INSTRUCTIONAL USE OF VIDEO TECHNOLOGY AND ITS IMPACT ON PERFORMANCE IN KISWAHILI POETRY IN PUBLIC SECONDARY SCHOOLS, MACHAKOS COUNTY, KENYA

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Abstract

Recent advancements in ICT such as access to quality and high-speed internet across schools, homes and personal gadgets such as tablets and smartphones has contributed to the use of videos in learning environment. Videos play a role in imparting learners with knowledge and skills. In modern society teachers are applying the modern ICT techniques to teach. Learners are actively involved in the process therefore teachers work is made easier and efficient. There is a trend on poor performance of Kiswahili in national examination which is attributed to low scores in Kiswahili poetry. The research sought to broadly determine instructional use of video technology and its impact on performance in Kiswahili poetry in public secondary schools, Machakos County. The specific objective was; to investigate the extent to which teachers utilize video instructional media in teaching Kiswahili poetry. The research adopted the humanist approach and Cognitive theory of multimedia learning. Data was collected using questionnaires

and Scheduled interviews in Machakos County. The research applied stratified random sampling technique and purposive sampling techniques. Data was analyzed with SPSS technique, and descriptive statistics applied in analyzing the numerical data, while the qualitative was analyzed by thematic approach. The study found that teachers are increasingly utilizing video resources to enhance the learning experience. The study suggested that administrators need to provide more resources to support teaching via video instructional media. There is also training needed for teacher to learn how to integrate video instructional media in their teaching, and how to access quality video instructional media content. The researcher suggests that a similar study on effects of computerized teaching among secondary schools can be undertaken for a comparison purpose.

Keywords: Technology, Kiswahili poetry, video instructional media, Multimedia teaching, Competence based curriculum, Digital leap

INTRODUCTION

Hlasna, Klimova and Poulova (2017), notes that effectiveness and quality of teacher work has improved due to explosive spread of modern information and technology (ICT). Additionally, educational videos have significant impact on student's learning as well as direct influence in changing practices in teaching and learning, this happens through stimulating stronger course performance in several contexts, motivating students, improving their confidence and positively influencing their attitude (Carmichael et al, 2018).

According to Hapsari, Hanif, Gunarhadi, and Roemintoyo (2019), people were inspired to expand their daily activities as a result of advancements in technology and communication. Since students no longer had to rely entirely on professors as their sole source of information, this led to the development of information sources that could be accessed anytime, anywhere, and by anybody, which had a positive impact on the field of education. Gellerstedt et al. (2018) also indicated that with educational videos, the teacher became the facilitator of classroom learning rather than being the main material giver; hence, they were required to use the media available at their schools for better transfer of knowledge to learners.

In Germany, they acknowledge the ideology to prepare a transformed society in which digital literacy plays a critical aspect in order to cope with 21st century demands (Konig, Jager-Biela & Glutsch, 2020). Further, points out a recent publication done by ministers of education and culture in Germany on digital world which demands that schools develop students' digital literacy across all academic areas. Chauhan (2017) supports this in his work on digital

technologies giving new options for teaching and learning, which were obvious during Covid -19 period, according to his meta-analysis of the effects of technology on learning.

According to Saari and Santi (2017), The adoption of the phrase "digital leap" (quick modernization of ICT infrastructure in schools) in the language of Finnish education policy, which will lead to a quick modernization of ICT infrastructure in schools, shows a clear desire to support digitalization of education. By accomplishing the 17 Sustainable Development Goals, particularly Goal Number 4 which is concerned with quality education, Japan, like other nations throughout the world, is committed to ensuring inclusive and high-quality education for all people and fostering lifelong learning. This is because the 21st century demands digital literacy. (UNESCO, 2018).

