

IMPACT OF VIDEO INSTRUCTIONAL MEDIA IN TEACHING AND LEARNING KISWAHILI POERTY IN 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. Leaners 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 establish the influence of video instructional media among form three students in learning Kiswahili poetry. The research adopted descriptive survey design. It targeted 3 KICD Kiswahili panelists, 373 public secondary schools, approximately 800 Kiswahili teachers and 30481 form three students. The sample size was 56 public secondary schools, 113 Kiswahili teachers. 384 form three students and 3 KICD Kiswahili experts. 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 impact of video instructional media on teaching Kiswahili poetry to form three students in secondary schools was found to boost the interest of students in learning, their interactions and participation. 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.

BACKGROUND

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 (Carmichael, Reid & Karpickle, 2018).

Hlasna, Klimova and Poulouva (2017), notes that effectiveness and quality of teacher work has improved due to explosive spread of modern information and technology (ICT). 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 Iryna, Oksana, Olha, Larysa, Oleksandr and Viktoriya (2020), there is increased emphasis on digital literacy in many European nations' schools. This has been enforced through European qualification framework for lifelong learning. In order to increase the chance of employability, digital competence is one of the eight key competencies one has to acquire. Therefore, technology is of great importance to learners' right from primary level of education. Japan started an initiative in 2001 on promoting implementation of an 'e-Japan strategy' which sets direction to utilize ICT in all sectors and was believed to come about with a positive influence on

achievement of lesson objectives due to increased interaction between the tutor and learners (Aoki, 2010; Asaka, Shinozaki & Yoshida, 2018).

In Africa, 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. Mugiraneza (2021) argued there is need for Rwanda to be shaped as middle-income knowledge-based economy which can be achieved through change of its 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.

In Kenya, MOE (2019), states that 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 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. Kiswahili Poetry learning has some of the following elements which are well understood on a video based instructional media. The aspect of alliteration (*urudiaji*), mood (*mazaji*),

imagery(*taswira*), themes(*maudhui*), stylistic devices (*mbinu za uandishi na tamathali za usemi*) and persona (*nafsi neni*).When learners visually perceive the information, it is easily comprehended other than when the teacher teaches through oral narrations (Sofia & Heidi, 2021). This study aimed at having an insight on impact of video as teaching and learning resource in 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, 2019 and 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 neniwa*), 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

This study was guided by the following objective:

To establish the influence of video instructional media among form three students in learning Kiswahili poetry.

THEORETICAL FRAMEWORK

This study adopted two theories; humanistic theory and cognitive theory of multimedia learning. 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.

On the other hand, Richard Mayer's (2014) cognitive theory of multimedia-based learning states that the way information is presented has an impact on the various ways the brain receives and processes it. 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 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.

LITERATURE REVIEW

According to Noetel, Griffith, Delaney, Sanders, Parker, Cruz and Lonsdale (2021), Videos can be used in teaching and learning to help students understand the course material that is provided to them and to give them the chance to engage in an engaging synchronous learning environment, allowing them to be active learners as opposed to passive ones.

Qualitative descriptive research aiming at obtaining information from documents of studies previously conducted revealing about electronics in delivery of softball learning in Indonesian 26 schools indicated that students' success in learning is considered by physical education teachers to be achieved when supported by audio visual in delivery of

skills as videos can be used in learning process for cognitive, psychomotor and affective purposes (Mahatmasari & Suhartini, 2021).

This has been supported by Amalia (2017) research done on improving listening and speaking skills by use of animated videos in Japan which suggests that students are encouraged to understand more when animated videos are used in content delivery as they represent visual sense which enables them to understand their learning abilities and develop them therefore being able to understand more complicated concepts. Rahmatika, Yusuf and Agung (2021) quotes Puspitasari and Murda (2018) who claimed that YouTube videos contain two crucial components, auditory and visual, which help learners understand the information being provided to them. When using this form of learning media, learners with auditory or visual learning preferences find it easier to study since they may focus on the subject matter that most appeals to them. A qualitative study done on effectiveness of YouTube as an online learning media revealed that video media acts as a tool to facilitate clarity of information conveyed to students by teachers in class. This is important because sometimes, some of the teachers are not proficient in clarifying and delivering subject matter to students which in most cases turns to be difficult for learners to understand the material (Rahmatika et al, 2021) A development study conducted by Priantini (2020) on the creation of instructional video media based on Tri Kaya Parisudha for educational psychology courses reveals that the product is appropriate for the learning process of the course and has a high level of validity, supporting the need to incorporate video media in teaching and learning. Nagy (2018) noted that in traditional education settings where lecture method is highly applied, videos can support the learning process if

