Effectiveness of Learner-Centred Approaches on Quality of Imaginative Writing among Grade Six Learners in Kakamega East Sub-County

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ABSTRACT

English Language plays a very important role as a medium of instruction at all levels of learning in educational institutions in Kenya. The current study sought to investigate effectiveness of learner-centred approaches in enhancing quality of imaginative writing among grade six learners in Kakamega East Sub-county under the newly implemented Competency Based Curriculum (CBC), a paradigm shift from 8-4-4 teacher-centred learning. However, despite the adoption of these approaches 47.5% of learners could not write quality compositions, as seen in their performance in the School-Based Assessment. Lev Vygotsky's theory of cognitive development was used to underpin the study. The theory asserts that cultural and social factors influence cognitive development. The target population was 6762 respondents from 98 public schools. Simple random sampling, stratified sampling and purposive sampling were used to sample 171 respondents in 79 primary schools from the sub county. Yamane's formula was also used to determine the sample. Primary data was collected through questionnaires, interview schedules, document analysis, and observation schedules. Quantitative data was analysed using Statistical Package for Social Sciences (SPSS) and presented using frequency tables, percentages, and pie charts. Among other findings was that teachers did not utilize learner-centred approaches to achieve quality in imaginative writing which was attributed to the fact that Imaginative Writing was not assessed at Kenya Primary School Education Assessment (KPSEA). Therefore, among other recommendations the study recommended that the management of primary schools' implement ICT. The study also recommended that the government through Kenya National Examination Council should consider assessing Imaginative Writing at KPSEA.

Key words: Imaginative writing, learner-centred approaches, enhancing, quality, grade six

INTRODUCTION

The role of learning is to gain knowledge, for there is need to transfer, gain, use, and construct new knowledge in the learning process (Khan, Radzuan, & Shahbaz, 2018). A competency-based curriculum offers this opportunity, paradigm shifts from the traditional ways of teaching, in which the teacher is viewed as the sole producer of knowledge. Quality writing and general school performance had become a significant concern for teachers, parents, stakeholders, and education officers, who expressed concern that most learners didn't communicate in English. CBC emphasizes learner-centred strategies, focusing on the learner more than the instructor. Learner-centred learning was the most important innovation that could be used alongside communication technologies for collaborative learning. Emphasis was that teachers who embrace learner-centred approaches should provide feedback to learners, engage them in active learning, and individualize learning to personalize and make learning relevant (Waweru, 2018). Therefore, conducting this study was essential to educational bodies since the effectiveness of learner-centred approaches on the quality of learners' imaginative writing would be established.

LITERATURE REVIEW

Strategies used in teaching Imaginative Writing

From the literature reviewed teachers employ many strategies though they may want to embrace learner-centred strategies, but they are sometimes overtaken by events to use teacher-centred strategies that focus more on the teacher than the learner.

In USA, CBC was implemented in response to inadequate teacher preparation and achievement levels. Instructors were urged to articulate their learning goals regarding observable student behaviour. Though up to date, it has not been thoroughly utilized in primary schools but it has made commendable progress in education. The CBC concept was introduced to European nations during the economic downturn brought on by high youth unemployment rates (Ruth & Ramadas, 2019). This being a developed economy already with all the resources necessary for the success of CBC, could not be compared to a developing economy like Kenya.

A study on teachers' perspectives and methods for teaching English as a foreign language (EFL) writing in secondary schools in Egypt was conducted by Darwish (2016). This study was prompted by the Egyptian Ministry of Education's 2008 introduction of Hello, a new national secondary school textbook that suggests changing how EFL teachers teach their subjects. The study examined how writing is taught in secondary schools, teachers' views toward EFL writing abilities, and the challenges they faced when instructing EFL students. The results showed that most teachers' approaches to teaching writing are still conventional, and they had a negative attitude about the subject. It was discovered that five aspects affected teachers' methods: large classes, student reading culture, professional development for teachers, and test backwash. In his study, Darwish (2016) examined writing instruction methods in secondary schools in Egypt. The current study, however, deviated to learner-centred approaches for creative writing in comprehensive schools as opposed to secondary schools, as the focus was placed on the learners' write ups guided by teachers. The study used a questionnaire as a data-gathering technique, which was pertinent to the investigation at hand.

