

The Utilization of the Local Literary Texts in Enhancing the Creative Writing Skills of the Learners in the Public Secondary Schools in Tiwi District, Division of Albay

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026 Keywords: Local Literary Texts Creative Writing Cultural Identity Senior High School Teacher Perceptions Tiwi	The study examined the utilization of local literary texts and perceived creative-writing outcomes in public secondary schools in Tiwi District, Division of Albay, during School Year 2025–2026. A descriptive-evaluative-correlational design involved 52 public senior high school teachers and a researcher-made questionnaire. Weighted means, frequencies, percentages, ranks, and Kendall's coefficient of concordance with chi-square tests were used at the 0.05 level. Local language or dialect, culture and traditions, settings, community experiences, and local characters and identity were rated Very Much Utilized. Originality, organization, vocabulary, character and plot development, and grammar, mechanics, and style were rated Very Much Evident. The numerical findings reported significant utilization-ranking agreement only for local language or dialect, while all writing-outcome rankings showed significant agreement. A contradictory verbal conclusion about language/dialect agreement requires clarification. Recommendations emphasized contextualized materials, explicit writing guidance, literary activities, and collaboration with local cultural contributors. The findings describe teacher perceptions and do not establish causal improvement in independently assessed writing performance.

1. Introduction

Local literary texts can bring familiar language, places, characters, and community experiences into creative writing instruction. They may offer models for description, dialogue, narrative conflict, and cultural expression. Their instructional use also raises questions about how learners transform familiar material into original work. Exposure to a local text and improvement in writing quality are related possibilities, but they are not the same outcome and require different forms of evidence.

Ladson-Billings (1995) offers a theoretical basis for considering the relationship between culture and pedagogy. That work supports attention to learners' cultural contexts, but it does not imply that any locally themed material automatically produces stronger writing. Graham et al. (2016) recommend explicit writing strategies, integration of reading and writing, and assessment-informed feedback in secondary education. Together these perspectives suggest examining both the cultural resources used in lessons and the instructional processes through which learners develop compositions.

The study examined local language or dialect, representation of culture and traditions, local settings, community experiences, and characters and identity. These dimensions describe different ways in which literary selections may connect with the locality. The perceived writing domains covered originality, organization, vocabulary, character and plot development, and grammar, mechanics, and style. Maintaining these distinctions allows the analysis to consider cultural relevance without reducing creative writing to the reproduction of familiar themes.

The study investigated local-literary-text utilization and perceived creative-writing outcomes in Tiwi District, Division of Albay. It examined agreement in rankings and formulated policy recommendations. Its respondents were public senior high school teachers, so the findings reflect their classroom judgments rather than a directly scored corpus of learner writing. The study contributes a local description of instructional use and perceived outcomes while leaving causal effectiveness and transfer to independent writing tasks unestablished.

2. Methods

2.1 Research design and scope

The study used a descriptive-evaluative-correlational research design in schools in Tiwi District, Division of Albay. The stated study period was School Year 2025–2026.

The study assessed reported practices and perceived outcomes through questionnaire responses. Allocation to an intervention, a comparison condition, and repeated outcome measurement were not reported. The findings are interpreted as descriptive evaluations and rank-order analyses; the design label alone does not establish a tested relationship or a causal effect.

2.2 Participants and setting

The study involved 52 public senior high school teachers in schools in Tiwi District, Division of Albay. The respondents were the raters of the questionnaire indicators; the number of learners represented by their judgments was not reported.

The sampling frame, selection procedure, eligibility criteria, number invited, and response rate were not specified. Consequently, the representativeness of the respondents and the extent to which their judgments describe all schools in the setting cannot be established. No unreported school-level or respondent-group sample sizes were inferred.

2.3 Instrument and measures

The main data-gathering instrument was a researcher-made questionnaire. It assessed the domains presented in the Results, using indicator-level weighted means and verbal classifications. The response anchors, full scoring rules, interpretation cutoffs, validation procedures, pilot testing and reliability estimates were not reported. Category labels are therefore presented as the study's classifications rather than assigned from an assumed rating scale.

