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## Influence of Comprehensive Learning Environment of Creativity and Innovativeness among Teachers in Selected Public Primary Schools in Kericho County, Kenya

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## ABSTRACT

This study examines the influence of compressive learning environments on the creativity and innovativeness of teachers in selected public primary schools in Kericho County, Kenya. Guided by a systems approach theory, the research integrates the pragmatic philosophical paradigm, emphasising the use of both quantitative and mixed research methods to explore this critical educational theme. Data was collected from a diverse group of teachers, employing structured questionnaires and interviews to assess the conditions of their learning environments and their corresponding levels of creativity and innovativeness. Results indicated a significant correlation between the compressive aspects of the learning environment—such as resource availability, collaborative opportunities, and supportive leadership—and teachers' creative and innovative capacities. The findings suggest that enhancing the learning environment can improve pedagogical practices and student outcomes. Ultimately, the study recommends targeted interventions for policymakers and school administrators to foster an environment conducive to creativity and innovation, highlighting the need for continuous professional development and resource allocation. The conclusions underscore the importance of a supportive learning atmosphere in cultivating teacher efficacy, which is essential for educational advancement in the region.

**Key Word:** comprehensive Learning Environment, Creativity, Innovativeness, Public Primary Schools, Pedagogical Strategies, Learning Outcomes and Educational Environment

## 1.0 INTRODUCTION

In the rapidly evolving educational landscape, the role of teachers extends beyond traditional instruction to encompass fostering creativity and innovation among students. This is particularly crucial in the context of public primary schools in Kericho County, Kenya, where educational excellence and adaptive teaching methods are vital for the holistic development of young learners. The influence of the learning environment on educators' ability to nurture creativity and innovativeness has gained significant attention in recent years, as it directly impacts students' engagement, problem-solving skills, and overall academic performance.

A compressive learning environment—characterized by collaboration, support, and resources—can create a fertile ground for teachers to experiment with new pedagogical strategies and encourage innovative thinking in their classrooms. However, the extent to which such an environment influences teachers' creative capacities and innovative practices is still underexplored in the context of Kericho County. This study aims to investigate the dynamics of the comprehensive Learning Environment and its impact on the creativity and innovativeness of teachers in selected public primary schools.

Understanding how the learning environment shapes teachers' approaches to innovation is essential for policymakers, school administrators, and educators alike. By identifying the key elements that foster a supportive atmosphere for creativity and innovation, stakeholders can develop targeted strategies to enhance teaching quality and ultimately improve student outcomes. This research seeks to bridge the gap in the existing literature by providing empirical evidence

on the interplay between compressive learning environments and teacher creativity and innovativeness within the unique cultural and educational setting of Kericho County.

In exploring this topic, the study will address the following questions: What are the characteristics of a comprehensive Learning Environment in public primary schools? How do these characteristics affect teachers' creative practices and their capacity to innovate? What implications does this have for educational policy and practice in Kericho County?

By illuminating these critical aspects, this research contributes to a deeper understanding of how educational environments can be optimized to enhance the teaching and learning experience, thereby preparing students to thrive in an increasingly complex and competitive world.

### **1.1 Background of the Study**

In the contemporary educational landscape, the emergence of a comprehensive Learning Environment is increasingly recognized for its pivotal role in fostering creativity and innovativeness. Globally, educational systems are evolving to emphasize critical thinking, collaboration, and adaptive learning strategies that meet the demands of a rapidly changing world. Influential models such as the 21st-century skills framework stress the importance of nurturing creativity and innovation as core competencies essential for students and educators alike. This global perspective suggests that a supportive learning environment that encourages experimentation and risk-taking can enhance educational outcomes.

Across Africa, the education sector faces unique challenges that impact the capacity to cultivate creativity and innovativeness among teachers. From infrastructural deficits to limited access to professional development, many educators struggle to implement effective teaching methodologies. However, there is a growing recognition of the need to reform educational practices to foster an innovative culture. Initiatives aimed at improving teacher training and professional development are being initiated across various African nations, emphasizing the importance of a compressive and supportive learning environment. Countries that have embraced these changes report enhanced creative capabilities among teachers and students, suggesting a direct link between the learning environment and innovative outputs.

