COUNTY | Boys only | 0 | 0 |
| | Girls only | 3 | 1 |
| | Mixed | 5 | 1 |
| SUB-COUNTY | Boys only | 0 | 0 |
| | Girls only | 3 | 1 |
| | Mixed | 11 | 3 |
| TOTAL | | 23 | 7 |

Key:

NO- Number SEC- Secondary

Source: Kakamega County Education Office

In each selected school, the researcher stratified and sampled respondents depending on the type of secondary school as illustrated in table 2.

Table 3. 2: Population and sample size in the sampled secondary schools in

| TYPE OF SECONDARY SCHOOL | F3 STUDENTS IN SAMPLED SEC. SCHOOLS | F3 STUDENT SAMPLE | TOTAL.NO. OF TEACHERS OF ENGLISH IN SAMPLED SEC. SCHOOLS | F3TEACHERS OF ENGLISH'S SAMPLE SIZE |
|--------------------------|-------------------------------------|-------------------|--|-------------------------------------|
| BOYS ONLY | 650 | 40 | 4 | 2 |
| GIRLS ONLY | 550 | 38 | 7 | 2 |
| MIXED | 2800 | 193 | 28 | 3 |
| TOTAL | 4000 | 271 | 39 | 7 |

Key :

NO- Number

SEC- Secondary

F3- Form Three

In mixed schools selected, students were classified as either males or females. Respondents in each group were selected using proportionate simple random sampling technique for each member of the population to have an equal chance of being chosen (Kothari, 2011). Purposive sampling was also used to select Form Three secondary school teachers of English. Two hundred and seventy-one (271) students represented a third of the sample size for easy management (Mugenda and Mugenda, 2004). In simple random sampling, small, numbered papers and blank ones were folded and distributed to the students so that they voluntarily pick. Whoever picked a numbered one was part of the sample. This eliminated bias and ensured equal representation in providing data.

3.5.2 Sample Size

Out of the twenty-three (23) public secondary schools, seven (7) were selected. From the seven (7) secondary schools selected, Two hundred and seventy-one Form Three secondary school students and seven teachers of English were sampled

through purposive and simple random sampling techniques. The number of sampled secondary schools and teachers of English represented thirty percent of the total number of secondary schools (Kombo and Tromp, 2009) while the number of sampled public secondary school students was based on the conventional ninety-five percent (95%) level of probability used in social sciences that the sample would accurately represent the population (Guthrie, 2010).

3.6 Data Collection Tools

The tools for data collection in this study were questionnaires for form three secondary school students and teachers, interview schedules for secondary school teachers of English, interview schedule for Form Three secondary school students, classroom participant observation checklist for imaginative writing lessons in Form Three and document analysis checklist for written imaginative compositions in Form Three. All the tools identified were used to make the results easier to understand and enhance reliability.

3.6.1 Questionnaires

The study used two types of questionnaires, one for teachers of English (See appendix VII) participating in the study and one for the Form Three student respondents (See appendix VIII). Questionnaires aimed at eliciting views on the strategies used in teaching imaginative writing, students' practices used in learning imaginative writing and writing challenges faced by Form Three secondary school students and teaching challenges faced by teachers of English in teaching imaginative writing. A total of two hundred and seventy-one copies of the students' questionnaire and seven copies of the teachers' questionnaire were distributed. Questionnaires were appropriate because they reached a larger population, gave the respondents enough time to answer and were convenient to uphold confidentiality,

save on time and avoid bias (Kombo and Tromp, 2009). However, since the teachers were seven, interviews also provided a back-up for assessment of the responses both in filled the questionnaire and those provided in the interview.

Using questionnaires, as Kothari (2011) points out, first-hand information as well as the deep description of variables was provided. The teachers' questionnaire was divided into three parts, part 1 for gathering general information, part 2 for gathering information on teaching and learning imaginative writing and part 3 to gather general views of teacher respondents on improving learning of imaginative writing. On the other hand, the students' questionnaire was divided into two parts, part 1 for gathering general information and part 2 for gathering information on learning imaginative writing.

3.6.2 Interview Schedules

The researcher engaged a focus group of four respondents for each sampled public secondary school. The sampled secondary school teacher of English was individually interviewed to provide data on educational challenges (if any) that are faced in the teaching of imaginative writing. The interview was conducted at a convenient time that was suggested by the authority in the seven sampled secondary schools and agreed by the researcher. It included questions in appendix IX and X to gather information on Form Three students' practices used in learning imaginative writing and teaching challenges (if any) faced by secondary school teachers in teaching imaginative writing respectively. Interviews provided first-hand information and immediate feedback.

3.6.3 Observation Schedule

An observation schedule is a tool that provides information about actual behavior. Observation is useful because some behavior involves habitual routines of which people are hardly aware of (Kombo and Tromp, 2009). With the help of an observation schedule (Appendix XI), the researcher observed imaginative writing lessons to collect data on teaching imaginative writing. The guide has a question seeking to find out methods that secondary school teachers of English used when teaching imaginative writing. This was important as it informed the researcher on approaches used in teaching imaginative writing among form three secondary school students.

3.6.4 Document Analysis Schedule

Document analysis refers to critical analysis of public or private recorded information related to the issue under investigation. These are data that are already available in records. The researcher analyzed written imaginative compositions in the Form Three students' exercise books, using items in the document analysis checklist (Appendix XII) to get more information on challenges students faced in imaginative writing. Four imaginative writing exercise books were analyzed in each sampled secondary school, making a total of twenty-eight imaginative writing exercise books. In each exercise book, there was an average of three imaginative writing exercises, at least one exercise per year. This technique was used since the documents were available and accessible. The technique was also cheap and factual.

3.7 Piloting

Prior to commencement of the actual research work, the researcher conducted a pilot study in a school not selected for the actual study to determine the validity and reliability of the research tools. Piloting enabled the researcher to assess the suitability of the tools in gathering the required data on educational factors influencing learning of imaginative writing among Form Three secondary school students in Kakamega Central Sub County.

3.7.1 Validity of the Research Tools

Validity refers to the extent to which the tool measures what it purports to measure (Claessen, 2001), or gives genuine data. To determine the validity of the tools, the researcher administered the tools to an identified piloting sample and analyzed the responses obtained to determine construct and content validity of the instruments. Construct validity is the degree to which data obtained from an instrument meaningfully and accurately reflects or represents a theoretical concept. On the other hand, content validity is a measure of the degree to which data collected using a particular tool represents a specific domain of indicators or content of a particular concept (Mugenda and Mugenda, 2004).

3.7.2 Reliability of the Research Tools

Reliability is a measure of the degree to which research results yield constant results or data after repeated trials (Mugenda and Mugenda, 2004). In the study, reliability of questionnaires and interview schedules was determined through test-retest method.

3.8 Procedure for Data Collection

Permission was sought from the National Commission for Science, Technology and Innovation before conducting research on educational factors influencing learning of imaginative writing in secondary schools (appendix IV and V). The researcher also sought permission from the County Director of Education (appendix III) before proceeding to conduct research from the sampled public secondary schools. The researcher then visited seven sampled secondary schools in the study, conducted a brief introduction, explained the purpose and usefulness of the data to be gathered, and requested Heads of the sampled secondary schools for their permission to start the research.

The researcher first observed the teaching and learning process in imaginative writing lessons by using a lesson observation schedule (appendix XI), interviewed Form Three secondary school students and teachers of English after the lesson using an interview schedule (appendix X and IX respectively) and requested for access of students' written imaginative composition in their exercise books to get data on challenges faced by Form Three secondary school students in writing imaginative compositions, using a document analysis checklist (appendix XII). Copies of questionnaires for both teacher and student respondents (appendix VII and VIII respectively) were then distributed to the sampled respondents and collected later after respondents had completed writing their responses.

3.9 Data Analysis Techniques

Qualitative and quantitative data was analyzed as follows:

3.9.1 Qualitative Data

Qualitative data analysis involved categorizing, ordering and summarizing collected data from the questionnaire items, observation schedule and interview schedule to investigate educational factors influencing learning of imaginative writing in secondary schools. Analysis helped reduce data to a manageable and interpretable form, especially those collected from observation, interviews document analysis and an open-ended question on improving learning of imaginative writing. Data was processed through editing, coding and classification. In editing, the researcher examined the collected raw data to detect and correct errors and omissions in the completed questionnaires for accuracy, consistency and uniformity, for facilitation of easy coding and classification.

Data was also arranged in groups on the basis of common features to reduce large volumes of raw data to homogeneous groups and get meaningful relationship. The researcher first assembled the mass of data on educational factors influencing learning of imaginative writing and how it could be improved among Form Three secondary school students in Kakamega Central Sub County. She then arranged it in a concise and logical order to enable easy understanding of the results. Qualitative data from observation, interviews and document analysis was analysed based on themes and content and categorically presented in tables and descriptively in words. Similarly, the open- ended question on improving learning of imaginative writing was reported descriptively.

3.9.2 Quantitative Data

In coding, each specific answer was placed in one cell in a given category of summarized themes related to learning of imaginative writing. Each question was labeled and a value (5 to 1) given to each response. Strongly agree (SA) had 5, agree (A) had 4, undecided (U) had 3, disagree (D) had 2 and strongly disagree (SD) had 1. All responses in SA and A were classified as Agree and SD and D be put under Disagree. The answers showing lack of decision were reported separately. Each variable in closed questions was given a name to help in analyzing the large volumes of data collected, and coding changed raw data into symbols that could be tabulated and counted so as to reduce the many replies to a small number of categories with critical information required for analysis.