The unit represented in each descriptive table is the stated questionnaire indicator. Reported item means are retained without calculating new domain composites. Duplicate statements remain separate reported entries, and an unreported item value is identified as such where applicable. The ratings do not constitute independently scored learner assessments or administrative measures of school performance.

2.4 Data collection and analysis

Questionnaire administration was the stated data-collection approach. The administration mode, collection dates, instructions to respondents, procedures for incomplete responses, and evidence used by raters were not specified. Ethics review, institutional permission, consent and confidentiality procedures were not reported; no approval or consent process is asserted.

The reported analyses were weighted means, frequency counts, percentages, ranks, and Kendall's coefficient of concordance (W) with corresponding chi-square tests. The significance level was 0.05. The tables retain the reported W values, chi-square values and probability thresholds; exact probabilities were not inferred from inequalities. The group-level ranks, degrees of freedom, tie adjustments and statistical software were not specified.

Kendall's W describes concordance in rankings. The reported significance decisions address agreement in indicator orderings; they do not test causal effects, equality of mean ratings, or the relationship between strategy use and outcomes. No direct strategy–outcome correlation coefficient was reported. Nonsignificant concordance is not interpreted as evidence that an activity was unused or that a learner skill was low.

3. Results

The tables present the reported findings by domain, with interpretation immediately after each presentation. Item statements and values remain in their reported order. Uniform verbal classifications appear in table notes; mixed classifications are displayed by item. No missing numerical results or composite scores have been imputed.

Table 1. Text utilization in Use of Local Language or Dialect

Indicator	Weighted mean
The teacher utilizes local literary texts written in the Bicol dialect during creative writing lessons	4.95
The teacher explains the meanings of local terms and expressions found in literary texts to enhance learners' comprehension	4.95
The teacher uses literary texts containing local dialects to promote appreciation of the linguistic heritage of the community	4.95
The teacher incorporates local words, expressions, and idiomatic phrases from the dialect in classroom discussions and writing activities	4.94
The teacher employs local literary texts to help learners enrich their vocabulary and written expression through the use of local dialect	4.93
The teacher promotes the appropriate use of local language or dialect as a source of inspiration for creating authentic and culturally relevant written compositions	4.93
The teacher encourages learners to use appropriate local language or dialect when developing creative writing outputs	4.93
The teacher integrates local language or dialect in storytelling, poetry writing, and other creative writing activities	4.91
the teacher provides opportunities for learners to analyze literary texts that contain local language and culturally significant expressions	4.91

Note. All reported indicators were classified as “Very Much Utilized.”

Table 1 shows reported item means from 4.91 to 4.95. Local-language texts and explanation of expressions were prominent. Analysis of culturally significant language was relatively lower. This suggests a distinction between access to familiar language and explicit examination of how it works in literary expression. The table does not establish that dialect use independently improves writing quality.

Table 2. Text utilization in Representation of Local Culture and Traditions

Indicator	Weighted mean
The teacher uses local literary texts to develop learners' appreciation of the rich cultural heritage and traditions of Albay	4.97

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Indicator	Weighted mean
The teacher provides writing activities that allow learners to creatively interpret and express local culture and traditions through original literary outputs	4.97
The teacher integrates local folktales, legends, and myths that showcase the cultural heritage of the locality	4.96
The teacher encourages learners to incorporate cultural elements and traditions from local literary texts into their written compositions	4.96
The teacher utilizes local literary texts that portray the customs and traditions of the people of Tiwi, Albay	4.95
The teacher encourages learners to explore cultural traditions presented in local literary texts as inspiration for creative writing activities	4.95
The teacher facilitates discussions on how local literary texts preserve and promote cultural identity and traditions	4.95
The teacher utilizes literary texts that depict traditional livelihoods, occupations, and practices found in the local community	4.95
The teacher incorporates literary texts that highlight local festivals, celebrations, and cultural practices in creative writing lessons	4.94
the teacher uses local literary texts that reflect the values, beliefs, and norms of the community	4.94

Note. All reported indicators were classified as “Very Much Utilized.”