Abubakar, Jegede and Ogunode (2020) in their study on administration of ICT in Nigerian secondary schools noted that there is inadequate provision of ICT infrastructural facilities in Nigerian schools due to low budgetary allocation of ICT in education. This comes with a negative impact on achievement of set goals. Mukandi, Pisirai, and Winnet, (2020) conducted a study in Zimbabwe and discovered that the government had failed to carry out on-the job training for teachers on new curriculum requirements in terms of knowledge and technological skills. With this teacher were unable to access crucial instructional tools such as computers and internet. This pauses as a challenge facing incorporation of ICT in education.

Mugiraneza (2021) stated a need for Rwanda to be shaped as middle-income knowledge-based economy which can be achieved through change of education system. All educational levels must develop the scientific and technological skills necessary for this change. Despite the fact that ICT is thought to be essential for increasing the relevance of the Rwandan educational system, there is a severe scarcity of teachers who have been trained to use ICT in the teaching and learning process. This delays the implementation of ICT integration in teaching and learning.

According to MOE (2019), in order to meet national curriculum policy objectives in pedagogical approaches. A competency-based curriculum approach calls for the creation of ICT-based materials for instructors. Additionally, a thorough programme for retraining all Kenyan teachers in the application of contemporary instructional methods and innovation is required. One of the most effective ways to convey content nowadays is to use educational films as a teaching tool. According to KUCCPS, Kiswahili is an essential part of subject cluster for all courses. Further in 2020, president released Kiswahili translation of the standing orders for the national legislature in Kenya. The house rules are translated into Kiswahili, because of these and other factors, Kiswahili is a crucial subject in the Kenyan curriculum that must be treated seriously. Mose, Mokamba, Keraro and Nyagah (2011) attributed low performance in Kiswahili at national examinations to be stemming from low performance in Kiswahili poetry. Kiswahili

being of great importance to Kenyans, poetry needs to be taught in a captivating manner to motivate and create attention to learners as well as sustain their interest throughout the lesson. This is achieved through integration of video instructional media in teaching and learning of Kiswahili poetry.

Statement of problem

In national examinations, Kiswahili mean scores varied since the introduction of the new curriculum. This was evident in Kiswahili paper two and paper three. There was a variation in the percentage of candidates awarded top grades (Kiswahili KNEC report 2017). Data from Machakos County indicated a low performance trend from 2018 to 2022. In 2018, 3.639; 2019, 4.192; 2020, 4.361; 2021, 4.352; and 2022, 4.649 (source: Eastern Region MOE Machakos County, 2023). The statistics indicated a positive trend but very low scores which were below average generally.

As per analysis, 20,037 students scored C plain and below in Kiswahili KCSE 2022 out of 29,598 who sat for KCSE in the same year (MOE Machakos County, 2023). Kiswahili KNEC reports (2017, 2018, 2019and 2022) on Kiswahili paper three poetry section pointed out that majority of the candidates tended to omit questions on poetry and few of them who attempted the said question scored poorly. It was also noted that basic elements of poetry, which include: alliteration (urudiaji), persona (nafsi neni na nenewa), context (mandhari), imagery (taswira), prose language (lugha ya nadhari), and mood (mazaji) were not taught; Consequently, answers to questions that assessed these components were subpar. Poetry could be examined in Kiswahili Paper 3 as a required question or as a requirement that students at least attempted a poetry question.

The use of educational video in teaching led to good performance through enhancement of students' understanding of concepts. The learning became interesting, attractive, and captivating to ease students' grasping of the information. When Poetry was taught through educational videos, it built on the student understanding of the respective patterns of poetry such as persona, alteration, and mood. In Machakos County, there was continued low performance of Kiswahili; therefore, the research sought to establish how video instructional media was integrated into the teaching of Kiswahili poetry and its impact on the learning experience of students.

Objective of the study

To investigate the extent to which teachers utilize video instructional media in teaching Kiswahili poetry.