Nozoni (2022) carried out a study in Tanzania to investigate pupils experience with learner-centred pedagogy. Pupils expressed love for discussions, group work and question and answer however classroom observation revealed absence of the same. This was in line with the discovery by the current study, however the revelation was from teachers as opposed to learners.

This teaching approach alters instructors' duties as facilitators, coaches, or conductors, and for both instructors and students to benefit, teachers must be aware of these new responsibilities (Johnson, 2013). Several strategies are used in learner-centred teaching, but the current study focused on computer-aided learning, Cooperative learning, Inquiry-Based learning and role play. They were few learner-centred approaches reviewed as follows:

Inquiry-based learning

Asking questions is one way to acquire knowledge and skills in inquiry-based learning. A discovery-based learning approach begins with presenting scenarios or issues rather than facts to students. This method makes real-world connections through exploration and high-level questioning. It is the best method for creativity, problem-solving, and experimentation.

Jones (2009), focused on in language technology integration in which inquiry-based learning learners appreciate other learners' ideas and are informed about the approaches to various ideas. Inquiry-based learning allows them access to their relative strengths and weaknesses. Students are introduced to the principles of a subject and then encouraged to develop their understanding by solving structured or open problem. This was general information on inquiry based learning in Ireland as opposed to the current study's focus on grade six.

Jian & Fan (2022) acknowledges that inquiry-based learning is a successful approach for students to acquire knowledge and address issues independently. Inquiry-based learning includes project-based learning, which is highly interesting and the most embraced in the Competency Curriculum. The usefulness of utilizing Wh-

questions to enhance writing abilities of Malasya upper primary school children was investigated by Mas Aida et. al. (2017).

Kimanzi et. al (2019) carried out a study to investigate the influence of teachers' feedback techniques on secondary schools' essay writing skills in Nairobi County. The study revealed that teachers mainly used question and answer and lecture method in teaching composition writing. the results also revealed that students valued teacher feedback. The results of the study were in line with the current study since the discovery was that teachers preferred question and answer because it was easy to administer. However, this study was carried out in secondary schools under 8-4-4 while the current study was carried out in primary schools under the newly implemented curriculum CBC among grade six learners.

Computer-aided learning

In computer-aided learning, the computer plays a vital role in instruction, as do computer software, hardware, and peripherals. The computer provides any media to the users who learn at their own pace without the instructor. At times, the teachers may be compelled to use the computers at the classroom level through projecting as a way of motivating the learners.

Blanka & Petra (2017) investigated ICT in the teaching and learning of writing skills in university in Malasya. The research highlighted the benefits of ICT in development of written speech and pointed out some of the drawbacks the teacher must face that includes creation of online materials, updating and giving feedback. The same setbacks are an aspect in the current study that hinders its implementation in the class. However, the current study focused on other approaches related to ICT targeting primary school learners of grade six.

Munyengabe (2017), carried out a study on primary teachers' perception on ICT integration of one laptop per child program in primary schools of Rwanda. Questions and discussions were associated to ICT integration. The findings indicated that the program was influential to teachers, learners and stakeholders of primary schools in Rwanda. Though for this success teachers were to be equipped with skills related Technological Pedagogical Content Knowledge.

In the CBC classroom setting, the battle is on technology. It has become a revolutionary part of how teachers teach and learners learn. This was the best remedy for learning at home during the COVID-19 pandemic because it is interactive and engaging (Mbugua, 2020). Mureithi (2020) researched ICT usage by teachers in Kenyan public schools to execute the Competency-Based Curriculum. He discovered that inadequate laptops and projectors for teachers, tablets for learners, and other enabling installations hinder ICT use. This concurs with the current study. However the focus for the current study was more on English language and specifically writing skills.

Cooperative learning

It is sometimes called group work, where students collaborate on shared projects or contribute to a standard final product. Palmer (2010) discovered that after gaining some experience with cooperative learning, higher achievers did not object to being paired with less achievers in America global competition. Which was not the same with the current study where group learning was dominated by the most active learners.

In language classes, cooperative learning is essential since it helps the learners get information from their peers, which they were not exposed to.