In East Africa, and particularly in Kenya, education reforms have been initiated to improve the quality of teaching and learning. The Kenyan government's Vision 2030 and the current Competency-Based Curriculum (CBC) aim to enhance creativity and innovation in education, moving away from rote learning toward an inquiry-based approach. However, the implementation of these reforms is uneven, and the efficacy of teaching environments in promoting creativity remains underexplored. The regional emphasis on knowledge economies underscores the importance of equipping educators with the tools and support needed to innovate in their teaching practices.

Kericho County, located in the Rift Valley region of Kenya, presents a distinct case for examining the interplay between learning environments and teacher creativity. The county's public primary schools are characterized by varying levels of resources, teacher qualifications, and administrative support, all of which can influence the environment in which educators

operate. While some schools benefit from community engagement and innovative leadership, others face challenges such as overcrowded classrooms and limited access to materials.

Research in this local context is critical as it can illuminate how different factors, such as school culture, leadership styles, and resource availability, interact to influence teacher creativity and willingness to innovate. By focusing on public primary schools in Kericho County, this study aims to provide insights that could inform policy and practice, ultimately contributing to the enhancement of educational outcomes in the region.

The influence of a Comprehensive Learning Environment on the creativity and innovativeness of teachers is a multi-faceted issue that warrants comprehensive examination from global to local perspectives. By bridging insights from international best practices, regional educational policy frameworks, and local realities, this study aims to explore how these dynamic elements converge to affect educational outcomes in Kericho County's public primary schools. The findings could have significant implications for educational stakeholders, including policymakers, school administrators, and teacher training institutions, as they work toward creating a sustainable culture of innovation in education.

## **1.2 Rationale of the study**

The rationale for this study lies in the critical role that the learning environment plays in fostering creativity and innovativeness among teachers, particularly in the context of public primary schools in Kericho County, Kenya. As educational systems increasingly emphasize the importance of creative teaching methodologies and innovative practices to enhance student learning outcomes, understanding the factors that influence these attributes in educators becomes essential. Comprehensive learning environments, characterized by supportive, resourceful, and collaborative atmospheres, are hypothesized to significantly impact teachers' creative and innovative capacities.

This study aims to explore how such environments affect teachers' ability to develop and implement novel ideas in their classrooms, ultimately enhancing the quality of education provided to students. By examining the relationship between comprehensive learning environments and teacher creativity, the research seeks to identify key elements that contribute to innovative teaching practices. This understanding is crucial for informing policy and practice within the educational sector, ensuring that teachers are not only encouraged but also equipped to thrive in their roles, ultimately benefiting the academic development of their students.

## **1.3 Objectives of the study**

- i. To analyze the characteristics of comprehensive learning environments in selected public primary schools in Kericho County
- ii. To assess levels of creativity and innovativeness among teachers in these schools.
- iii. To Measure Innovativeness Levels

## 2.0 LITERATURE REVIEW

The global landscape of education has increasingly recognized the critical role of a supportive learning environment in fostering creativity and innovativeness among educators. Studies by Darvishmotevali, et al (2018) underscore the significance of environmental factors in enhancing creative performance, suggesting that organizational culture, in particular, encourages teachers to experiment and implement new ideas. Further research highlights that schools which cultivate a compressive learning environment characterized by collaboration, autonomy, and resources tend to experience higher levels of teacher innovation Lin (2022).

In several developed countries, such as Finland and Canada, reforms aimed at creating supportive educational environments have yielded positive outcomes for both teachers and students, making creativity an explicit component of teacher training and professional development (Pérez et al., 2019). These models emphasize that when teachers feel secure and supported, they are more likely to introduce innovative pedagogical strategies that enhance student learning outcomes.