Table 2 shows reported item means from 4.94 to 4.97. Cultural appreciation and creative interpretation were prominent within tradition-focused instruction. The pattern suggests opportunities to connect cultural knowledge with writing, but no actual texts or learner interpretations are provided. It therefore does not establish how varied, accurate or critically examined the cultural representations were.

Table 3. Text utilization in Local Setting

Indicator	Weighted mean
The teacher incorporates literary texts that describe local natural environments such as beaches, mountains, rivers, and agricultural areas in classroom activities	4.98
The teacher encourages learners to draw ideas from local settings presented in literary texts when writing stories and other creative compositions	4.97
The teacher facilitates discussions about the significance of local places and environments depicted in literary texts	4.97
The teacher utilizes local literary texts that depict familiar places and landmarks in Tiwi, Albay	4.97
The teacher uses local literary texts featuring community settings to inspire learners’ creative writing outputs	4.96
The teacher utilizes local literary texts that portray the historical and cultural landmarks of the community	4.96
The teacher encourages learners to describe familiar local settings in their creative writing based on scenes found in local literary texts	4.96
The teacher integrates writing activities that require learners to creatively interpret and represent local settings in their literary compositions	4.96
the teacher uses local literary texts to strengthen learners’ appreciation of the places, landscapes, and environments that form part of their cultural identity	4.96

Note. All reported indicators were classified as “Very Much Utilized.”

Table 3 shows reported item means from 4.96 to 4.98. Natural environments and familiar landmarks were prominent sources of setting. These resources may offer concrete material for description, but the table does not show how learners transformed familiarity into narrative detail. High utilization should be distinguished from the quality of the resulting writing.

Table 4. Text utilization in Depiction of Community Experiences

Indicator	Weighted mean
The teacher incorporates literary texts that depict community challenges and successes as themes for creative writing activities	4.96

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Indicator	Weighted mean
The teacher uses local literary texts that highlight the occupations and livelihood practices of community members	4.96
The teacher facilitates discussions about the social experiences and realities reflected in local literary texts	4.96
The teacher utilizes local literary texts to strengthen learners' appreciation of the experiences and contributions of people within their community	4.96
The teacher utilizes local literary texts that portray the daily experiences of people in the community	4.95
The teacher encourages learners to draw inspiration from community experiences presented in local literary texts when writing creative compositions	4.95
The teacher integrates writing activities that allow learners to creatively express community life and experiences through various literary forms	4.95
The teacher uses local literary texts that reflect the values, aspirations, and collective experiences of the community	4.95
the teacher encourages learners to relate their personal experiences to the community experiences presented in local literary texts	4.93

Note. All reported indicators were classified as "Very Much Utilized."

Table 4 shows reported item means from 4.93 to 4.96. Community challenges, livelihoods and social experiences were prominent. Relating personal experience to collective experience was relatively lower. This distinction suggests that presenting community themes and supporting learners' own perspectives are separate instructional tasks. The ratings do not establish whether a range of community voices was represented.

Table 5. Text utilization in Presence of Local Characters and Identity

Indicator	Weighted mean
The teacher utilizes local literary texts that feature characters representing the people of Tiwi, Albay	4.97
The teacher incorporates literary texts that portray the values and traits commonly associated with members of the local community	4.95
The teacher uses local literary texts that highlight the roles and contributions of local individuals in society	4.95
The teacher encourages learners to analyze the characteristics and identities of local characters presented in literary texts	4.95
The teacher encourages learners to create characters inspired by local people and community figures in their creative writing activities	4.95
The teacher facilitates discussions on how local characters reflect the cultural identity and heritage of the community	4.95
The teacher utilizes local literary texts that depict the aspirations, struggles, and achievements of community members	4.94
The teacher integrates writing activities that require learners to develop characters based on the experiences and values portrayed in local literary texts	4.93
the teacher uses local literary texts to strengthen learners' appreciation of their cultural identity through the portrayal of local characters and community experiences	4.93

Note. All reported indicators were classified as "Very Much Utilized."