Serve and Akyol (2022) discovered that cooperative learning on written expression was influential and yielded positive results, which enhanced creativity among learners in Turkey. It improves students' self-regulation skills and motivates the learners. Students should receive appropriate guidance on employing cooperative learning to develop their creative abilities. This would enhance collaboration even with the slow learners.

In public primary schools in Kisumu County, Kenya, Hellen et. al., (2020) conducted a study on the impact of the collaborative small group method on the achievement of English composition writing by standard seven

learners. The research is based on Lev Vygotsky. Pedagogy was founded on learning as a social and interactive process in which the facilitator guides students into their zones of proximal growth to nurture new knowledge. A statistically significant link between learner accomplishment in composition writing abilities in public primary schools in Kisumu County and individual group and whole class techniques was found. As a result, the study rejected all five of the Null hypothesis. Similar research should be conducted utilizing reference statistics, particularly regression analysis, to determine how teaching methods and brainstorming techniques affect students' overall learning outcomes. This study concurs with the current study that there is a link in achievement through group learning. However, the current study focused on grade six learners under CBC compared to class seven learners in the 8-4-4 curriculum.

Role play

One type of experiential learning is role-playing (Ahmad, 2010). Students act out roles allocated to them in a scripted play. One-on-one (individual role play) or group role play is also possible, where each participant assumes a role or character A study on differences in students' writing abilities using role-playing and group investigative learning was conducted by (Andrip 2020). In an experimental study, Hellystia, (2018) examined the impact of role-play on students' writing proficiency and vocabulary acquisition in seventh-grade descriptive text instruction in the university of Sultan Ageng Tirtayasa in Indonesia. The results proved effective in teaching English vocabulary and writing skills using role-play. The study was relevant to the current research regarding the role play. However, the study was conducted on junior school students, while the current study was on upper primary learners of grade six. Most Kenyan studies did not dwell on role play an indicator that it was not utilized well in the teaching and learning environment.

RESEARCH METHODOLOGY

A descriptive survey was employed to gather information from population groups to learn about their characteristics, opinions, attitudes, or previous experiences (Akcam, Guney, & Cresswell, 2019). The study area was Kakamega East sub-county of Kakamega County, Kenya. This is a sub-county in the former Western Province, and it comprises two divisions: Ileho and Shinyalu. The target population was 6667 respondents comprising 199 teachers of English and 6468 grade six learners in 98 public primary schools in the Kakamega East sub-county. The study used purposeful sampling because it focuses on specific population characteristics of interest, which are then thoroughly examined to help the researcher address the research questions (Mugenda & Mugenda, 2003). The study used Yamane's method to determine the appropriate sample size for the Kakamega East sub-county's public primary schools, learners, and teachers. The formula was developed by Yamane (1967) and adopted by (Ngigi & Kawira, 2015). The essence of the learners in the study was to get sample compositions for document analysis purposes. Simple random sampling was used to select grade six learners from the sampled 79 public primary schools in Kakamega East Sub County. The total number of learners' compositions selected was 38, a 10% representation of the 376 learners, reduced from 6468. The 376 learners were represented during observation since the teachers would interact with them during the lesson. The researcher employed stratified sampling to select 13 compositions from Ileho's best-performing and poorly-performing public schools, then 25 from Shinyalu's best-performing and poorly-performing public schools, as indicated in the table. The performance indicators in this learning area were a paradigm shift where ratings were in rubrics. It was not meant for ranking, but the rubrics would indicate learners' progress in a given zone.

The study also adopted Yamane's formula to determine the suitable number of English teachers for the research. A total of 24 schools were selected purposively through simple random sampling to get a one-panel head for the interview schedule, which was a 30% representation. The researcher picked 8 from Ileho and 16 from Shinyalu, as represented in the table. From the sub-county office analysis, the researcher randomly picked the best-performing schools in imaginative writing, rated as meeting expectations against those below expectations. Remember, there was no ranking, but the analysis was purposively for learners' progress. They were purposively picked because it was the minimum ratio for a population below 1000 (Neuman, 2007). The researcher also picked one English teacher randomly from the 24 selected schools, giving a total of 24 teachers for observation. The remaining number of teachers out of the possible 133 was 85. This population was given questionnaires to fill with the ones observed, totalling 109. The sampled compositions were selected