used to supplement the course content for better comprehension. Videos can be used by students to revise before the exams as well as view them in multiple times for better understanding and making up for missed lectures. According to Galatsopoulou, Kenterelidou, Kotsakis and Matisiola (2022) a quantitative research they conducted at Aristotle University of Thessaloniki. The study aimed at identifying students' perceptions regarding the use of video in the courses they attend. Its findings revealed that videos are accepted as a learning innovation and are considered significantly useful. This is because learners find them easy to use, joyful and like using them in different learning settings.

Insorio and Macandog (2022) conducted a study in Philippines public schools which aimed at assessing Mathematics video lessons via a YouTube channel for modular distance learning. The study applied practical action research which proved that students understand Mathematics lessons taught via teacher made YouTube channels as they watch conveniently and repeatedly. The videos act as supplementary instructional materials enhancing students learning experience. Therefore, through teacher made videos students have a better understanding of complex Mathematics problems and can tackle them without much difficulty. Quasi-experimental research approach was used in Lokoja metropolis to assess the effects of video and audio-taped instructions on senior secondary students which held similar views. According to findings of this study, there was better performance of students taught Chemistry using videotaped and audio-taped instructions compared to those taught using expository instructional technique. This was related to the fact that videos attract learners' attention and motivate them during classroom presentation of subject matter (Achimugu, Igboegwu, Delmang, Luka & Michael, 2022).

Elsewhere in Tangerang Banten a study was done which applied pre-experimental quantitative research to investigate how effective online instructional videos are in students' speaking skill. The findings of the study indicated that it is effective to teach speaking skill using online 29 instructional video. The researchers concluded that online instructional video effectively assist students in acquiring speaking skills (Zaintun, Muhamad & Aryani, 2021).

Musyoki (2022) Sought to determine the effect on performance in primary schools brought about by application of ICT in Kathiani subcounty, Machakos. The study utilized descriptive methodology research design whose findings indicated that pupils easily grasped concepts and remembered what they were taught when ICT was incorporated in teaching. This is because it reduced monotony of conventional teaching approaches.

Similar views were held by Musyoka, Marima and Mwangi (2018) in a study they conducted at Mavoko subcounty, Machakos on effects of digital media in teaching and learning of pre-school children's reading skills. Findings of the study revealed that there is a positive influence on academic achievement with use of digital media in learning. This was attributed to individualized interfaces, real-time access to information, instant communication, context sensitivity and feedback. These factors enhanced self-directed learning leading to achievement of set objectives.

METHODOLOGY

The study used descriptive survey design. Descriptive survey design was recommended for its efficiency in collecting a lot of information for in-depth examination (Konthari 2004). The design also 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

RESULTS AND DISCUSSION

To investigate whether video instructional media has influence among form three students in learning Kiswahili poetry; two questionnaires were administered one to the students and the other to teachers, KICD Kiswahili expert was as well interviewed.

1.0 Response of teachers

Responses on influence of video instructional media among form three learners of Kiswahili poetry

Table 1: influence of video instructional media among form three learners of Kiswahili poetry

influence of video instructional media among form three learners of Kiswahili poetry

		Frequency	Percent
Do you think that video instructional media have helped to increase your students' engagement and motivation in the learning of Kiswahili poetry?	Yes	34	100%

Do you think that video instructional media have helped to improve your students' understanding and retention of the material being taught	Yes	34	100%
Do you think that video instructional media have helped to facilitate more interactive and collaborative learning in your classroom?	Yes	34	100%
Have you noticed any differences in the learning outcomes of your students who have used video instructional media versus those who have not?	Yes	33	97%
Do you think that video instructional media have had any impact on the overall quality of your teaching of Kiswahili poetry?	Yes	33	97%

For the respondents who indicated that they used media video instructional media in teaching Kiswahili poetry, they were asked on the influence of the method to learners. On whether they thought that video instructional media helped increase students' engagement and motivation in the earning of Kiswahili poetry, 100% (n=34) answered yes. This implies that teachers find the video instructional media improving student engagement and motivation. On whether it improved student's understanding and retention of the material being taught, again, 100% (n=34) answered yes. These further points that video instructional media is may be effective in improving understanding and retention of content being taught, when teaching Kiswahili poetry.