LITERATURE REVIEW

Theoretical framework

Humanism theory

Humanism theory by Rogers (1980), was established on the idea that learning is a fundamental human urge that leads to self-actualization. The key component of education is the learning process itself, not the final product. Through watching and investigating, the students have control over their learning. The teacher's role should be to assist, encourage, and help pupils on their own journeys.

Cognitive theory of multimedia learning

Additionally, this study was grounded in Richard Mayer's (2014) cognitive theory of multimedia-based learning. The way information is presented has an impact on the various ways the brain receives and processes it, according to Mayer's theory.

Information that is expressed visually is dealt with in the first channel, while information that is expressed verbally is dealt with in the second. Visual content, such as pictures, videos, charts, or written words, enters and is processed in the visual channel when it is presented to a learner. Visual and auditory information is processed separately from spoken words and nonverbal noises. The new information that has been learned is first stored in the learner's sensory memory.

The learner must start interacting with the material in working memory in order to absorb it and learn from it. The learner is able to work with more information since it is processed differently due to the material's varied display through distinct visual and auditory channels.

Empirical review

A study done at Cimahi which applied case study approach to investigate instructional media used in teaching English. Its findings stated that in teaching and learning English, teachers have several types of instructional media which can be incorporated. It was further stated that teachers were utilizing them in delivery of content. These instructional media included: real objects, pictures, PowerPoint, voice (song) and the web. Use of these instructional media positively impacted on achievement of set lesson objectives (Aisyah & Hargudin, 2020).

Wordu, Siminialayi, and Fekarurhobo (2022) sought to look into the utilization of multimedia resources in enhancing pupil's learning performance in River state. The study used descriptive survey research design. The results revealed that to high extent teachers' utilized multimedia resources. Internet facility was used to convey pedagogical contents for classroom

learning while video clips used to arouse learner's interests in new topics. It was also noted that audio podcasts and power point animated slides were utilized on a low extent. It was therefore concluded that teachers' use of multimedia resources in delivery of content were both at a high and low extent depending on the availability of the resources.

In his descriptive study, Mosonik (2021) noted a variety of multimedia teaching and learning tools used in Kipkelion public primary schools, including tablets, video, discs, clips, smartphones, and television. While 56% of those polled strongly agreed that the high number of lessons allotted to each teacher had a negative impact on the use of multimedia materials in teaching mathematics, 65% of those polled agreed that they do so. As a result, the majority of teachers did not use multimedia instructional tools when they had a heavy teaching workload. Due to this, the researcher investigates the extent to which teachers utilize instructional media for instruction and learning.

METHODOLOGY

The study used descriptive survey design as it blended quantitative and qualitative data providing the researcher with relevant and accurate information. The study targeted three KICD Kiswahili panelists and 373 public secondary schools in Machakos County which has approximately 800 Kiswahili teachers. Further, 30481 form three students in these schools played a critical role in this study.

Both purposive sampling and stratified random sampling were used in this investigation. The 10 percent rule as suggested by Gay (1981) was applied. Therefore 56 public secondary schools in Machakos county, 113 Kiswahili teachers, 384 form three students and 3 KICD Kiswahili experts were sampled for the study.

Kiswahili teachers and students were asked to complete questionnaires for primary data collection, and KICD Kiswahili panelists conducted scheduled interviews. Secondary data was gathered through school records, the ministry of education website, and ministry of education publications. Both closed-ended and open-ended questions were included in the questionnaires. In contrast to open-ended questions, where respondents were required to provide their opinion and additional comments, closed-ended questions required precise responses from respondents, which were indicated by a tick. This was done because of its benefit in situations where big samples are involved and are geographically dispersed, as they were in this study. Respondents were interrogated using structured questions. As a result of the informants being asked comparable questions to the other participants, the reliability of the information gained was high. Research instruments were checked for their suitability in measuring the study variables through pilot testing before the actual study. This enabled the researcher to find out

whether the instruments were capturing the information intended to be measured as well as how correctly the respondents gave their responses

FINDINGS

To investigate the extent to which teachers utilize video instructional media in teaching Kiswahili poetry a questionnaire was administered to Kiswahili teachers and KICD Kiswahili expert was interviewed on the same.