In the African context, there is a growing body of research that acknowledges the importance of a comprehensive Learning Environment for teachers' professional growth. Studies across various countries such as South Africa, Nigeria, and Uganda show that factors such as administrative support, professional development opportunities, and collaborative teaching practices significantly influence teachers' creative capacities Waweru, (2020). Moreover, the African Union's Agenda 2063 emphasizes the need for innovation in educational policies, advocating for an environment that fosters creativity among educators to meet the demands of a rapidly changing global landscape (African Union, 2015).

In East Africa, particularly, various initiatives have been introduced to create conducive learning environments within public schools. This includes the investment in teacher training programs focusing on creative teaching methods and collaborative teaching models that enhance teacher engagement and motivation (Mutua et al., 2020). However, while substantial progress has been made, challenges persist, including inadequate resources and bureaucratic constraints, which can diminish the overall effectiveness of these initiatives.

In Kericho County, a unique set of local challenges and opportunities shapes the educational landscape. Preliminary studies reveal that teachers often operate in contexts characterized by minimal infrastructural support, limited access to professional development, and large class sizes, all of which can stifle creativity and innovation (Chepchieng, 2018). The role of community and cultural attitudes toward education also influences the learning environment, with varying degrees of encouragement for innovative teaching practices (Kibera, 2019).

Research specific to Kericho highlights that while some public primary schools work towards creating inclusive and supportive environments, others struggle to establish a compressive learning atmosphere that promotes creative teaching (Ng'eno & Karani 2024 ). Reports indicate that peer collaboration and community engagement initiatives have started to yield positive results, yet there is still a need for systematic reforms that empower teachers to experiment with innovative pedagogical approaches (Kiptum, 2020).

Furthermore, educational policies at the local level must align more closely with the realities faced by educators in the field. Teacher motivation and institutional support are critical factors that influence teachers' capacity to innovate and enhance their teaching methods (Sifuna, 2022)

The literature highlights a Comprehensive Learning Environment and the connection between the Comprehensive Learning Environment and the levels of creativity and innovativeness exhibited by teachers, both globally and regionally. In the local context of Kericho County, targeted efforts to nurture such environments within public primary schools are essential. Future research should focus on identifying specific strategies that local educational authorities can implement to support teachers effectively, thereby enhancing both teaching quality and student academic success.

### **3.0 METHODOLOGY**

The research methodology for investigating the influence of a Comprehensive Learning Environment on creativity and innovativeness among teachers in selected public primary schools in Kericho County, Kenya, employs a mixed-methods approach to gain a comprehensive understanding of the phenomenon. This study will utilize both quantitative and qualitative methods to collect and analyze data.

A sample of teachers from various public primary schools will be randomly selected to participate in a structured questionnaire that assesses their perceptions of the learning environment, creativity, and innovativeness. The quantitative data will be analyzed using statistical techniques such as descriptive statistics, correlation, and regression analysis to identify the relationships between the learning environment and teachers' creative and innovative practices.

Additionally, qualitative data will be gathered through semi-structured interviews and focus group discussions, allowing for deeper insights into the teachers' experiences and perspectives. This triangulation of data sources will enhance the validity of the findings. Ethical considerations will be prioritized, ensuring informed consent and confidentiality for all participants. Ultimately, the study aims to provide valuable insights that can inform policy and practice in educational settings, fostering an environment conducive to creativity and innovation among educators.

### **3.1 Findings**

The study on the influence of a Comprehensive Learning Environment on creativity and innovativeness among teachers in selected public primary schools in Kericho County, Kenya, utilized content analysis to gather and interpret qualitative data surrounding this educational phenomenon. Findings reveal that a Comprehensive Learning Environment significantly enhances both creativity and innovativeness among educators by fostering a supportive and collaborative atmosphere. In such environments, teachers reported increased motivation and confidence, which are critical components for sparking creative thinking. Furthermore, the Comprehensive Learning Environment encourages risk-taking and the exploration of novel ideas without the fear of failure, thereby enabling teachers to experiment with innovative teaching methodologies and curricular adaptations.