Quantitative data from questionnaire items was analyzed using the statistical package for social sciences (SPSS) and presented in frequency tables and percentages, bar graphs and pie charts. The researcher then wrote a detailed report using statistical data that had been analyzed in tables, interpreted and described, based on each objective.

3.10 Ethical Considerations

To ensure protection of the researcher's integrity and honesty of results, the researcher ought to be ethical. The ethical considerations included: informed consent, confidentiality and, privacy of respondents. On informed consent, the researcher gave all the facts about the research and asked respondents to participate voluntarily. Confidentiality was maintained by keeping the respondents' identity and responses private while on privacy the researcher asked the respondent not to

write the name of self or the school anywhere on the questionnaire item, and during data analysis, the participants were identified using codes rather than by names.

The researcher paid more attention to guidelines on construction of questionnaires, especially in wording of questions, to avoid threatening statements in getting data concerning learning of imaginative writing. Embarrassing questions and those expressing disgust or shock on learning of imaginative writing were avoided to ensure respondents are not compelled to say what they do not believe in. The researcher maintained honesty and openness at all times in dealing with respondents and other researchers, as advised by Kothari (2011).

3.11 Summary of the Chapter

This chapter has described the research design, identified the location of the study and target population of the study. In addition, it has narrowed the sample size and sampling procedure for the study on educational factors influencing learning of imaginative writing. Further, it has identified the data collection instruments, explained piloting and has also elaborated the procedure for data collection. Ultimately, it has discussed data analysis techniques and ethical considerations in doing research of the study on educational factors influencing learning of imaginative writing among Form Three secondary school students in Kakamega Central Sub County.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter presents, interprets and analyzes data. It starts by re-stating the research questions that guided the study in investigating educational factors that influenced learning of imaginative writing, among Form Three secondary school students in Kakamega Central Sub County. The following research questions were used:

- i) Which strategies do teachers use to teach imaginative writing to Form Three secondary school students in Kakamega Central Sub County?
- ii) What are the practices Form Three secondary school students use to learn imaginative writing in Kakamega Central Sub County?
- iii) What writing challenges are faced in imaginative writing among Form Three Secondary School Students in Kakamega Central Sub County?
- iv) What teaching challenges (if any) do teachers of English face in teaching of imaginative writing among Form Three Secondary School Students in Kakamega Central Sub County?

To get responses to these research questions, data was collected using questionnaires (one for teachers and another for students), interview schedules, a classroom observation schedule and a document analysis schedule. Quantitative data from questionnaire items was analyzed and presented in tables and percentages, pie charts and bar graphs while qualitative data from interviews, document analysis and observation were analyzed descriptively (Yildirim and Simsek, 2006 in Tolga, 2013). This section begins by presenting general information of the respondents for the study.

4.2 General Information

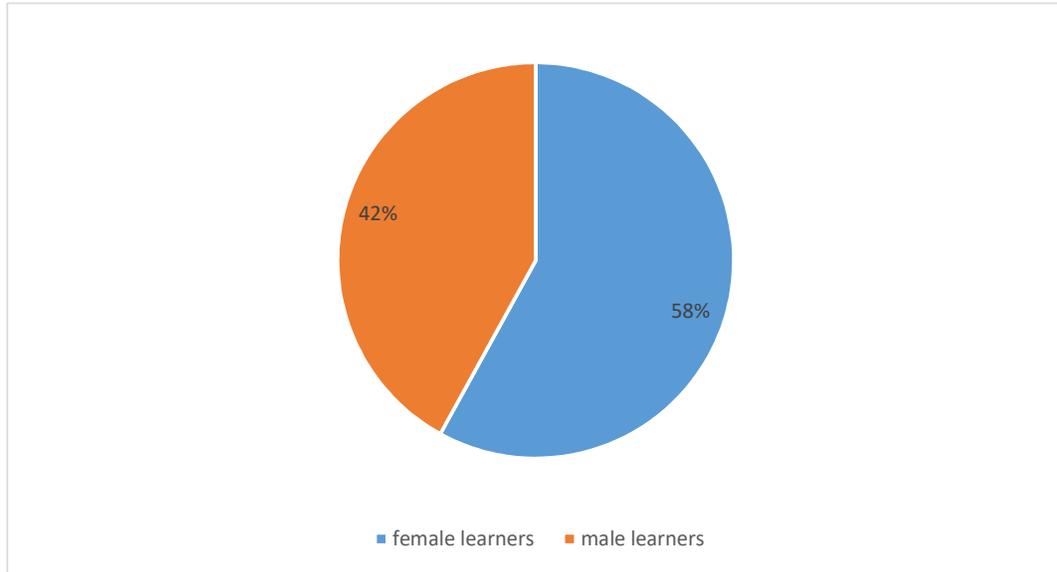


Figure 4. 1: Percentages of Female and Male Secondary School Learners in Kakamega Central Sub County

Figure 4.1 showed that there were more form three female secondary school learners than male learners; 58% and 42% respectively. However, the difference is not so worrying because each gender has more than a third representation in the research that established educational factors influencing learning of imaginative writing.

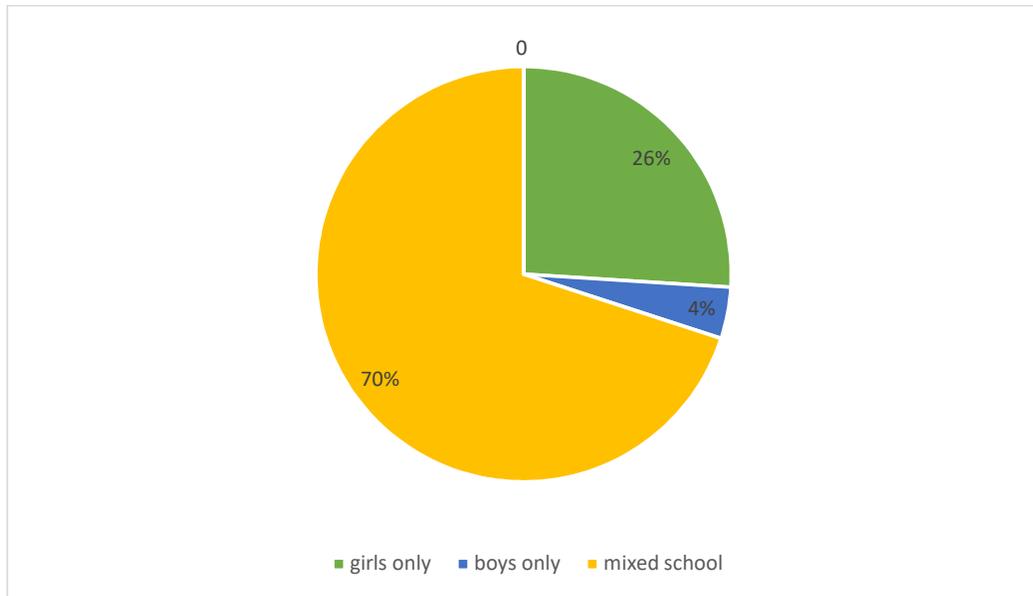


Figure 4. 2: Percentages of Secondary Schools in Kakamega Central Sub County

Sampling was based on categories of schools; national, extra-county, county and Sub County. From the data presented in figure 4.2, among secondary schools in Kakamega Central Sub County, 70% were mixed secondary schools, 26% were girls' secondary schools and only one (4%) was a boys' secondary school. Kakamega Central Sub County has 23 secondary schools. The study sampled 30% of the secondary schools. Findings from the study as organized through the objectives are presented.

4.2 Strategies Used in Teaching Imaginative Writing

The first objective of this study was to establish the strategies secondary school teachers of English use in teaching imaginative writing among Form Three secondary school students in Kakamega Central Sub County. Questionnaires for teachers of English and classroom observation provided data for this section. The sampled teachers represent 100 percent and their responses were presented as follows in table 4.1.

Table 4. 1: Strategies Used in Teaching Imaginative Writing

| Questionnaire item | Agree | Disagree |
|---|-------|----------|
| 1. Teaching aids like visual art are used when teaching imaginative writing. | 28% | 72% |
| 2. Students are given sample imaginative texts to read. | 86% | 14% |
| 3. Students with common needs are assisted in groups. | 58% | 42% |
| 4. Teachers use dramatization in teaching imaginative writing | 28% | 72% |
| 5. Assignments given to learners reflect daily life experiences. | 72% | 28% |
| 6. Teachers discuss topics in class before giving learners imaginative writing assignments. | 86% | 14% |

The data shows that 28% of secondary school teachers of imaginative writing used visual art teaching aids and 86% gave learners sample imaginative writing materials to read. Dramatization as a strategy was used by 28% of the sampled teachers of English. Seven teachers of imaginative writing participated in the study. The number of sampled secondary school teachers represented thirty percent of the total number of secondary school teachers of English (Kombo and Tromp, 2009) However, during participant lesson observation, only 1 out of the observed 7 teachers used teaching aids. This shows that the teachers' responses in the questionnaire were based on what ought to be done, thought it was not practiced by a majority of the teachers of imaginative writing. In addition, the teachers discussed topics in class before allowing learners to write assignments. Further, 72% of teacher respondents gave learners imaginative writing assignments that reflected daily life experiences.

On the same note, during lesson observation, it was found out that 1 out of 7 teachers of imaginative writing employed modern technology like power point in teaching. Nevertheless, 1 out of 7 of the observed teachers had no idea on approaches to use to teach imaginative writing. Finally, apart from the question and answer method employed by more than 50% of teachers, discussion groups were employed by 1 out of 7 teachers in an attempt to meet students' individual needs in imaginative writing.

