Effect of Video mediated Instruction on Students' Motivation, Attitude and Achievement in Learning Kiswahili Proverbs in Secondary schools in Nakuru County, Kenya

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Abstract

The importance of Kiswahili in Kenya's secondary school curriculum cannot be underestimated. Scholars agree that Kiswahili language and literature would be incomplete without proverbs because they contain wisdom and advice concerning life. Proverbs form an integral part of the language and therefore the need to integrate them in learning. Kiswahili proverbs are taught mostly by explaining the meaning of each of the words making up the proverb. As a result, the performance of students in Kiswahili in KCSE in Kenya is wanting. Technology is a catalyst of new pedagogical change and thus, teachers have a duty to use it in different learning environments. This study intends to find out the effect of video mediated instruction on students' motivation, attitude and achievement in learning Kiswahili proverbs in secondary schools in Nakuru County, Kenya. The study will be guided by the constructivist learning theory. It will employ Quasi-Experimental research design involving Solomon Four Non-Equivalent-Group Design with a pre and post-test. Purposive sampling will be used to select four schools of equal ability, select a form, followed by a random assignment of streams to two experimental groups (A and D) and two control groups (B and C). Data will be collected using Students' Achievement Test, Students' Motivation Questionnaire and Students' Attitude Questionnaire. Test questions on the taught proverbs will be used to measure students' achievement. Questions on Students' Attitude will be used to measure students' attitude while questions on Students' Motivation will be used to measure students' motivation towards learning Kiswahili proverbs. Data will be analyzed using one-way ANOVA and with SPSS version 22. To compare the mean of A and B, an inferential T-test will be used. The study findings will determine if video mediated instruction have – at 0.05α level – a statistically significant effect on students' motivation, attitude and achievement in Kiswahili proverbs and if there is gender parity in the outcome. The study will recommend a countrywide research on the same.

Keywords: Kiswahili, Proverbs, Videos, Teaching, Motivation, Attitude, Achievement.

Background of the study

The importance of Kiswahili in Kenya's secondary school curriculum cannot be underestimated. This is because it is spoken by about 150 million people worldwide making it the 11th most important language (Swahili Hub, 2012). Kiswahili has featured in BBC radio and Radio China (Swahili Hub, 2012). Additionally, Kiswahili is making its presence in the art-world (Swahili Hub, 2012) and is taught in universities like Massachusetts, Ohio, Bayreuth and Osaka (Walibora & Mohamed, 2007). It is also recognized in the United Nations (University of Virginia, 2005). Teaching and learning Kiswahili is important because it is an official language of the African Union (Swahili Hub, 2012); the lingua-franca throughout Eastern Africa (University of Virginia, 2005) besides being the national and official language in Kenya (Republic of Kenya, 2010). Kiswahili is a compulsory subject in secondary schools in Kenya (KIE, 2002) and is one of the six examinable languages (KNEC, 2013).

Table 1: Top 11 Languages in the World

Language	Chinese	English	Hindi	Spanish	Russian	Arabic	German	Bengali	Portuguese	Malay	Swahili
Speakers	1.051 B	510 M	490 M	420 M	255M	230 M	229 M	215 M	213 M	159 M	150 M

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Mieder (2004) defines proverbs as short, generally known sentences of the folk which contain wisdom, truth, morals and traditional views in a metaphorical, fixed and memorisable form and which are handed down from generation to generation. The same is echoed by Wallah (2014) who states that proverbs form an integral part of any language and therefore the need to integrate them in their learning. Proverbs occupy a central place in Kiswahili language and are a product of cultural context (King'ei & Ndalu, 2009). Proverbs provide suitable illustrations for enlightening our understanding of a given situation (Mieder, 2008). They are devices for installing wisdom (Wallah, 2014) and morals needed in the 21st Century (King'ei & Ndalu, 2009). Wallah (2014) reiterates that proverbs, as an integral part of African culture passed on for centuries; are in wide use today and are very much part of everyday speech. Proverbs are used to illustrate ideas, reinforce arguments and deliver messages of inspiration, consolation, celebration and advice (Mieder, 2004). Scholars are in agreement that Kiswahili language and literature would be incomplete without proverbs and allegorical symbolism (Mogambi, 2015). This is because proverbs form an integral part of the language and therefore the need to integrate them in learning (King'ei & Ndalu, 2009).

In Kenya, the performance of students in Kiswahili in KCSE, is wanting (KNEC, 2008, 2009, 2010, 2011, 2012, 2013). The KNEC reports further show that for the last six years, Kiswahili has been ranked lower than four other examinable languages in KCSE.