purposively through simple random sampling by the researcher during observation from their Individualized Education Programme files after exposure to central marking. The data collection instruments were a questionnaire, interview, document analysis, and observation. The questionnaire formed the quantitative data analysis tool on learner-centred approaches' effectiveness in teaching imaginative writing in grade six. The questionnaire had three sections, namely: the biodata, Questionnaire items on the most preferred student-centred method of teaching, Knowledge on learner-centred methods of teaching imaginative writing, the relationship between learner-centred approaches and the quality of creative compositions; it was administered to teachers in the sampled schools at a specified time by the researcher when they were free to answer and hand them back. A document analysis, observation schedule, and interview schedule were qualitative. A document analysis was carried out on existing data in the form of imaginative writing in their IEP files. There was an interview schedule for the panel heads of subjects. All the mentioned tools were used to make it easier to understand and enhance the reliability of the research.

Piloting was conducted in two schools not part of the sampled ones. Quantitative data was sorted and coded depending on the specific responses in the categories related to the effectiveness of learner-centred learning on the quality of imaginative writing. The data collected was then analysed using the Statistical Package for Social Sciences (SPSS) version 27. Qualitative data was analysed through document analysis to investigate the effectiveness of learner-centred strategies on imaginative writing among grade six learners in the Kakamega East sub-county. The data was analysed and presented using tables, charts, and graphs. Information collected from the interviews was transcribed.

FINDINGS

The objective of the study was to investigate learner-centred approaches that teachers use in teaching of imaginative writing among grade six learners in Kakamega East sub county. There were questionnaires for teachers of English, classroom observation schedules and interview schedules for panel heads of English.

The respondents were asked whether they had knowledge on learner-centred approaches, and their responses were as shown in the table below:

Table 1: Knowledge of learner-centred approaches

		Frequency	Percent
	Yes	68	66.9
	No	34	33.1
	Total	**102**	**100.0**

The results in the Table established that 66.9% of the respondents had knowledge about learner-centred approaches while the remaining 33.1% did not have knowledge on learner-centred approaches used in the teaching of imaginative writing. Lev Vygotsky's theory of cognitive development emphasizes scaffolding which refers to resources, tools, instructions, and activities that support the learning process. It also refers to the structure other learners provide while learning a skill. Teachers typically create scaffolds to guide students through each lesson (McLeod, 2007). For teachers to successfully integrate learner centred learning in classroom situation, they must have knowledge of the same which according to Vygotsky, is a combination of activities for a successful learning exercise

On the same note, parents are expected to embrace digital learning and help learners at home through technology. This concurs with the study by Muriithi (2020) on teachers' use of ICT in implementing the Competency Curriculum in Kenyan public primary schools. The author discovered inadequate laptops and projectors for teachers, tablets for learners, and other enabling installations within a school setup

Respondents were asked to list the learner-centred approaches of teaching imaginative writing that they preferred most, and the responses were as in Table 4.3:

Table 2: Preferred learner-centred approaches for teaching imaginative writing

Method	Frequency	Percent (%)
Question and Answer	15	14.6
Role-play	31	30.5
Dramatization	28	27.8
Simulation	11	11.3
Computer-aided	7	6.9
Discussion	10	9.9
Total	**102**	**100**

From the findings, 14.6% of the respondents preferred question and answer, 30.5% liked role play, 27.8% preferred dramatization, 11.3% preferred simulation, 6.0% preferred computer-aided, and 9.9% preferred discussions. This depicts that all the teachers had a preferred learner-centred approach that helped them to deliver well to learners during teaching and learning of imaginative writing. The least preferred was computer-aided learning. This was an indicator that most teachers had not embraced technology. This was less favored, but according to the curriculum designs, it was the most recommended and that teachers were to engage learners digitally to enable them to acquire knowledge independently. The same digital knowledge was to be extended to parents at home through extended learning activities. This concurs with the study by Mureithi (2020) on teachers' use of ICT in implementing the Competency Curriculum in Kenyan public primary schools. The author discovered inadequate laptops and projectors for teachers, tablets for learners, and other enabling installations within a school setup.