4.4 Practices used in Learning Imaginative Writing

The second objective of this study was to find out practices used by form three secondary school students in the learning of imaginative writing in Kakamega Central Sub County. Data on practices learners used in learning imaginative writing was got from students' questionnaires and interviews. The findings obtained were presented in table 4.2.

Table 4. 2: Extensive Reading of Published Literary Materials among Learners

| | | Frequency | Percent | Valid percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Never read | 40 | 15.3 | 15.3 | 15.3 |
| | Rarely read | 64 | 24.4 | 24.4 | 39.7 |
| | Commonly read | 78 | 29.8 | 29.8 | 69.5 |
| | Most commonly read | 80 | 30.5 | 30.5 | 100.0 |
| | Total | 262 | 100.0 | 100.0 | |

From table 4, it is clear that about 59% (the 29.8% that commonly read and the 30.5% that most commonly read) do reading of published literary materials while 15% never read. The remaining 24% do the reading rarely. This means that reading is not extensively done, and learning may have been hindered by irregular practice.

Table 4. 3: Writing Imaginative Assignments and Giving Teachers to Mark

| | | Frequency | Percent | Valid percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Never write | 51 | 19.5 | 19.5 | 19.5 |
| | Rarely write | 93 | 35.5 | 35.5 | 55.0 |
| | Commonly write | 65 | 24.8 | 24.8 | 79.8 |
| | Most commonly write | 53 | 20.2 | 20.2 | 100.0 |
| | Total | 262 | 100.0 | 100.0 | |

Table 5 shows that only about 45% (the 24.8% that commonly write and the 20.2% that most commonly write) of secondary school students wrote imaginative writing assignments and gave the teacher to mark. On the other hand, 19.5% never attempted to write and 35.5% rarely wrote. This implies that most learners may not have been intrinsically motivated to write imaginative writing assignments. This means that the learner has to be closely monitored to do a lot of practice in imaginative writing, and in this case it is the teacher to motivate the learner for learning of imaginative writing to take place.

Table 4. 4: Participation in Discussion Groups

| | | Frequency | Percent | Valid percent | Cumulative Percent |
|-------|---------------------------|-----------|---------|---------------|--------------------|
| Valid | Never participate | 43 | 16.4 | 16.4 | 16.4 |
| | Rarely participate | 78 | 29.8 | 29.8 | 46.2 |
| | Commonly participate | 72 | 27.5 | 27.5 | 73.7 |
| | Most commonly participate | 69 | 26.3 | 26.3 | 100.0 |
| | Total | 262 | 100.0 | 100.0 | |

From 6, about 53.8% (the 27.5% that commonly participate and the 26.3% that most commonly participate) participate in discussion groups. 16% never participate as 29.8% rarely participate in discussion groups. A larger percentage does not use practices like debating and reading, as shown in figure 4.3.

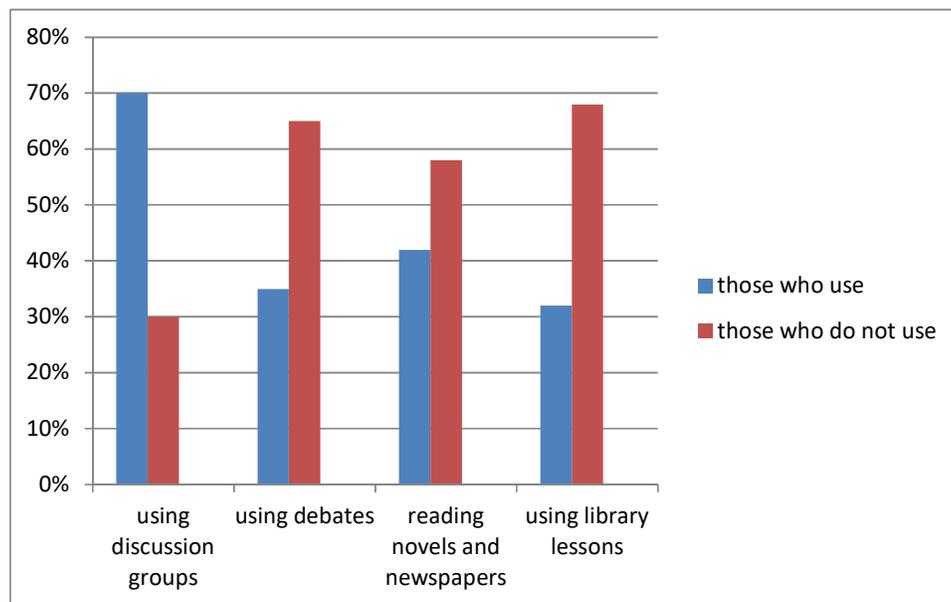


Figure 4. 3: Practices Used in Learning Imaginative Writing

From figure 4.3, about 70% of secondary school students used discussion groups as a practice to learn imaginative writing. On the other hand, only 30% to 40% of secondary school students used debates and did extensive reading while 58% to 65% did not. Library lessons were also used by only 32% of students as the remaining 68% of students misused the library lessons. From the findings, over 60% of learner respondents admitted that they did not use the strategies in figure 3 as shown in figure 4.4:

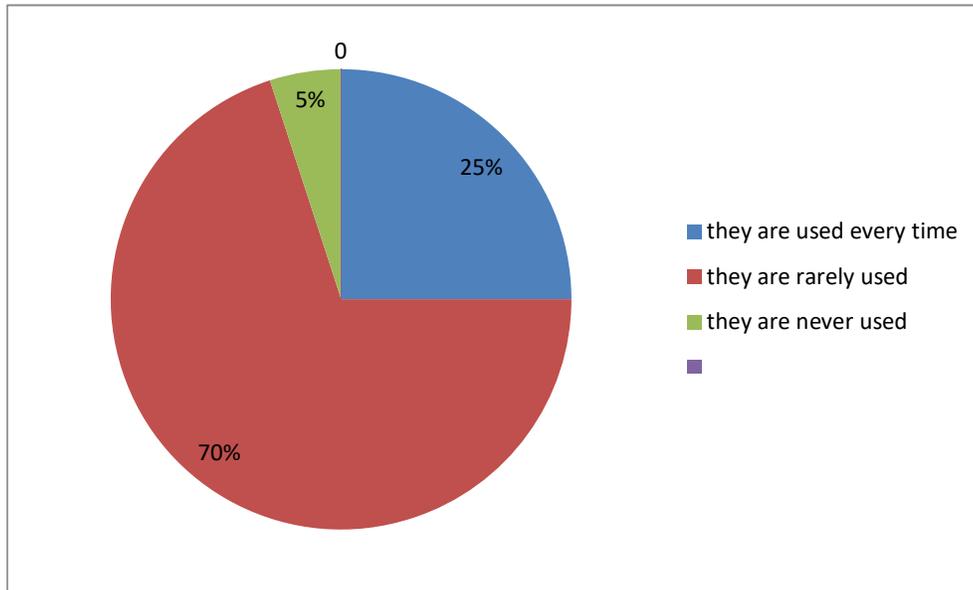


Figure 4. 4: Use of Various Strategies in Learning of Imaginative Writing

Using interviews, the data was collected and presented as follows: The first question on whether imaginative writing among Form Three secondary school students was performed above average (over 50%) or below average, had 8 out of 28 respondents, making 28% of the student respondents reporting that students' scores were above average while a significant 20 out of 28 student respondents (72%) reported that performance was below average.

The second question on identifying at least four practices that Form Three secondary school students used when learning imaginative writing, had 20 out of 28 interviewed respondents (72%) identifying discussion groups, 10 out of 28 interviewed respondents (36%) identifying debates, 12 out of 28 interviewed respondents (43%) identifying reading novels and 9 out of 28 interviewed respondents (30%) identifying library lessons with the teacher.

4.5 Challenges Faced during Imaginative Writing

The third objective of this study aimed at finding out challenges students face in imaginative writing among Form Three Secondary School Students in Kakamega Central Sub County. Students' questionnaires and document analysis checklists were used to collect data. The data is presented in table 7 as follows:

Table 4. 5: Inability to Use various Types of Sentences

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | True | 138 | 52.7 | 52.7 | 52.7 |
| | False | 124 | 47.3 | 47.3 | 100.0 |
| | Total | 262 | 100.0 | 100.0 | |

From table 4.5, only 47% of student respondents were able to use various types of sentences during imaginative writing while 52% of learners did not know the types of sentences to use during imaginative writing. The types of sentences used in imaginative writing include simple, compound and complex. This implies that most

learners had challenges to use various types of sentences in their imaginative writing exercises.

Table 4. 6: Inability to Use Correct Spellings

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | True | 58 | 22.1 | 22.1 | 22.1 |
| | False | 204 | 77.9 | 77.9 | 100.0 |
| | Total | 262 | 100.0 | 100.0 | |

From table 4.6, only 22% of Form Three student respondents used correct spellings of words every time whereas over 77% did not use correct spellings of words. This implies that writing correct spellings of a word was a major challenge among learners of imaginative writing.

Table 4. 7: Inability to Use Correct Vocabulary in Imaginative Writing

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | True | 58 | 22.1 | 22.1 | 22.1 |
| | False | 204 | 77.9 | 77.9 | 100.0 |
| | Total | 262 | 100.0 | 100.0 | |

From table 4.7, only 22.1% of Form Three student respondents used the correct vocabulary during imaginative writing. On the other hand, almost 77.9% of them

did not use the correct vocabulary. This implies that most students had a great challenge in using the correct vocabulary to suit the imaginative writing task.