Another question inquired whether using video instructional media in teaching Kiswahili poetry facilitates a more interactive and collaborative learning in the classroom. Those who agreed where 100%(n=34) . On whether the teacher have observed differences in the learning outcomes of students who have used video instructional media versus those who have not, 97%(n=33) indicated to have noticed differences. The teachers were also asked

to indicate whether using video instructional media had any impact on the overall quality of teaching Kiswahili poetry, of which 97%(n=33) selected agreed to the statement. These findings indicate that majority of the teacher do no use video instructional media, but those who use it, find it advantageous in influencing desirable outcomes in learning of Kiswahili poetry.

The expert highlighted that video instructional media greatly *enhances the teaching and learning* of Kiswahili poetry. They emphasize the *visual and auditory stimulation*, aiding comprehension and understanding. The expert stressed the need to intensive use of video instructional media, indicating that engaging *content creation* may bolter *availability of materials* for video instructional media, fostering a dynamic learning environment and reinforcing mastering Kiswahili poetry.

2.0 Student response

Influence of video instructional media in learning of Kiswahili

Table 2: Influence of video instructional media in learning of Kiswahili poetry

		Frequenc y	Percen t
Do you find that video instructional media helps to facilitate more interactive and collaborative learning of Kiswahili poetry	Not applicable	267	72.6
	No	1	0.3
	Yes	100	27.2
Do you find that video instructional media enhances your engagement and motivation in the learning of Kiswahili poetry	Not applicable	267	72.6
	No	5	1.4
	Yes	96	26.1

Do you find that video instructional media helps you to better understand and retain the content of Kiswahili poetry	Not applicable	267	72.6
	Yes	101	27.4
Do you find that video instructional media helps you to learn more independently and at your own pace?	Not applicable	267	72.6
	Yes	101	27.4
Do you find that video instructional media helps you to learn more efficiently and effectively	Not applicable	267	72.6
	No	3	0.8
	Yes	98	26.6
Do you find that video instructional media has any negative impacts on your learning of Kiswahili poetry	Not applicable	267	72.6
	No	90	24.5
	Yes	11	3

Of the 27.5% of the student who use video instructional media in learning Kiswahili poetry, 27.2% (n=100) find that it facilitates a more interactive and collaborative learning, while only 0.3%(n=1) were of a contrary opinion. This indicates that the students find use of video instructional media very helpful in their learning of Kiswahili poetry, as it boosts their interaction and collaborations. The findings also contradict the teachers responses, which may imply that the challenge is on the teachers side more than the students. On whether video instructional media enhances engagement and motivation of students, 26.1% (n=96) agreed, while only1.4%(n=5) disagreed. Further, the students were to

indicate if video instructional media helps students to better understand and retain the content of Kiswahili poetry, all the students who used video instructional media in learning Kiswahili poetry, that is 27.4%(n=101) agreed to the statement, and no student disagreed.

On whether video instructional media helps students learn more independently and at their own pace, all the students who used video instructional media in learning Kiswahili poetry, that is 27.4% agreed to this statement. Majority of the students who used video instructional media in learning Kiswahili poetry, 26.6%(n=98) indicated that it helped them learn more efficiently and effectively, with only 0.8%(n=3) disagreeing with the statement. On whether students found any negative impacts on using video instructional media in learning Kiswahili poetry, 24.5% indicated there were no negative impacts, with only 3% (n=11) indicating to have found negative impacts when video instructional media is used in learning of Kiswahili poetry.

CONCLUSION

The importance of video instructional media on teaching Kiswahili poetry to form three students in secondary schools is noteworthy. It is evident that such media enhances engagement and comprehension. Visual aids stimulate students' interest, fostering a deeper understanding of poetic elements, cultural nuances, and linguistic nuances within Kiswahili poetry. This, in turn, contributes to improved retention and application of poetic concepts. Video media facilitates differentiated learning, catering to diverse learning styles and preferences among form three students. The overall influence of instructional media on Kiswahili poetry instruction is positive, promoting a more dynamic and effective learning environment.

RECOMMENDATION

The research recommended that Video instructional media need to be integrated with lesson plans, ensuring they complement specific topics being taught. This will help create a cohesive learning experience, reinforcing key concepts from the curriculum. It will also encourage interactive discussions after showing videos and prompt students to share their interpretations, opinions, and questions. This will foster critical thinking and allows the teacher to address any misconceptions

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