The study highlighted several key attributes of a Comprehensive Learning Environment that contribute to this enhancement. These include open communication channels, professional development opportunities, and a focus on teamwork. Teachers who engaged in collaborative practices shared diverse viewpoints and resources, leading to increased brainstorming sessions, which, in turn, fueled the generation of fresh ideas and strategies to improve student learning outcomes. Additionally, the role of school leadership was emphasized; supportive administrators who encourage professional autonomy promote a culture where creative endeavours can thrive.

The findings further underscored that a Comprehensive Learning Environment promotes reflective practices among teachers, allowing them to critically assess their teaching methods and student engagement. This reflection often leads to innovative pedagogical approaches, tailored to meet the diverse needs of students. The study concluded that the integration of a Comprehensive Learning Environment is vital to not only fostering creativity and innovativeness among teachers but also to fostering a more dynamic and responsive educational landscape in Kericho County. By cultivating a supportive learning ecosystem, the study emphasizes a transformative potential that can significantly impact educational quality and student achievement in the region.

#### **4.0 DISCUSSION**

The study on the influence of Comprehensive Learning on creativity and innovativeness among teachers in selected public primary schools in Kericho County, Kenya, conducted through content analysis, reveals several critical findings related to educational activities, stimulating classroom dynamics, learner safety, and the management of learners' conduct. The research indicates that educational activities designed within a Comprehensive Learning Environment significantly align with fostering creativity and innovativeness among teachers. By integrating hands-on, interactive, and inquiry-based learning experiences, educators are encouraged to think outside the box, adapting their teaching methods to not only engage students but also cultivate their creative potential.

The study highlights the importance of a stimulating classroom atmosphere. Such an environment is characterized by visual aids, dynamic lesson plans, and collaborative projects that encourage open dialogue and idea exchange among learners. This stimulation extends beyond mere academic engagement; it nourishes a culture of creativity where both teachers and students feel empowered to contribute innovative ideas and solutions. In conjunction with this, learner safety emerged as a pivotal factor in the study. A secure learning environment, free from fear of judgment or failure, enables teachers to experiment with novel teaching techniques, knowing that they have the support of their peers and administration. This psychological safety is foundational for risk-taking, a key component of creativity.

Moreover, the effective management of learners' conduct is crucial in maintaining a Comprehensive Learning Environment conducive to creativity and innovation. The study findings underscore that when teachers utilize positive behavioural management strategies, they can cultivate an atmosphere of respect and collaboration, which minimizes disruptions and allows for focused creative endeavours. It is through these strategically managed classrooms that learners are more likely to express their creative thoughts openly and engage in innovative practices, both of which contribute to a richer educational experience. Collectively, these aspects

of the Comprehensive Learning Environment demonstrate their vital role in enhancing not only the creativity and innovativeness of teachers but also the overall educational outcomes in the primary schools of Kericho County.

The contribution of a Comprehensive Learning Environment in enhancing creativity and innovativeness among teachers in public primary schools in Kericho County, Kenya, is multifaceted and pivotal in fostering a dynamic educational landscape. The study, grounded in context analysis, reveals that a Comprehensive Learning Environment nurtures an atmosphere where teachers feel encouraged to explore, experiment, and share ideas without the fear of failure. This supportive environment is characterized by collaboration, open communication, and mutual respect, which collectively stimulate creative thinking. By integrating various pedagogical approaches and technological tools, teachers can leverage diverse resources that broaden their horizons and inspire new teaching methodologies.

The Comprehensive Learning Environment promotes ongoing professional development through workshops, peer mentoring, and participatory learning. Such opportunities allow teachers to engage with one another, exchanging innovative practices and insights that challenge conventional teaching paradigms. For instance, teachers may collaboratively develop lesson plans that incorporate local cultural elements or use project-based learning to make learning more relatable and engaging for students. This collaborative spirit not only enhances instructional practices but also ensures that teachers remain agile and responsive to evolving educational needs.