Table 4. 8: Use of Inappropriate Punctuation Marks in Imaginative Writing

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | False | 84 | 32.1 | 32.1 | 32.1 |
| | True | 178 | 67.9 | 67.9 | 100.0 |
| | Total | 262 | 100.0 | 100.0 | |

From table 4.8, only 32.1% of secondary school student respondents managed to use appropriate punctuation marks during imaginative writing while 67.9% of the learners did not use appropriate punctuation marks. This implies that appropriate punctuation is another major challenge among secondary school students in imaginative writing, and needs to be worked on.

Table 4. 9: Insufficient Imaginative Writing Learning Materials

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | True | 154 | 58.8 | 58.8 | 58.8 |
| | False | 108 | 41.2 | 41.2 | 100.0 |
| | Total | 262 | 100.0 | 100.0 | |

From table 11, a majority of the student respondents (58.8%) agree that learning materials are adequate. However, 41.2% of the student respondents are of the

contrary opinion. This implies that at least there is provision of learning materials for imaginative writing in secondary schools, though they may not be adequate.

Table 4. 10: Lack of Planning, Drafting and Editing of Imaginative Work

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | True | 108 | 41.2 | 41.2 | 41.2 |
| | False | 154 | 58.8 | 58.8 | 100.0 |
| | Total | 262 | 100.0 | 100.0 | |

From table12, it was also noted that 58.8% of learners never plan, draft and edit their written imaginative writing tasks. About 41.2% try to plan, draft and edit their written imaginative writing tasks. This implies the form three secondary school learner needs a lot of guidance from the teacher of imaginative writing on the need for planning, drafting and editing imaginative written work.

The following sample in figure 9 from document analysis illustrates some of the challenges faced by learners during imaginative writing:

Write a composition that ends -----
I did not know what to say next.

K.C.P.E RESULTS DAY.

It was on Friday January 2013 when the announcement of K.C.P.E results was to be ~~now~~ announced. I was ~~at~~ eager to had Mr Mutula Kilonzo announcing. I quickly performed my duty on the right time so that I can attend that section.

Then it was when I was in the kitchen preparing for breakfast I heard my younger sister who was in standard seven calling out my name Rebecca! Rebecca! Mutula had started to announce the results! I quickly rushed to the sitting room and give ~~and~~ my ~~my~~ ears ~~to~~ to what ~~at~~ Mutula was announcing.

Number one ~~is~~ girl from Kiambu County.

Figure 4. 5: A Sample Document for Imaginative Writing.

The sample imaginative writing task in figure 5 shows that the drop in imaginative writing, may be as a result of inadequate skills on the proper use of punctuation marks, spellings, tenses and sentence structures, which lead to construction of faulty structures during imagination writing. For instance, on punctuation, the student wrote 'friday' with a small letter 'f'. The "I" in paragraph two is also small in "when i was". In addition, speech marks were omitted in paragraph two when the sister is calling Rebecca's name. The student also wrote the word 'section' to mean 'session'.

Further still, on tenses, a word like ‘had’ in the first paragraph and ‘give’ in paragraph two could have been ‘hear’ and ‘gave’ respectively. Finally, an expression like ‘the announcement of K.C.P.E. results’ was affected because the derivation skill was not appropriately employed, as the word ‘announcement’ could be ‘announcement’. The analyzed responses from questionnaire items had over 70% of learners having serious challenges with sentence structure, spellings of words, using appropriate vocabulary and punctuation as presented in figure 6:

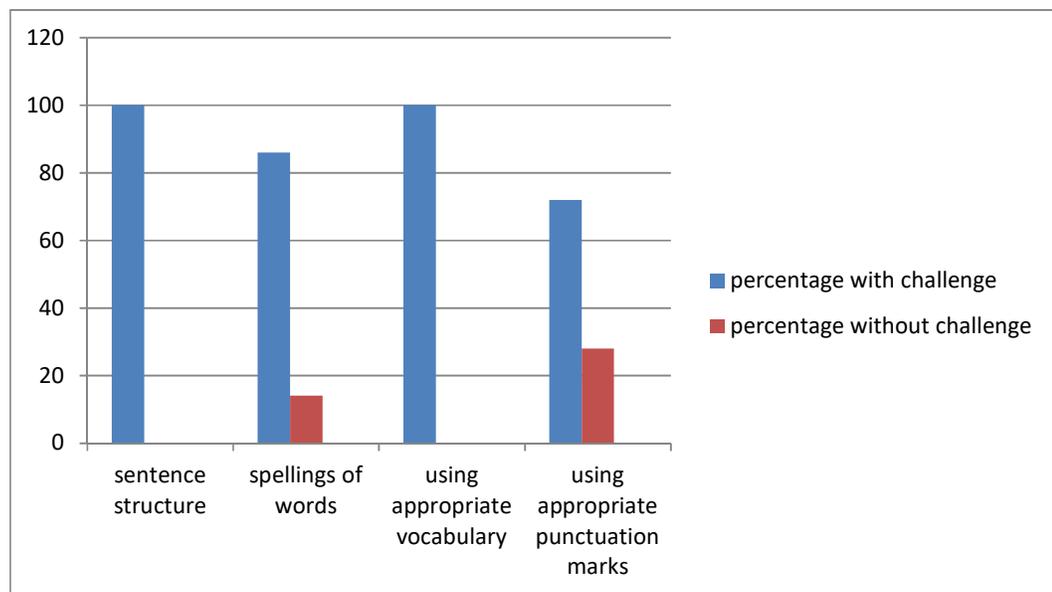


Figure 4. 6: Challenges Faced in Imaginative Writing

Using the interview schedule, the question that required the respondent to state at least four educational challenges that Form Three secondary school students face in imaginative writing, had 20 out of 28 interviewed respondents identifying little writing time, 25 out of 28 interviewed respondents identifying spelling challenges and 23 out of 28 interviewed respondents identifying punctuation challenges. Moreover, 25 out of 28 interviewed respondents identified challenges of self-expression and 3 out of 28 interviewed respondents identified teachers’ negative and demoralizing verbal comments like “you don’t know English, you write primary

school expressions.” Further, 22 out of 28 interviewed respondents identified challenges in knowing the correct vocabulary to use in imaginative writing.

The findings presented indicate that individual learners’ needs arising from the challenges identified were many in imaginative writing. A conclusion drawn is that as long as the teacher of imaginative writing would be struggling to minimize the challenges, modern technology would be another threat to reducing the learners’ challenges in imaginative writing. This would be so because some printed items that secondary school students accessed to read were presented as abbreviations, shortcuts and even wrongly spelt words that were accompanied by numbers.

4.6 Challenges Faced in Teaching Imaginative Writing

The fourth objective aimed at establishing challenges (if any) that teachers faced in teaching imaginative writing among form three secondary school students in Kakamega Central Sub County. Teachers’ questionnaires were used to collect data on teaching challenges faced in teaching imaginative writing. The findings were presented in figure 4.7 as shown:

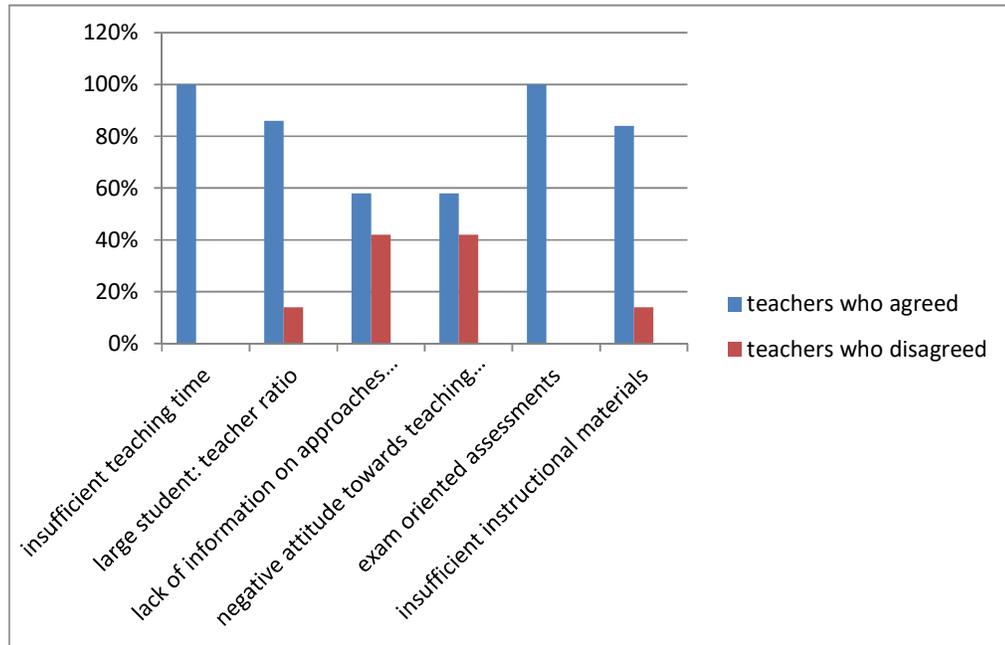


Figure 4. 7: Challenges Faced in Teaching Imaginative Writing

From the above graph, the study found out that teaching of imaginative writing was influenced by the following: insufficient teaching time, as represented by 100% of teachers respondents, had influenced negatively, large student: teacher ratio affected 86% of teachers negatively in their teaching, learners' negative attitude towards imaginative writing affected a majority negatively. Suleiman (2011) argues that dismal performance is as a result of negative attitude. Insufficient instructional materials also negatively affected 86% of teachers of imaginative writing and exam-oriented assessments affected all teachers.

Although the teachers employed the right teaching techniques and had the necessary professional documents, the students still performed below average. Using interviews, teacher respondents were asked to state at least four teaching challenges in teaching imaginative writing. 5 out of 7 interviewed teachers identified a dislike from students towards imaginative writing, 5 out of 7

interviewed teachers identified too much workload in reading the imaginative writing assignments from the overpopulated classes and 3 out of 7 interviewed teachers identified lack of enough reading materials for learners.