Table 5 shows reported item means from 4.93 to 4.97. Local characters and community traits were prominent in the reported instruction. Using those resources to develop characters was also favorably rated. The study does not provide examples showing whether learners developed complex individuals or relied on generalized portrayals, so character quality remains a question for direct assessment.

Table 6. Rank-order agreement for local-literary-text utilization

Domain	Kendall's W	Chi-square	Reported probability
Use of Local Language or Dialect	0.74	17.76	p<0.05
Representation of Local Culture and Traditions	0.50	13.50	p>0.05

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Domain	Kendall's W	Chi-square	Reported probability
Local Setting	0.38	9.12	p>0.05
Depiction of Community Experiences	0.45	12.15	p>0.05
Presence of Local Characters and Identity	0.55	13.20	p>0.05

Note. Significance level = 0.05. Numerical strings and probability notation are retained as reported; no p-values were recalculated.

Table 6 addresses the research question on rank-order agreement. The numerical findings report significant agreement only for local language or dialect; the other utilization domains were nonsignificant. A verbal conclusion about language/dialect is inconsistent with that result and remains unresolved. High utilization ratings therefore cannot be equated with a common ranking across domains. The table does not establish differences in instructional quality or causal contributions to writing.

Table 7. Perceived creative writing in Originality and Creativity

Indicator	Weighted mean
The learner generates original ideas for creative writing activities inspired by local literary texts	4.76
The learner produces innovative written outputs that reflect personal interpretations of local literary selections	4.76
The learner develops imaginative themes and perspectives using ideas drawn from local literary texts	4.75
The learner incorporates culturally relevant details from local literary texts to enrich creative written compositions	4.75
The learner creates unique story concepts based on local culture, traditions, and community experiences presented in literary texts	4.74
The learner demonstrates creativity in expressing thoughts and emotions through written compositions influenced by local literary texts	4.74
The learner explores diverse and original ways of presenting local experiences, characters, and settings in writing tasks	4.73
The learner demonstrates flexibility in combining ideas from local literary texts with personal experiences to create meaningful literary works	4.73
the learner creates authentic and imaginative compositions that showcase originality while reflecting local identity and cultural heritage	4.72

Note. All reported indicators were classified as "Very Much Evident."

Table 7 shows reported item means from 4.72 to 4.76. Generating original ideas and personal interpretations were prominent, while producing an integrated imaginative composition was relatively lower. The pattern suggests a distinction between inspiration and completion of an original work. The ratings do not independently establish originality or distinguish adaptation from imitation.

Table 8. Perceived creative writing in Organization and Coherence

Indicator	Weighted mean
The learner organizes ideas logically when writing compositions inspired by local literary texts	4.84
The learner presents ideas in a clear and systematic sequence based on themes drawn from local literary texts	4.83
The learner develops well-structured introductions, body paragraphs, and conclusions in creative writing outputs	4.82
The learner connects ideas smoothly using appropriate transitional words and expressions in written compositions	4.79
The learner arranges events and experiences coherently when writing stories based on local literary texts	4.78
The learner links cultural experiences, local settings, and community events effectively to create unified written outputs	4.77
The learner develops paragraphs that support and elaborate the central idea of the composition	4.77
The learner integrates details from local literary texts in a logical and organized manner	4.77
The learner maintains a clear focus on the main theme throughout the composition	4.76

RESEARCH ARTICLE

Indicator	Weighted mean
the learner produces creative written compositions with unity, coherence, and logical progression of ideas	4.75

Note. All reported indicators were classified as “Very Much Evident.”