The respondents were asked to give reasons for preferring the above-listed methods in their imaginative writing lessons.
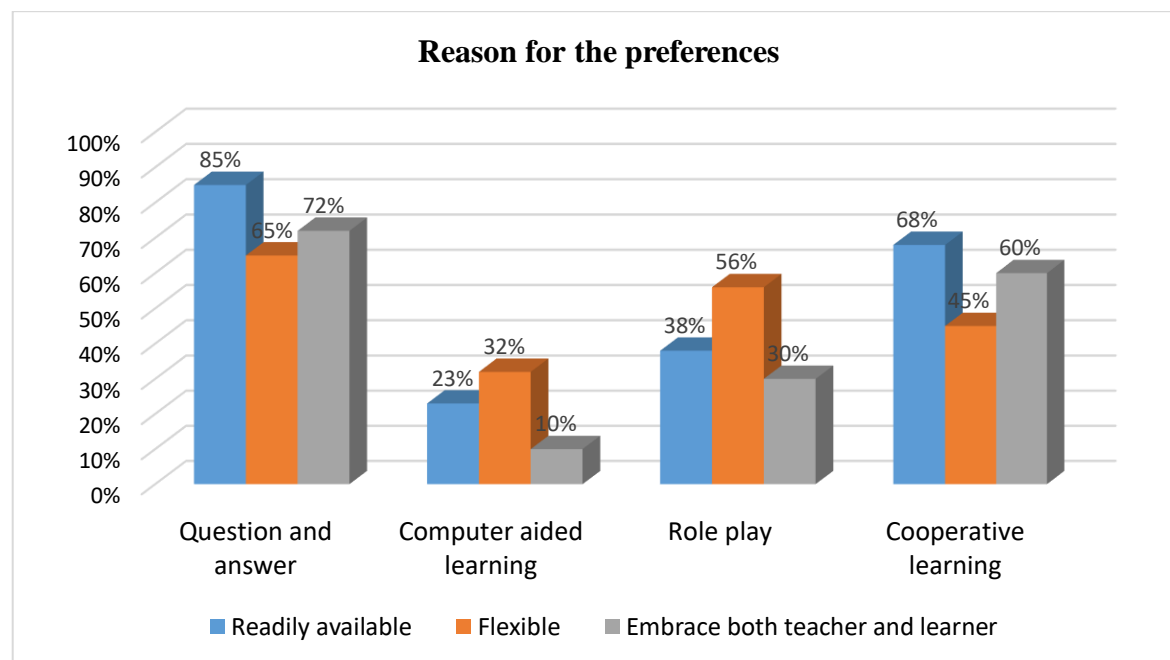

Figure 1: Reason for preferences

From Figure above, question and answer was the most preferred because 85% of respondents said it was readily available in imaginative writing classes. Regarding flexibility, question and answer was still the highest in preference, at 78%. The other reason for the choice for the learner-centred approach was that it embraced both the teacher and the learner in imaginative writing. From the figure, the most preferred teaching method

for embracing both the teacher and the learner was still question and answer. Computer-aided learning was the least preferred learner-centred approach regarding availability, flexibility, and embracing both the learner and the teacher. **From the observation schedule** carried out among teachers of English in the selected schools, the teachers' application of inquiry-based learning, cooperative learning, computer-aided learning or role play was indicated in Table 2:

Table 3: Results from observations guided by an observation schedule

No.	Item	Frequency	Percent (%)
1	Teachers integrate at least two or three LCAs	5	21.7
2	Sample compositions from other young writers	10	43.3
3	Learners freely ask the questions	9	35
Total		**24**	**100**

It was still apparent that technology had not been adopted in primary schools in Kakamega East sub-county, even though the curriculum designs advocated for integrating technology into learning. Imaginative writing classes had not embraced technology as per the findings above. The researcher found that only 21.7% of teachers integrate more than two LCAs in teaching while over 70% do not integrate LCAs in their teaching. This was an indicator of poor imaginative writing in the visited schools. These approaches formed learner-centred learning, which essential for creative writing classes. Nazneen et al. (2016) exposed undergraduate students to post-tests and pre-tests to assess teacher- and learner-centred approaches. The findings indicated that learner-centred learning was the best way to develop learners' writing skills. This resonates well with the current study since it found that learner-centred approaches were not embraced, which is why most learners could not perform well in their imaginative writing, as seen in their sample compositions.