Further, 4 out of 7 interviewed teachers identified media influence on the form three students in teaching wrong and ungrammatical expressions. An example given was face book, 6 out of 7 interviewed teachers identified limited exposure of learners to identify with new settings, for example what goes on in a flight and 6 out of 7 interviewed teachers identified lack of enough educational resources on imaginative writing.

Moreover, 4 out of 7 interviewed teachers identified mother tongue influence and direct translation from mother tongue, thus incorrect spelling as 2 out of 7 interviewed teachers identified lack of a reading culture, thus lack of content mastery. Finally, 1 out of 7 interviewed teachers identified lack of interest among learners to learn imaginative writing and another 1 out of 7 interviewed teachers said he had no knowledge on specific approaches to be used in teaching imaginative writing.

4.7 Discussion of Findings

This section discusses findings on the study of educational factors influencing learning of imaginative writing are discussed as follows:

4.7.1 Strategies Used in Teaching Imaginative Writing

From literature reviewed on teaching imaginative writing, the possible factors that influenced approaches used in teaching of imaginative writing were approaches to

teaching imaginative writing, curriculum and assessment expectations, teachers' perception about creativity and the function of creative writing.

In studies conducted by Mbithe (2014), Howarth (2010), Khan (2012), Tufail et al (2015), ORELTA (2015), Abdala (2015) and Tolga (2013), the findings were that the techniques employed by the teacher, his confidence alongside the syllabus and assessment affected learning of imaginative writing. In fact, Mwangi (2016) established that teaching strategies such as role play, simulation, language games and mime had a significant influence on learner achievement. In addition, dramatization was superior to lecture strategy in teaching of the English Language. This study affirms the above studies.

In addition, findings from the current study based on questionnaires indicate that teachers of imaginative writing used teaching aids (table 3) and gave learners sample imaginative writing materials to read. Further, teachers of imaginative writing discussed topics in class before allowing learners to write assignments and made follow-ups to enhance students' progress in imaginative writing assignments. However, lesson observation showed that teaching aids were rarely used and a few teachers used sample imaginative works. In addition, more than 50% of teachers did not use lesson plans during teaching of imaginative writing. This means that they did not have sufficient time to make lesson plans.

Ofsted (2006) found that in schools with good teaching, there was no conflict between the National Curriculum, national standards in core subjects and creative writing approaches to learning. Pupils who were supported by good teaching that encouraged questioning, debate, experimentation, presentation and critical

reflection enjoyed the challenge and had a sense of personal achievement. The confidence they gained encouraged them to develop and present their own ideas with greater imagination and fluency. In contrast, the current study found out that the syllabus and teaching was examination oriented.

Whitaker (2017) had suggested for organizing for a lesson which, of course, referred to planning the curriculum as well as the classroom activities and routines, to help student develop as writers while keeping curriculum needs and goals in mind. According to questionnaire responses, this was practiced by 58% of teacher respondents who made lesson plans for imaginative writing lessons and assisted students with common needs. However, during lesson observation, there was no single lesson plan that was used in class during the actual teaching of imaginative writing in the sampled schools for study.

Obondo (2012) noted that inadequate learning materials are likely to affect learning. This study supports him as it was agreed by 86% of respondents that insufficient instructional materials negatively affected teaching and consequently learning of imaginative writing. On the other hand, teachers discussed topics in class before allowing learners to write assignments. Further, they made follow-ups to correct individual learners.

Despite all these efforts that are believed to positively influence performance in imaginative writing, learners still performed below average (below 50%) in imaginative writing. This means that performance in imaginative writing could have been affected by not using teaching aids.

Further, according to Vasudevan (2013), Ings (2005), Khan (2011) and Al-Faki (2014)'s findings, the teacher's creativity, attitude, confidence and commitment

positively influence teaching of imaginative writing. In addition, the teacher's lack information on approaches to use in teaching imaginative writing negatively affect teaching of imaginative writing. The current study concurs with the above findings because after research, the current study found out that a majority (58%) of teachers did not have sufficient information on the best approaches to use during teaching of imaginative writing, though they had confidence in class while teaching imaginative writing. Mbithe (2014) and De Caro (2009) identified curriculum and purpose for imaginative teaching as important factors that influenced teaching and later learning of imaginative writing.

Ofsted (2010) supported Mbithe (2014) and De Caro (2009) by noting that one of the real obstacles to improved standards and achievements was the failure to find ways of engaging pupils with writing as an authentic act, which meant that if students were given writing tasks that had no real purpose to them and no real audience beyond the classroom, all but the most committed ones were likely to switch off.

This means that most students want connections between what they do in class and the real social life so that they do not just write for examinations but also to use in a communication to make a social change. This means that to improve learners' writing depends on the way they are taught, hence the individual teacher bears the burden.

4.7.2 Practices Used in Learning Imaginative Writing

The second objective of this study was to find out practices form three secondary school students use in the learning of imaginative writing in Kakamega Central Sub- county. The practices a learner may engage in while trying to learn

imaginative writing can be dependent on the practices that teachers use and motivation derived from the context. Data on practices learners used in learning imaginative writing was got from students' questionnaires and interviews.

Jepketer et al (2015) and Nyang'au (2014) agree in their findings that the teacher's method, management of students during discussions and constant feedback influence students' performance to a greater extent compared to the common lecture and question and answer methods of teaching. This is because they motivate the learner to practice more on creativity, so as to curb the major challenges of inadequate content mastery, incorrect use of grammar, first language (L1) interference and limited vocabulary that students faced in learning essay writing skills. From lesson observation, most teachers' methods were question and answer, and lecture. This could be another factor affecting imaginative writing. However, an equal number of students agreed that there was constant feedback from teachers.

According to Whitaker (2017), the reading materials are typically used as models of writing to help discuss a writer's strategies and techniques, as a means of stimulating students' interest and thinking about an issue or a topic. As a result, they act as resources to help students complete a task in imaginative writing. From the study findings, a majority of the student questionnaire respondents (58.8%) agreed that learning materials were adequate. However, 41.2% of the student respondents were of the contrary opinion. This implies that at least there was provision of learning materials for imaginative writing, though they seemed not adequate.

Despite provision of learning materials, not all students read them. From students' questionnaires, the study established that over 59% did reading while 15% never read. The remaining 24% did the reading rarely. However, during the interview, over 70% of student respondents said that they did not find time for reading, so they never read. It was also found out that only about 45% of secondary school students wrote imaginative writing assignments and gave the teacher to mark. On the other hand, 19.5% never attempted to write and 35.5% rarely wrote. This implies that the learners were not intrinsically motivated to write imaginative writing assignments.

It is clear that an equal number of form three students read published materials. On the other hand, vocabulary is rarely or never practiced by more than 50 % of student respondents. As a result, imaginative writing assignments are rarely written and brought to teachers for marking. In addition, learners do not read sample compositions for improvement. What an equal number agreed to be doing is engaging in discussion groups. This means that reading is not seriously done, learning through regular practice is a rare vocabulary in the learner and discussion groups may not be yielding to their expectations.

Another finding was that about 70% of secondary school students used discussion groups (table 6) as a practice to enhance learning of imaginative writing but still they did not perform above average in imaginative writing. On the other hand, only 30% to 40% of secondary school students used debates and did extensive reading while 58% to 65% did not. Library lessons were also used by only 32% of students as the remaining 68% of students misused the library lessons. This could be a clear reason why the performance in imaginative writing was below average. From the

findings, over 60% of learner respondents admitted that they did not use the strategies, and as a result, did not perform well in imaginative writing.

4.7.3 Challenges Faced during Imaginative Writing

The third objective aimed at exploring challenges faced in imaginative writing among form three secondary school students in Kakamega Central Sub- county. Students' questionnaires and teachers' document analysis checklists were used to collect data. Scholars like Galton et al (2002), Das et al (2011), Nyamubi (2016), Suleiman (2011), Tolga (2013) and Fareed et al (2016) had identified a range of factors that might influence the teaching and learning of imaginative writing. These are discussed in the following subsections which include anxiety, learners' attitude towards imaginative writing and insufficient learning materials.

Galton et al (2002), Das et al (2011) and Mili (2011) identified the amount of time available, lack of time and space in the classroom as challenges students face in imaginative writing, which the current study concurs with. This means that when time is limited, enough time is not provided to both teachers and pupils to practice creativity. Fareed et al (2016), Nyamubi (2016) and Suleiman (2011) identified the major problems to imaginative writing as insufficient linguistic proficiency which included command over grammar, syntax and vocabulary.

In addition, writing anxiety and lack of ideas combined with reliance on the first language (L1) and weak structure organization really affected imaginative writing. This is because students differed in terms of their mastery of English, scoring higher in the structure section, while composition was the most poorly scored

section. This study agrees with the findings above because from students' questionnaires, only 47% of student respondents were able to use various types of sentences (table 7) during imaginative writing while 52% of learners did not know the types of sentences to use during imaginative writing. This implies that most learners had challenges to use various types of sentences in their imaginative writing exercises.

Students' questionnaires also showed that only 22% of Form Three student respondents used correct spellings of words every time whereas over 77% did not use correct spellings of words. Interviews also indicated that most students did not use correct spellings, which implies that writing correct spellings of a word was a major challenge among learners of imaginative writing.

Further, the students' questionnaire established that only 22% of Form Three student respondents used the correct vocabulary during imaginative writing. On the other hand, almost 78% of them did not use the correct vocabulary. This implies that most students had no idea on which vocabulary to use with regard to the register of the imaginative writing task.