Respondents' video instructional media usages

Table 1: Respondents used video instructional media

		Frequency	Percent
Have you used video instructional media	No	22	20.2
	Yes	87	79.8

Respondents were asked whether they have used video instructional media. The majority of the respondents 79.8% (n=87) stated yes, they have used video instructional media before while 20.2% (n=22) said no. The expert explained that there are many instances where video instructional media had been used in, stating that in *private* and *highly equipped* government school, video instructional media is often used. The expert explained that in most schools, it is not a common thing simply because of resources and scarcity of expertise's challenges.

Frequency respondents used video instructional media in teaching of Kiswahili poetry

Table 2: Frequency respondents used video instructional media in teaching of Kiswahili poetry

		Frequency	Percent
How often do you use video instructional media in your teaching of Kiswahili poetry	Not applied	69	63.3
	Often	37	33.9
	Very often	2	1.8

The table above indicates respondent's responses about how often they use video instructional media in their teaching of Kiswahili poetry. The table indicates that 63.3% (n=69) stated not applied, 33.9% (n=37) stated that they often use video instructional media in their teaching of Kiswahili poetry while 1.8% (n= 2) stated that they very often use video instructional

media in their teaching of Kiswahili poetry. This shows that teaching Kiswahili poetry using video is not the most popular approach in this sample.

Ways video instructional media is used in the teaching of Kiswahili poetry

Table 3: Ways video instructional media is used in the teaching of Kiswahili poetry

	Frequency	Percent
To introduce new concepts or topics	28	25.7
To provide examples or demonstrations	77	70.6
To provide additional or supplementary information	64	58.7
To engage students with multimedia content	36	33
To facilitate interactive or collaborative learning	69	63.3

The table 3 above shows ways in which the study sample uses video instructional media in the teaching of Kiswahili poetry where 70.6% (n=77) stated that they use video instructional media in the teaching of Kiswahili poetry to provide examples or demonstrations. 25.7% (n=28) stated that they use video instructional media in the teaching of Kiswahili poetry to introduce new concepts or topics. 58.7%(n=64) stated that they use video instructional media in the teaching of Kiswahili poetry to provide additional or supplementary information and 33% (n=36) stated that they use video instructional media in the teaching of Kiswahili poetry to engage students with multimedia content and 63.3% (n=69) stated that they use video instructional media in the teaching of Kiswahili poetry to facilitate interactive or collaborative learning.
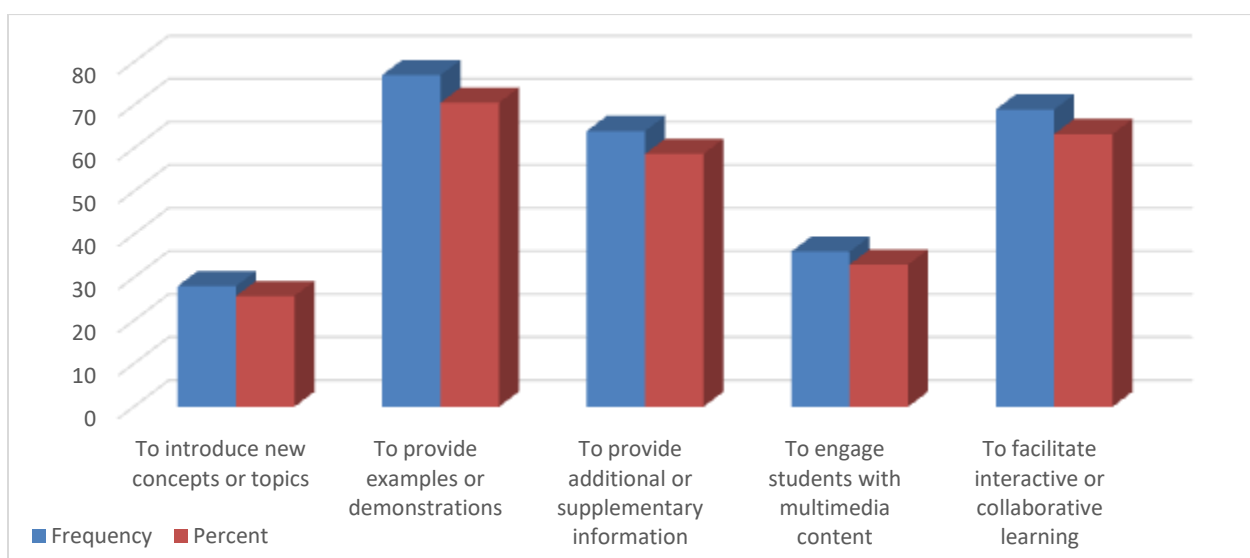