Table 8 shows reported item means from 4.75 to 4.84. Logical organization and sequencing were prominent, while overall unity and progression were relatively lower. This points toward the difference between arranging sections and sustaining coherence throughout a work. Actual compositions and a documented rubric would be needed to determine how consistently learners achieved both.

Table 9. Perceived creative writing in Language Use and Vocabulary

Indicator	Weighted mean
The learner uses appropriate and varied vocabulary acquired from local literary texts in creative writing activities	4.95
The learner applies local terms, idiomatic expressions, and figurative language appropriately in creative writing outputs	4.92
The learner enriches written compositions through the use of descriptive and vivid vocabulary derived from local literary texts	4.91
The learner selects words and expressions that accurately convey thoughts, emotions, and experiences in writing	4.88
The learner incorporates culturally relevant words and expressions from local literary texts into written compositions	4.87
The learner demonstrates effective use of language in expressing ideas inspired by local literary texts	4.87
The learner produces creative written compositions that reflect rich vocabulary, effective language use, and cultural relevance	4.86
The learner demonstrates flexibility in using both local and standard language expressions to enhance creative writing outputs	4.85
the learner utilizes vocabulary learned from local literary texts to create clear and meaningful written compositions	4.84

Note. All reported indicators were classified as “Very Much Evident.”

Table 9 shows reported item means from 4.84 to 4.95. Vocabulary variety and local expressions were prominent, while clear, meaningful use was relatively lower. The pattern suggests that lexical richness and communicative precision should be examined together. The findings do not establish whether learners selected expressions appropriately for audience, context and genre.

Table 10. Perceived creative writing in Character and Plot Development

Indicator	Weighted mean
The learner creates characters inspired by the people, traditions, and culture presented in local literary texts	4.96
The learner creates characters whose actions and decisions contribute meaningfully to the progression of the story	4.95
The learner develops creative and culturally relevant storylines inspired by themes presented in local literary texts	4.95
The learner produces narratives with well-developed characters and coherent plots that reflect local identity and cultural heritage	4.94
The learner incorporates local settings, traditions, and community experiences to enrich character and plot development	4.94
The learner develops believable characters with distinct traits and personalities based on local literary texts	4.94
The learner portrays the values, beliefs, and experiences of local community members through character development	4.93
The learner develops conflicts and resolutions that reflect situations and realities presented in local literary texts	4.93
The learner creates plot events that are inspired by local culture, traditions, and community experiences found in local literary texts	4.92

Indicator	Weighted mean
the learner organizes story events in a logical and engaging sequence when writing creative compositions	4.90

Note. All reported indicators were classified as “Very Much Evident.”

Table 10 shows reported item means from 4.90 to 4.96. Culturally inspired characters and their contribution to events were prominent. Logical, engaging event sequencing was relatively lower. This suggests a useful distinction between creating recognizable characters and constructing a coherent plot. The study does not supply narrative samples to establish the quality of either.

Table 11. Perceived creative writing in Grammar, Mechanics, and Style

Indicator	Weighted mean
The learner uses appropriate punctuation marks when writing stories, essays, and other literary outputs based on local literary texts	4.85
The learner applies correct grammar in creative written compositions inspired by local literary texts	4.85
The learner demonstrates clarity and accuracy in expressing ideas through grammatically correct sentences	4.79
The learner utilizes language conventions and writing techniques observed in local literary texts to improve writing style	4.79
The learner revises and edits written works to correct grammatical, spelling, and punctuation errors	4.79
The learner employs proper capitalization and sentence structure in creative writing activities	4.76
The learner demonstrates consistency in applying grammar, mechanics, and stylistic elements throughout creative writing tasks	4.75
The learner produces creative written compositions that exhibit grammatical accuracy, proper mechanics, and an effective writing style reflective of ideas drawn from local literary texts	4.75
the learner observes correct spelling of words and expressions acquired from local literary texts	4.74

Note. All reported indicators were classified as “Very Much Evident.”