Furthermore, it was established from the students' questionnaire that only 32% of secondary school student respondents managed to use appropriate punctuation marks (table 10) during imaginative writing while 67% of the learners did not use appropriate punctuation marks. Interviews also confirmed correct punctuation as one of the requirements that give most learners a headache during imaginative writing. This implies that appropriate punctuation is another major challenge among secondary school students in imaginative writing, which could be as a result of writing in haste and lack of time for proof reading. In addition, the

students could not be knowing that these challenges are there until the teacher marks their work and identifies the mistakes.

Further, the study found out that 58.8% of learners never plan, draft and edit their written imaginative writing tasks (table 12). Only about 41.2% try to plan, draft and edit their written imaginative writing tasks. In addition, that most students especially secondary school students, found it difficult to write in English because they hated to write in English and had a negative attitude towards writing in English. Besides, even if they found ideas, they failed to elaborate them into correct English. However, Fareed et al (2016) investigated problems in Pakistani undergraduate English as a second language (ESL) learners, while this study investigated Kenyan secondary school ESL learners.

Tolga (2013), Obondo (2012) and Mili (2011) agree that performance in imaginative writing is below average. They advocate for the creative drama method as improving the participants' writing skills and attitudes towards writing. They also attribute poor performance to large numbers of students, lack of space in classrooms and limitations of class hours and inadequate learning materials hence inadequate frequency of writing assignments.

From the analyzed responses, see figure 6, over 70% of learners had serious challenges with sentence structure, spellings of words, using appropriate vocabulary and punctuation. After doing document analysis, there are challenges that were common among a majority of learners during imaginative writing. They included: spellings, sentence structure, spacing, punctuation, self-expression, vocabulary and paragraphing.

4.7.4 Challenges Faced in Teaching Imaginative Writing

The fourth objective aimed at establishing challenges (if any) that teachers faced in teaching imaginative writing among Form Three Secondary School Students in Kakamega Central Sub County. Teachers' questionnaires were used to collect data on teaching challenges faced in teaching imaginative writing.

In teaching imaginative writing, teachers faced some challenges like lack of orientation on approaches to use in teaching imaginative writing, learner unpreparedness and inability of learners to meet textuality standards in learners' written work. Ofsted (2005), Khan (2011) and Mulima (2012) agree that teachers face a number of challenges. They point out teacher confidence, or rather the lack of it, as one of the main barriers to progress as pupils witness teachers writing but not in a creative context. It would be either a teacher completing a task at their desk or within the classroom alongside the pupils working on their own task, which did not serve the purpose of imaginative writing but a kind of reinforcement in general learning.

Lack of information about approaches that were widely used for teaching writing in a western educational context. Moreover teachers' workload affected students' performance in English. Extra responsibilities assigned to the teacher, number of teachers: students' enrollment were some of the aspects that played an important role in determining the outcome of students' performance in English.

The study agrees with Ofsted (2005), Khan (2011) and Mulima (2012) after finding out that insufficient teaching time affected 100% of teachers' imaginative teaching negatively and large student: teacher ratio affected 86% of teachers negatively in their teaching. In addition, insufficient instructional materials negatively affected 86% of teachers of imaginative writing while exam-oriented assessments affected all teachers. Further, it was established that learners' negative attitude towards imaginative writing affected a majority of the imaginative learning sessions negatively.

Al-Faki (2014) and Gajalakshmi (2013) identify other challenges of a teacher as lack of knowledge about troubleshooting of Smart Board and more than 15% of teachers lacked computer competence. In addition, the gender, locality of the school, type of school, type of management were notable challenges to teachers of imaginative writing. Hence it was concluded that more classroom activities in the study of English enhance pupils' attitude to learn English.

Atieno et al (2014), Nyang'au (2016) and Esmeralda (2013) found out that students' texts were influenced by the standards of textuality, other factors like spelling, brevity and legibility, overgeneralization, wordiness, repetitiveness, joining and separating words, use of double subjects, confusion of homophones and mixing gender. In addition, lecture, question and answer and teacher demonstration were the most used methods in teaching and learning of essay writing skills.

Further, most of the students could do only free writing when they arrive to the writing classes. The major problematic areas in students' attempts at academic writing were lack of self-management skills. Symptoms include a history of incomplete courses, turning in papers late, and not knowing specifics details of the assignments.

Mbithe (2014)'s study found out that both the students and teachers had a positive attitude towards the integrated English curriculum. In addition, although the teachers employed the right teaching techniques and had the necessary professional documents alongside adequate teaching learning resources, the students still performed below average.

As far as imaginative writing is concerned, Form three secondary school students from 6 out of 7 sampled secondary schools, making 86%, admitted that performance in imaginative writing was below average. In agreement with Mbithe (2014) on performance is Suleiman (2011) and Obondo (2012). However, Suleiman (2011) argues that dismal performance is as a result of negative attitude. This study's findings differ from Mbithe (2014) and Suleiman (2011) because it shows that a majority of learners (63%) had a positive attitude towards imaginative writing. However, a majority significantly performed below average (below 50%) in imaginative writing. This means that learners did not like practicing what they liked in terms of imaginative writing, a result of laziness among the learners.

Ofsted (2006) found that in schools with good teaching, there was no conflict between the National Curriculum, national standards in core subjects and creative writing approaches to learning. Pupils who were supported by good teaching that encouraged questioning, debate, experimentation, presentation and critical

reflection enjoyed the challenge and had a sense of personal achievement. The confidence they gained encouraged them to develop and present their own ideas with greater imagination and fluency. In contrast, the current study found out that the syllabus and teaching was examination oriented.

From the findings, there is an indicator that individual learners' needs arising from the challenges identified were many in imaginative writing. A conclusion drawn is that, modern technology would be another threat to reducing the learners' challenges in imaginative writing. This was so because some printed items that secondary school students accessed to read were presented as abbreviations, shortcuts and even wrongly spelt words. It can be further concluded that learners hurried to write without planning. In addition, they did not edit their written imaginative assignments, may be because of limited time for imaginative writing. Finally, the students could also be disliking the imaginative writing activity.

Relating Krashen's (1982) input hypothesis of the Monitor Theory of Second Language (L2) acquisition to the current study, the findings have clearly indicated that for comprehensible input to be realized, some identified educational factors have to be worked on to enhance learning of imaginative writing. These factors include large numbers of students, lack of space in classrooms and limitations of class hours. In addition, inadequate learning materials, spelling and legibility negatively influence learning of imaginative writing. Further, overgeneralization, wordiness and repetitiveness are additional challenges although the syllabus and teaching is examination oriented.

4.8 Summary of the Chapter

This chapter has presented, analyzed and interpreted data. It has re-stated the research questions that guided the study in establishing educational factors that influenced learning of imaginative writing. The factors included approaches teachers used in teaching imaginative writing, the practices of Form Three secondary school students used in learning imaginative writing, challenges students faced in imaginative writing and challenges teachers faced in teaching imaginative writing among Form Three Secondary School Students in Kakamega Central Sub County. Pie charts, bar graphs and tables have been used to present data. The following chapter presents the summary of findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, findings arising from the data that was collected based on given objectives are summarized, conclusions derived and recommendations stated. Finally, suggestions for further research is provided. Since there was need to improve the learning of imaginative writing, one had to be aware of factors influencing learning of imaginative writing. This strengthened the purpose of this study which was to investigate the educational factors influencing learning of imaginative writing.

The study was guided by the following objectives: to establish strategies teachers of English use in teaching imaginative writing among form three secondary school students, find out the practices used by form three secondary school students in learning imaginative writing, explore challenges faced in imaginative writing among form three secondary school students and establish challenges (if any) that teachers of English faced in teaching of imaginative writing among form three secondary school students in Kakamega Central Sub County.

Data was collected using questionnaires for both secondary school students and teachers of imaginative writing in addition to unstructured interview schedules for secondary school teachers of English. Further, a focus group interview schedule for form three secondary school students and a participant lesson observation checklist for imaginative writing lessons in form three was used besides a document analysis checklist for written imaginative writing exercises.

5.2 Summary of Findings

The following is the summary of findings from the data that was collected and analyzed:

5.2.1 Strategies Used in Teaching Imaginative Writing

In teaching imaginative writing, it was found out that teachers of imaginative writing discussed topics in class before allowing learners to write assignments and made follow-ups for students' progress. Further, 72% of teacher respondents gave learners imaginative writing assignments that reflected daily life experiences. On the other hand, few teachers used teaching aids when teaching imaginative writing (table 3).

A majority (58%) of teachers did not have sufficient information on the best approaches to use during teaching of imaginative writing, though they had confidence in class while teaching imaginative writing. Further, it was established from teachers' questionnaire that 28% of secondary school teachers of imaginative writing that was sampled used visual art teaching aids and 86% gave learners sample imaginative writing materials to read. Dramatization as a strategy was used by 28% of the sampled teachers of English. Seven teachers of imaginative writing participated in the study

It was only 14% of imaginative writing teachers who used modern technology in teaching; using power point and students' individual needs were attended to by 14% of the sampled teachers.

5.2.2 Practices Used in Learning Imaginative Writing

In establishing the students' practices in learning imaginative writing, the findings revealed that students rarely wrote assignments for teachers to mark. Further, about

59% (the 29.8% that commonly read and the 30.5% that most commonly read) did reading of published literary materials while 15% never read. The remaining 24% do the reading rarely. This means that reading is not extensively done, and learning may have been hindered by irregular practice.