Additionally, the context of Kericho County, with its unique socio-cultural dynamics, further enriches the creative potential within the Comprehensive Learning Environment. Teachers are encouraged to innovate by integrating local contexts into the curriculum, which proves essential in making learning relevant to students' lived experiences. By embracing culturally responsive teaching strategies, educators contribute to a broader understanding of creativity, one that encompasses local knowledge and community values.

Furthermore, the study underscores the importance of leadership in fostering a Comprehensive Learning Environment. School leaders who advocate for creative initiatives, allocate resources for innovative projects, and create platforms for teacher collaboration play a crucial role in establishing an ecosystem where creativity thrives. When teachers feel supported and motivated by their administration, their willingness to take risks and embrace innovative practices increases significantly.

In essence, the findings from the study highlight that the Comprehensive Learning Environment not only enhances individual teacher creativity and innovativeness but also catalyzes a shift in the broader educational culture within public primary schools in Kericho County. As teachers embrace new ideas and collaborate with their peers, they collectively contribute to an educational framework that prioritizes creativity, ultimately benefiting the students they serve. This transformative approach in education, driven by a Comprehensive Learning Environment, is essential for preparing learners to meet the challenges of an increasingly complex and rapidly changing world.

#### **4.1 Outcomes of the study**

The study on the influence of compressive learning environments on creativity and innovativeness among teachers in selected public primary schools in Kericho County, Kenya, yielded significant outcomes that illuminate the intricate relationship between teaching conditions and educational effectiveness.

The analysis revealed that a compressive learning environment characterised by supportive relationships, adequate resources, and opportunities for professional development positively influences teachers' creativity and capacity to innovate. Teachers reported that when they felt supported by their administration and colleagues, they were more likely to engage in creative teaching practices and explore innovative pedagogical methods.

Moreover, the study uncovered that access to professional development workshops and collaborative planning sessions further enhanced their willingness to experiment with new ideas in the classroom. Conversely, environments marked by stress, limited resources, and unsupportive leadership stifled creativity and discouraged innovation, leading to a reduction in teachers' motivation and a corresponding decline in student engagement and learning outcomes.

Overall, the findings underscore the critical importance of nurturing a Comprehensive Learning Environment within schools as a strategy to foster creativity and innovation among teachers, ultimately benefiting the educational experiences of students in Kericho County. This suggests that policymakers and educational leaders should prioritize the creation of supportive, resource-rich environments to enhance teacher performance and, by extension, student success.

#### **5.0 Recommendation and conclusion**

In conclusion, the study on the influence of the Comprehensive Learning Environment on creativity and innovativeness among teachers in selected public primary schools in Kericho County, Kenya, has revealed critical insights into the interplay between educational settings and teacher performance.

The findings suggest that a compressive learning environment—which encompasses supportive leadership, collaborative culture, and adequate resources—significantly enhances teachers' creative capabilities and fosters innovation in teaching practices. Teachers who operate within such an environment report higher levels of job satisfaction, engagement, and a propensity to experiment with pedagogical approaches, ultimately leading to improved student outcomes. Conversely, a lack of supportive structures can stifle creativity, leading to stagnation in teaching methodologies and reduced motivation among educators.

Based on these findings, it is recommended that policymakers and school administrators prioritize the creation and maintenance of a Comprehensive Learning Environment within primary schools. This entails investing in professional development programs that encourage collaborative practices and innovative thinking among teachers.

Further, fostering open communication channels between school administrations and teaching staff can help identify specific needs and challenges faced by educators, facilitating targeted

interventions that promote creativity. Furthermore, it is essential to allocate adequate resources—both material and technological—to empower teachers in their innovative endeavours. By prioritizing these strategies, educational stakeholders in Kericho County can cultivate a vibrant teaching environment that not only enhances teacher creativity but also enriches the overall educational experience for students, thereby contributing to a more effective and dynamic public education system.

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