Lev Vygotsky's Cognitive development emphasizes the zone of proximal development where a writing culture can be developed from other writers. Even though teachers were aware of the question-and-answer approach as a common approach in teaching imaginative writing, this was not evident in the observed lessons. As observed, it was at 35%, which was relatively low. The observation schedule noted that 57% of teachers do not give sample compositions written by grade six or seven writers from performing schools to learners to help guide them. According to McLeod (2007), the cognitive development theory by Lev Vygotsky's school of thought asserts that scaffolding is essential. This refers to the structures provided by other learners while learning a skill. When learners are exposed to imaginative writing from their peers, competing favourably and producing standard imaginative compositions remains challenging. Findings from the study implied that learners were not provided with sample compositions to improve their creative writing. This may be why learners still face the challenge of poor imaginative writing. In most schools, the learners were not exposed to imaginative writing that differed from their peers. It was unclear whether the teachers lacked schools to get sample compositions for their learners.

On whether learners freely asked the teachers questions concerning imaginative writing before embarking on their writing exercise in the observation schedule, it was noted that 64.6% of the lessons observed indicated that learners did not ask teachers questions about imaginative writing before embarking on their practical activity. This was contrary to the fact that 29.1% of the teachers knew the question-and-answer approach, which they could not apply in class while teaching imaginative writing. This implied that the teachers did not guide learners well before embarking on writing imaginative writing exercises. Lack of guidance lowers learners' imaginative writing techniques, thus decreasing their ability to write quality compositions. At this level, learners need more guidance at every attempt to write. The assumption that they can do everything on their own may not work. Hellen et. al., (2020) conducted a study on the impact of collaborative small group method on the achievement of English composition writing by standard seven learners. It was conducted a study using small collaborative groups on seven standard primary school learners in Kisumu County, Kenya. The vision of pedagogy in this study was based on the idea that learning is an interactive, social process within which the facilitator directs the transition of learners into a zone of proximal development to cultivate new knowledge in learners. Mcleod (2020), in Vygotsky's Cognitive Development theory, asserts that

knowledgeable members of society supervise the learning processes of a learner in a zone of proximal development. The teachers guide learners, who, depending on what they already know, develop and improve how they carry out their imaginative writing exercises.

A question-and-answer strategy was embraced by 64.6% of teachers, indicating that the classes were quite interactive. The major challenge faced was that learners did not ask questions. Instead, the teachers were left to ask, and sometimes, they did not receive the answers as expected. According to the findings, most schools in Kakamega East had problems meeting the learning process outcomes since learners did not answer questions. Also, they did not ask questions concerning areas where they got to understand concepts better. Kendra (2023) asserts that the Zone of Proximal Development was critical in bridging the gap between what the learner knows and what the teacher-knowledgeable person imparts to the learner. The task difficulty level can be decreased to the learner's mental development level. The reason for learners not asking and answering questions was the language barrier and challenging tasks beyond their level of understanding. In this case, the learner's age should be left out of the zone of proximal development because the Intellectual Quotient of a learner may be determined by mental development. They knew the answers but could not frame them in English. They had questions but did not know how to frame them in English. This applied to both oral questions and written questions. From the interview, the respondents were required to comment on support materials for teaching imaginative classes. One of the Panel heads of English reported that:

 During the supply of school learning materials, guidebooks for composition writing are never supplied. As the panel head, I have to collaborate with the head of the institution to look for ways to get books for teachers. There is very minimal material support for imaginative writing. This implies that support materials like computers, tablets, composition books, and exposure materials like class readers for pratice were not available for learners in imaginative writing. (Interview held on 8th August 2023 in school D)

Scaffolding is one of the principles of Lev Vygotsky, which emphasizes that teachers should use scaffolding to guide students in each lesson. Scaffolding involves tools, resources, instructions, and activities to support learning. McLeod (2020), concerning the current study's findings, means that learners ought to be exposed to several learning materials to build on what they already know.