Figure 1: Ways video instructional media is used in the teaching of Kiswahili poetry

The analysis shows that teachers find video instruction most useful for demonstrating concepts, followed by facilitating interactive learning and providing additional information. This shows that educators value video not just for informational purposes but also for its capacity to visually engage pupils and encourage active learning.

DISCUSSIONS

Majority of the teachers at 79.8% (n=87) use video instructional media in teaching Kiswahili poetry, however, this is a rare occurrence to majority of the teachers, with only 1.8% (n= 2) very often using the media. Video instructional media was revealed as rare method of teaching Kiswahili poetry. This is despite the finding that teachers find the method leading to more interactive and collaborative learning, as selected by 77.1% (n=84) of the respondents. This is because video instructional media made learning more *interesting*, *interactive*, *encouraging participation*, and improves *attentiveness* of students. Video instructional media are also used by teachers to promote accessibility and inclusivity of students in learning, as they find that such a method as it *breaks monotony*, *reinforces learning*, *simplifies content*, *motivates* learning and helps students *perform better*. Videos are useful for introducing fresh concepts, providing examples, and supporting different learning styles, even if they are usually used in conjunction with other teaching strategies.

According to Musau (2018), teachers are increasingly utilizing video resources to enhance the learning experience and these visual aids help elucidate complex poetic concepts, fostering better comprehension among students. The nature of video engages students, making the learning process more interactive and enjoyable as teachers often incorporate video materials to showcase live performances of Kiswahili poems, as are also the findings of Omariba (2022). This contributes to a deeper understanding of the poetic forms and expressions unique to Kiswahili literature. Video instructional media serve as a valuable tool for breaking down complex literary analyses. Teachers can use visual aids to dissect poetic elements, such as rhyme, rhythm, and figurative language, providing students with a comprehensive understanding of Kiswahili poetry.

However, the extent to which teachers use the video instructional media could be challenging, as it requires them to integrate videos strategically, aligning them with curriculum objectives. Teachers also have to access to relevant, high-quality content to optimize the educational impact of video instructional media in teaching Kiswahili poetry in secondary schools, which could be discouraging them, and limiting the frequency in which they do so.

CONCLUSION

Majority of the teachers used video materials to elucidate complex poetic concepts, while others underutilized these resources due to limited access, technological constrains or insufficient training. Overall, there is a positive correlation between the integration of video instructional media and enhanced comprehension, engagement and retention of Kiswahili poetry among students in secondary schools. However, the research did not study on how effective can integration of video instructional media be made best to improve Kiswahili poetry delivery and performance.

RECOMMENDATIONS

The study gave a recommendation that may lead to effective utilization of video instructional media in teaching Kiswahili poetry is ensuring teacher training, on both the technological and curriculum aspects. Administrators need to provide teachers with training on effectively integrating video instructional media into their teaching methods, fostering a seamless learning experience. They need to also be furnished with how to ensure student engagement by gauging student preferences and interests to tailor video selections to their engagement levels, fostering a positive learning environment.

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