Although 58% of learners agreed that there are sufficient reading and learning materials for imaginative writing 59% of student respondents confirmed that the score in imaginative writing tasks is always below average. On the other hand, only 30% to 40% of secondary school students used debates and did extensive reading while 58% to 65% did not. Library lessons were also used by only 32% of students as the remaining 68% of students misused the library lessons. 20 out of 28 interviewed respondents (72%) used discussion groups and 10 out of 28 interviewed respondents (36%) used debates.

5.2.3 Challenges Faced during Imaginative Writing

In identifying challenges students face during imaginative writing, among those identified were the amount of time available for writing and lack of space in the classroom. This means that when time is limited, both teachers and pupils may not be able to practice creativity.

In addition, insufficient linguistic proficiency which included command over grammar, syntax and vocabulary influenced imaginative writing. Further, writing anxiety and lack of ideas combined with reliance on the first language (L1) and weak structure organization really affected imaginative writing.

Findings also showed that only 22% of form three student respondents used correct spellings of words every time whereas over 77% did not use correct vocabulary and spellings of words, as only 32% of secondary school student respondents managed

to use appropriate punctuation marks during imaginative writing (table 8 and 9). Moreover, the learners never planned, drafted and edited their written imaginative writing tasks.

The most common challenges identified included spellings, sentence structure and spacing. In addition is punctuation, self-expression, vocabulary and paragraphing.

5.2.4 Challenges Faced in Teaching Imaginative Writing

While establishing challenges faced in teaching imaginative writing, the study found out that teaching of imaginative writing was negatively influenced by insufficient teaching time, large student: teacher ratio, insufficient instructional materials and exam-oriented assessments.

In addition, teachers faced some challenges like lack of orientation on approaches to use in teaching imaginative writing, learner unpreparedness and inability of learners to meet textuality standards in learners' written work. Another challenge identified was lack of information about approaches that were widely used for teaching imaginative writing in a western educational context (refer 4.6 interview responses).

Further, insufficient teaching time and large student: teacher ratio negatively affected 86% of teachers in teaching imaginative writing. In addition, insufficient instructional materials and lack of computer competence negatively affected 86% of teachers of imaginative writing. Ultimately, most of the students had lack of self-management skills as they could do only free writing when they arrived to the writing classes.

5.3 Conclusion

Based on the objectives and from the findings of the study, the following conclusions were made:

1. Teachers of imaginative writing in Kakamega Central Sub County commonly use question and answer approach. In addition, they give learners imaginative writing assignments to attempt. However, power point, visual art and dramatization is rarely used by a majority of the teachers of English in teaching imaginative writing.
2. Secondary school students in Kakamega Central Sub County mostly use discussion groups in learning of imaginative writing. There are other practices that are averagely used like extensive reading of published literature and writing imaginative assignments, but debates and library lessons are rarely used.
3. Most secondary school students in Kakamega Central Sub County have challenges with correct spellings, appropriate tenses and good use of punctuation marks. In addition, most learners do not plan, draft and edit their imaginative writing exercises. Poor reading culture among learners makes them have more academic challenges.
4. Secondary school teachers of imaginative writing in Kakamega Central Sub County teach large classrooms with insufficient instructional materials for imaginative writing. Sometimes learners' unpreparedness to learn and lack of self-management skills prove challenging to the teacher who is not oriented on the best approaches to use in teaching imaginative writing.

5.4 Recommendations

The findings from this study provide useful information to the teacher in enhancing learning of imaginative writing. The following recommends are made:

First, that apart from question and answer approach with discussion groups, secondary school teachers of imaginative writing can use a number of approaches like visual art and dramatization to enhance learning of imaginative writing. Secondly, secondary school students should be encouraged to do extensive reading of published literature to enhance content mastery and use library lessons effectively while actively getting involved in debates so that the learner can develop verbal communication ability to enhance imaginative writing. .

Third, secondary school students can be encouraged to do more practice in imaginative writing, so as to identify grammatical aspects that are challenging and look for their solutions. Moreover, secondary school students should be encouraged to take some time to plan, write and edit their imaginative writing exercises to minimize spelling errors and wrong punctuation during imaginative writing.

Finally, that more teachers of English need to be employed to enable each learner's imaginative writing needs be met. In addition, more workshops can be organized to give updates on the teaching approaches and how to integrate technology into the imaginative writing lesson.

5.5 Suggestions for Further Research

The findings from this study offer diverse directions to the larger research field.

For more research, the study suggests that:

1. Research be done on the relationship between gender and academic performance in imaginative writing in secondary schools.
2. Research be done on the role of the first language (L1) in influencing learning of imaginative writing in secondary schools.
3. A study be carried out on the role of information technology in influencing learning of imaginative writing in secondary schools.

5.6 Summary of the Chapter

In this chapter, findings arising from the data that was collected based on given objectives have been summarized. The objectives of the study were to establish strategies teachers of English use in teaching imaginative writing among form three secondary school students, find out the practices used by form three secondary school students in learning imaginative writing, explore writing challenges faced in imaginative writing among form three secondary school students and establish teaching challenges (if any) that teachers of English faced in teaching of imaginative writing among form three secondary school students in Kakamega Central Sub County. Further, conclusions have been derived and recommendations stated. Finally, suggestions for further research have been provided.

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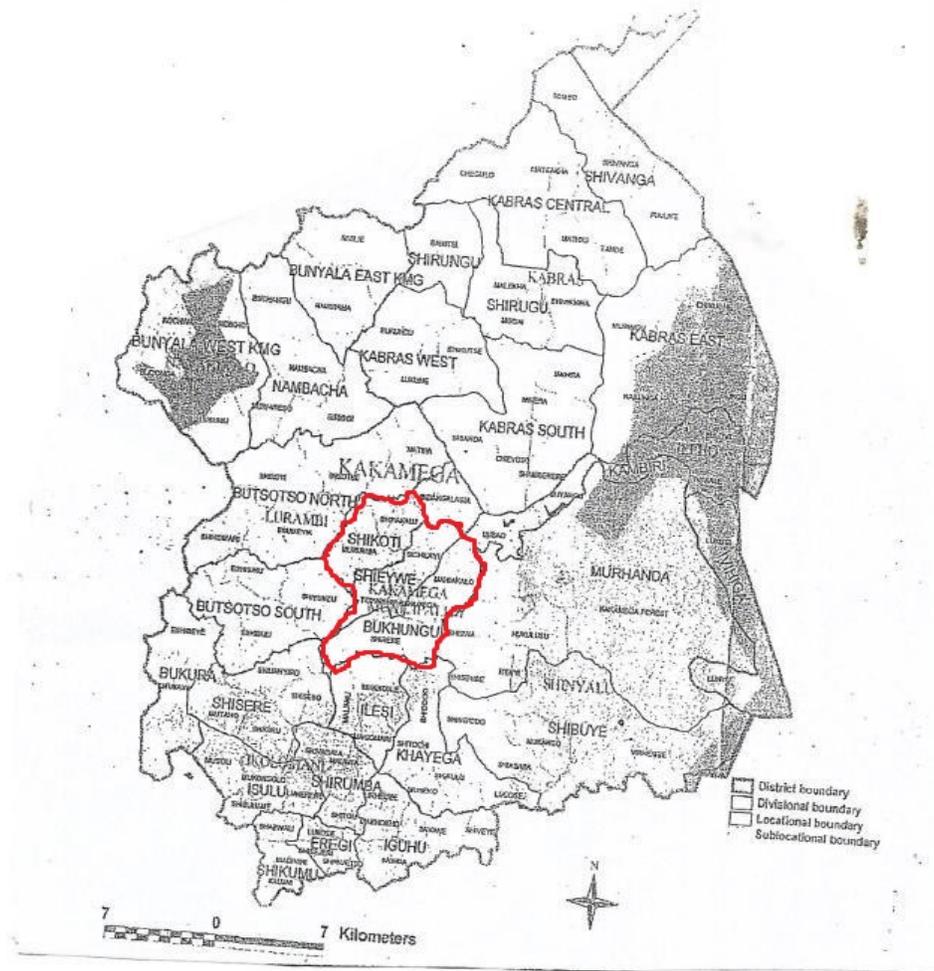
APPENDICES

APPENDIX I: MAP OF KAKAMEGA CENTRAL SUB COUNTY



Source: County Planning Office, Kakamega.

APPENDIX II: MAP OF KAKAMEGA COUNTY



Source: County Planning Office, Kakamega.

APPENDIX III: PROPOSAL APPROVAL



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: sgs@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Office of the Dean (School of Graduate Studies)

Ref: MMU/COR: 509079

Date: 1st April 2015

Ochako Irene Kwamboka
EDE/G/25/12
P.O. Box 190-50100
KAKAMEGA

Dear Ms. Ochako,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Senate of Masinde Muliro University of Science and Technology acting on the advice of the Board of the School of Graduate Studies approved your proposal entitled: *'Educational Factors Influencing Learning of Imaginative Writing Among Form Three Secondary School Students in Kakamega Central Sub-County, Kenya,'* and appointed the following as supervisors:

1. Dr. Eric Okwako
2. Ms. Triza Okoth

You will be required to submit through your supervisor(s) progress reports every three months to the Dean SGS. Such reports should be copied to the following: Chairman, Faculty of Education and Social Sciences Graduate Studies Committee and Chairman, Language and Literature Education.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Masters thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

I once more congratulate you for the approval of your proposal and wish you a successful research.