Table 11 shows reported item means from 4.74 to 4.85. Punctuation and grammar received the strongest ratings, while spelling occupied the lower end. These perceptions identify relative emphasis within conventions, but do not measure error frequency. Writing instruction could distinguish editing for accuracy from developing an effective literary style, without assuming one follows automatically from the other.

Table 12. Rank-order agreement for the perceived outcome domains

Domain	Kendall's W	Chi-square	Reported probability
Originality and Creativity	0.64	15.36	p<0.05
Organization and Coherence	0.90	24.30	p<0.005
Language Use and Vocabulary	0.73	17.52	p<0.05
Character and Plot Development	0.94	25.38	p<0.005
Grammar, Mechanics, and Style	0.74	17.76	p<0.05

Note. Significance level = 0.05. Numerical strings and probability notation are retained as reported; no p-values were recalculated.

Table 12 addresses the research question on rank-order agreement. All five creative-writing domains were reported to show significant concordance. This contrasts with the predominantly nonsignificant utilization rankings, but the tests address different indicator sets. Their contrast does not establish a pathway from local texts to improved writing. The internally spaced numerical string for originality and creativity is retained pending clarification, and no p-values were recomputed.

4. Discussion

The study's utilization findings emphasize a strong reported presence of local cultural resources in teaching. These resources include linguistic expression, recognizable places, and experiences associated with community life. Ladson-Billings (1995) provides a relevant theoretical lens for interpreting cultural connections in pedagogy. The study does not, however, assess the full theoretical framework or establish that cultural familiarity alone explains the perceived writing outcomes.

The writing findings distinguish inspiration from composition. Originality involves transforming ideas into a distinctive work, while coherence, vocabulary, and narrative development concern how that work is constructed. Graham et al. (2016) support connecting reading models with explicit writing practice and feedback. This comparison suggests that local texts may be useful instructional resources when accompanied by deliberate teaching, but the study does not identify which teaching process accounts for a particular perceived outcome.

The utilization agreement pattern differs from the outcome agreement pattern. Most utilization domains did not show significant concordance, while all outcome domains did. This is not evidence that writing outcomes improved despite inconsistent instruction; the tests concern rankings within different indicator sets. Moreover, the verbal conclusion about language or dialect conflicts with the numerical result. The numerical values are retained and that conflict remains unresolved rather than being silently rewritten.

The recommendations for local materials, vocabulary work, sequencing, literary activities, and community collaboration are consistent with the study's focus. Their implementation should preserve opportunities for learners to question, reinterpret, and develop their own perspectives rather than merely reproduce a model. Direct assessment of writing samples, with documented scoring criteria and rater agreement, would be needed to determine whether perceived strengths translate into demonstrable writing quality.

5. Implications for practice and further research

The study supports using the indicator-level pattern as a starting point for local review. Decisions should connect a stated need with a feasible response and a criterion for judging progress. Relative positions within a favorable profile are not equivalent to measured deficits, and a significant ranking result is not evidence that a proposed policy will work. Recommendations should be implemented with attention to context and evaluated rather than assumed effective.

Further research should use clearly defined outcomes and document how they are measured. Direct performance tasks, observations, or independently recorded school indicators could complement questionnaire ratings. A longitudinal or comparative evaluation could examine change over time, provided the design addresses baseline differences and alternative explanations. These are proposed directions for future work, not procedures undertaken in the study.

6. Conclusion

The study characterized local literary texts as Very Much Utilized and perceived creative-writing outcomes as Very Much Evident. Numerical findings indicated significant utilization-ranking agreement only for local language or dialect and significant agreement for all writing-outcome domains. The contradictory verbal conclusion about language/dialect requires clarification. The findings inform recommendations for contextualized literary resources and explicit writing support, but they do not establish causal gains in learner writing.

References

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