To support the above statement, another Panel Head of English from the Ileho division reported that:

The government took the initiative to purchase books, and they are purchasing irrelevant books that suit their collaborative publishers who are after the money and not the intended user, the learner. People who design the syllabus never have the child at heart. If given the opportunity, I would invest in core areas of learning, including imaginative writing as a part of English. English is the core learning area, but our government does not take it with the seriousness it requires. Teachers would specialize in English to boost the other regions. (Interview held on 9th August 2023 in school E)

The results analysed from compositions showed that learners did not discuss in groups and listed points for writing a composition. In 64.6% of schools, it was not evident that learners discussed in groups and did not list points for writing compositions. This may lead to poor imaginative writing since most learners are not equipped with appropriate approaches for practicing creative writing, so there is poor imaginative writing in selected schools. Lev Vygotsky's Cognitive Development Theory provides a clear explanation of this. According to this theory, infants learn their cultural values, beliefs, and problem-solving techniques through cooperative conversations with more experienced community members. Human development is thus seen as a socially mediated process. He suggests that students learn in groups and apply what they have learned. He also suggests that professors help students identify the key concepts in their lessons and provide the specifics. He places a strong emphasis on the connection between the internal and exterior components of learning as well as the social learning environment. McLeod (2020). His ideas concur with this study since learner-centred learning involves interaction and discussions.

The more learners in Kakamega East get exposed to discussions with others through the guidance of a facilitator, the more they develop in their interaction and gain new knowledge. Each learner has different expertise, and when they come together, they share and build on whatever they already have. This concern was

the study of Hellen et. al. (2020), who surveyed the use of small collaborative groups on seven standard primary school learners in Kisumu County, Kenya. The vision of pedagogy in this study was based on the idea that learning is an interactive, social process within which the facilitator directs the transition of learners into a zone of proximal development to cultivate new knowledge. Teachers did not exhaust the collaborative approach in their study, just as in the current study.

Analysis of the compositions also indicated no exposure to other writers' compositions. According to Mcleod (2007), in Lev Vygotsky's arguments, students should discern the structure of subject content for themselves, thus discovering links and relationships between different facts, concepts, and theories rather than the teachers telling them everything. Exposure to other learners' compositions would be the best idea to guide them in picking out what would work for their imaginative writing compositions. This implies that 78.1% of learners in public schools are not guided on how to apply those strategies, which would lead to poor imaginative writing. After seeing it in role-play, the document analysis results also showed that 66.8% of the learners' sampled compositions could not understand and stick to the theme throughout their writing. This may hinder learners' cohesion of ideas in imaginative writing, as seen in Tasks 1 and 2. (See appendix IX).

In task one, the learner had an idea of the composition. The theme was somehow clear in this task, but the learner had minimal content that could help bring out the theme. The composition was concise, with very few instances cited. The paragraphs that made this complete composition were just two out of the minimum requirement of at least five. There were many grammatical errors seen in the composition. In task 2, it was clear that the theme of the imaginative writing was a journey since a bus was already parked at the school gate that early morning. Still, the learner in task two deviated from why the bus was at the gate and narrated how the teacher was moving from class to class, checking on those who had not paid school fees. The learner further says the day was meant for composition writing and does not mention the bus issue anywhere in the narration. There are a lot of grammatical errors in the composition, and anyone reading it may not know what the learner intended to present.

CONCLUSIONS

Based on the findings of the study, the researcher drew the following conclusions as per the objectives:

1. Teachers in Kakamega East sub-county had knowledge about learner-centred approaches but did not use the same expertise in class when teaching imaginative writing due to the fact that creative writing was not assessed at the national assessment (KPSEA).
2. The quality of imaginative writing was realized in a few schools that embraced the learner-centred approaches.

RECOMMENDATIONS

The findings from the study provide in-depth information for enhancing the teaching of imaginative writing among grade six learners. Teachers should apply the knowledge they acquire from the seminars and workshops on various teaching approaches to enhance learning by integrating several approaches in class. The Kenya National Examinations Council should consider assessing learners in imaginative writing at Kenya Primary School Education Assessment (KPSEA).

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