Yours Sincerely,

PROF. PETER ODERA
AG. DEAN, SCHOOL OF GRADUATE STUDIES

TSC NO. 519281

Mrs Ochako Irene Kwamboka
TSC no. 519281 has my permission
to carry out research. Kindly
visit her necessary
instances.
TSC COUNTY DIRECTOR
KAKAMEGA COUNTY
1/24/2015

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. OCHAKO IRENE KWAMBOKA
of MASINDE MULIRO UNIVERSITY OF
SCIENCE AND TECHNOLOGY, 0-50100
KAKAMEGA, has been permitted to
conduct research in Kakamega County

on the topic: EDUCATIONAL FACTORS
INFLUENCING LEARNING OF
IMAGINATIVE WRITING AMONG FORM
THREE SECONDARY SCHOOL STUDENTS
IN KAKAMEGA CENTRAL SUB COUNTY,
KENYA

for the period ending:
30th September, 2016


.....
Applicant's
Signature

Permit No. : NACOSTI/P/15/6538/7247
Date Of Issue : 2nd October, 2015
Fee Received :Ksh 1,000




.....
for Director General
National Commission for Science,
Technology & Innovation

APPENDIX V: LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623 00100
NAIROBI KENYA

Ref: No.

Date:
2nd October, 2015

NACOSTI/P/IS/6538/7247

Ochako Irene Kwamboka
Masinde Muliro University of Science
Of Science and Technology
P.O. Box 190 - 50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Educational factors influencing learning of imaginative writing among form three secondary school students in Kakamega Central Sub County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for a period ending **30th September, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County,

The County Director of Education
Kakamega County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX VI:

LIST OF PUBLIC SECONDARY SCHOOLS IN KAKAMEGA CENTRAL SUB COUNTY

1. Shikoti mixed secondary school
2. Shikoti girls' high school
3. Indangalasia secondary school
4. Ikonyero secondary school
5. Mwangaza secondary school
6. Bishop Sulumeti Girls' high school
7. Kakamega Township secondary
8. Mwiya secondary school
9. Kakamega high school
10. Eshisiru secondary school
11. Eshibeye secondary school
12. Kilimo Girls' secondary school
13. Ematetie secondary school
14. Esokone secondary school
15. Ebwambwa secondary school
16. St. Caroli Lwanga Maraba secondary school
17. Ibinzo girls' secondary school
18. Kakamega Muslim secondary school
19. Matende Girls' secondary school
20. Shieywe secondary school
21. Shisango Girls' secondary school
22. Rosterman secondary school
23. Matioli secondary school

Source: Kakamega County
Education Office

APPENDIX VII:

QUESTIONNAIRE FOR TEACHERS OF ENGLISH IN FORM THREE

Dear respondent,

You have been chosen for this study: *Educational Factors Influencing Learning of Imaginative Writing among Form Three Secondary School students in Kakamega Central Sub County, Kenya*. You are humbly requested to answer the questions honestly. The information provided in this questionnaire will be kept confidential and used for research purposes only. Do not write your name or name of your school anywhere in this questionnaire.

Part 1. General Information.

Please respond by ticking in the correct box in the spaces provided.

1. Gender: male female
2. Type of school: Boys' only girls only mixed
school

Part 2. Learning imaginative writing.

Tick in the most appropriate box after each statement: SA=Strongly Agree,

A= Agree, U=Undecided, D= Disagree and SD= Strongly disagree.

A. Strategies Used in Teaching Imaginative Writing.

The following is involved in teaching imaginative writing:

| S/ NO | DETAILS | S A | A | U | D | S D |
|----------|--|--------|---|---|---|--------|
| 1. | Teaching aids like visual art are used when teaching imaginative writing | | | | | |
| 2. | Students are given sample compositions and other published materials to read for improvement | | | | | |
| 3. | Students with common needs are assisted in small groups | | | | | |
| 4. | Dramatization is used in the teaching of imaginative writing | | | | | |
| 5. | Imaginative writing assignments given to learners reflect daily life experiences | | | | | |
| 6. | Language games are used in the teaching of imaginative writing | | | | | |
| 7. | Imaginative writing teachers are informed about best approaches for teaching imaginative writing | | | | | |
| 8. | Follow-ups are made to check students' progress in imaginative composition writing | | | | | |
| 9. | Topics are discussed in class before students are allowed to write imaginative composition | | | | | |

B. Writing Challenges Faced by Learners in Learning Imaginative Writing.

Students have challenges on the following in learning imaginative writing

| S/NO. | CHALLENGE | SA | A | U | D | SD |
|-------|--------------------------------------|----|---|---|---|----|
| 1. | Sentence structure | | | | | |
| 2. | Spellings of words | | | | | |
| 3. | Using appropriate vocabulary | | | | | |
| 4. | Use of appropriate punctuation marks | | | | | |

a) The following factors negatively influence teaching of imaginative writing.

| S/NO. | FACTOR | S | A | U | D | S | D |
|-------|--|---|---|---|---|---|---|
| 1. | Insufficient teaching time | | | | | | |
| 2. | Large student : teacher ratio | | | | | | |
| 3. | Lack of information on approaches to use | | | | | | |
| 4. | Exam oriented assessments in imaginative writing | | | | | | |
| 5. | Insufficient instructional materials | | | | | | |

b) Identify at least four educational challenges (if any) that teachers of English face in teaching of imaginative writing.

Part 3: Improving learning of imaginative writing.

Give at least four suggestions on how learning of imaginative writing can be improved.

END

Thank you.

APPENDIX VIII:

QUESTIONNAIRE FOR FORM THREE SECONDARY SCHOOL STUDENTS

Dear respondent,

You have been chosen for this study: *Educational Factors Influencing Learning of Imaginative Writing among Form Three Secondary School Students in Kakamega Central Sub County, Kenya*. Kindly answer the questions honestly. The information provided in this questionnaire will be kept confidential and used for research purposes only. Do not write your name or name of your school anywhere in this questionnaire.

Part 1. General Information.

Please respond by ticking in the appropriate selection in the boxes provided.

Gender: male female

Type of school: boys only girls only mixed school

Part 2. Learning imaginative writing.

A. Educational Factors Influencing Learning of Imaginative Writing.

a) Indicate whether each of the following statements is TRUE or FALSE.

| S/N O. | STATEMENT | T R U E | F A L S E |
|-----------|-----------|------------------|-----------------------|
| | | | |

| | | | |
|-----|---|---|---|
| | | E | E |
| 1. | There are sufficient reading and learning materials for imaginative writing. | | |
| 2.. | The score in imaginative writing tasks is always above average (50% and above). | | |

B. Practices used in Learning Imaginative Writing.

Give a mark to the following practices Form Three secondary school students use in learning imaginative writing. 1=never used, 2=rarely used, 3=commonly used and 4=most commonly used.

| S/NO. | PRACTICE | MARKS |
|-------|--|-------|
| 1. | Reading published material like text books and magazines extensively | |
| 2. | Participating in debates | |
| 3. | Writing imaginative assignments and giving the teacher to mark | |
| 4. | Participating in dialogue and role plays | |
| 5. | Reading sample imaginative writing tasks and comparing with what I write | |
| 6. | Participating actively in discussion groups | |

C. Challenges Students Face in Learning Imaginative Writing.

Indicate whether the following statements are True or False in learning

imaginative writing.

1. Students use various types of sentences in imaginative writing.
2. Students use the correct spellings of words every time.
3. Students use the correct vocabulary every time.
4. Students use appropriate punctuation marks every time.
5. Reading and learning materials are adequate.
6. Students plan, draft and re-edit their imaginative writing work.

END

Thank you

APPENDIX IX:

**INTERVIEW SCHEDULE FOR FORM THREE SECONDARY
SCHOOL TEACHERS OF ENGLISH**

a) State at least four educational challenges (if any) that teachers of imaginative writing face in teaching imaginative writing.

i).....
.....

ii).....
.....

iii).....
.....

iv).....
.....
.....

b) Identify at least four writing challenges that form three students face during imaginative writing

i).....

ii).....

iii).....

iv).....

.

APPENDIX X:

INTERVIEW SCHEDULE FOR FORM THREE SECONDARY SCHOOL STUDENTS

a) Is imaginative writing among form three secondary school students

performed above average (over 50%) or below average? Tick one.

Above average

Below average

b) Identify at least four practices used by form three secondary school students in learning imaginative writing.

- i).....
- ii).....
- iii).....
- iv).....
-

c) State at least four writing challenges that form three secondary school students face in imaginative writing.

- i)
- ii)
- iii)
- iv)

APPENDIX XI:

OBSERVATION SCHEDULE FOR IMAGINATIVE LESSONS IN FORM THREE

a) Approaches used by teachers of English in teaching imaginative writing

| Questionnaire item | Agree | Disagree |
|---|-------|----------|
| 1. The teacher uses teaching aids like visual art when teaching imaginative writing. | | |
| 2. Students are given sample imaginative texts to read. | | |
| 3. Students with common needs are assisted in groups. | | |
| 4. The teacher uses dramatization in teaching imaginative writing | | |
| 5. Assignments given to learners reflect daily life experiences. | | |
| 6. Teachers discuss topics in class before giving learners imaginative writing assignments. | | |

b) Identify any teaching challenges faced by teachers of imaginative writing

.....

.....

.....

.....

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APPENDIX XII:

DOCUMENT ANALYSIS SCHEDULE FOR WRITTEN IMAGINATIVE COMPOSITIONS IN FORM THREE

| S.NO | NOTABLE CHALLENGES | X (present / seen) | Y (absent / not seen) |
|------|--------------------|--------------------|-----------------------|
| | | | |

| | | | |
|----|-----------------------------------|--|--|
| 1. | Incorrect spellings | | |
| 2. | Wrong sentence structures | | |
| 3. | Spacing challenges | | |
| 4. | Punctuation challenges | | |
| 5. | Self-expression challenges | | |
| 6. | Inappropriate vocabulary/register | | |
| 7. | Paragraphing challenges | | |