Table 2: Examinable Language results in KCSE

Yr/Subject	2012	2011	2010	2009	2008	2007
English	37.88%	36.42%	38.90%	39.26%	33.79%	39.70%
Kiswahili	**35.81%**	**48.82%**	**43.63%**	**38.57%**	**37.27%**	**45.76%**
French	54.74%	56.05%	55.37%	50.09%	46.65%	47.28%
German	66.61%	65.77%	66.85%	63.95%	62.90%	59.18%
Arabic	46.52%	62.37%	67.06%	71.95%	64.96%	67.49%
Sign Lang	60.96%	64.28%	64.12%	____	____	____

In teaching Kiswahili language, proverbs are elements that cut across the four learning skills (Moshi, 2006) and are taught in language and oral literature in an integrated manner (KIE, 2002). In the KNEC Kiswahili examination Paper 1, Question 3 is on proverbs (KNEC, 2011) contributing 10% of the total mark of Kiswahili examination (KNEC 2010). The report further shows that learners avoid tackling Question 3 due to inability to comprehend the task. Students need to be taught Kiswahili proverbs not only for passing national examinations but for better daily communication, in and out of school, because language use becomes complete when the user is able to communicate through proverbs and sayings (Turuthi, 2014).

Kabaji (2005) equates poor performance in languages to the use of teacher centered methods of teaching; views echoed by Mogambi (2011). Although proverbs are a verbal genre, they are presented, taught, and tested as part of written literature within the English and Kiswahili curricula (Samper, 1997). This has led to poor performance in Oral Literature thus pulling down the performance in languages due to the use of teacher centred methods of teaching that are abstract (Kabaji 2005). Furthermore, whenever teachers teach Kiswahili proverbs, they mostly explain the meaning of the proverb by elucidating the meaning of each of the words making up the proverb, without paying special attention to the cultural context that usually help to arrive at the hidden and intended meaning (Turuthi, 2014). As a result, a solution has to be

sought to improve the way proverbs are taught thereby improving achievement in question three that targets proverbs and hence improve the achievement of Kiswahili in general.

There is substantial evidence to show that technology is changing our way of life everywhere (Wamari, 2014). For example, technology is used in collaboration between government, the family and communities. Vidya (2014) views technology as a catalyst of new pedagogical change and thus, teachers have a duty to identify emerging technologies for use in an array of learning environments (Wheeler, 2000).When observed closely, technology is seen to offer flexibility and adaptability reflective of pedagogies across various learning models (Vidya, 2014). It is worth noting that technology as a tool in learning has been embraced by some digital natives who traverse the virtual world ahead of their teachers (Goffe & Sosin, 2005). At the same time, technological tools supply vast amounts of information allowing teachers and learners, new ways to explore education compared to ordinary instructional tools (Vidya, 2014; Wamari, 2014). In addition, Vidya (2014) argues that if this is the case then, technology should change the way we teach. For this reason, it is prudent for the 21st century teacher to be familiar with and to integrate technology in teaching and learning.

If technology is improving efficiency in fields such as entertainment (Kabaji, 2015), it should be used to improve student motivation and make them change their attitude and as a result improve achievement in learning Kiswahili proverbs. One such technology is videos. By teaching Kiswahili proverbs using videos, the context of the proverbs taught will be brought to class to remove abstractness and replace it with a near representation of real objects. The video is a great learning resource and is often under-utilized in the classroom in Kenya (Ambuko & Odera, 2013). In other parts of the world, videos that are style and context specific have been used by teachers to bring realism in the classroom by showing examples of actual situations that are not normally available therefore motivating the learners (Seago, 2003).

The use of Video mediated instruction can enable the learner to access knowledge through multiple processes that include audio, visual and kinaesthetic processes (Mayer, 2005). These multiple receptors take care of students diversity and multiplicity of intelligences (Unicef, 2000) purely because students with different intelligence strengths need various learning styles – that actively involve them in the learning process – to cater for individual differences. It is because of the effectiveness of Video Mediated Instruction in other disciplines like Mathematics and Biology that this study is designed to test its effect in Kiswahili proverbs.

Statement of the Problem

Students need to be taught Kiswahili proverbs not only for passing national examinations but for better daily communication because language use becomes complete when the user is able to communicate through the wisdom of proverbs. An assessment of the performance of students in Kiswahili in KCSE for the years 2007-2012 shows that Kiswahili has been ranked lower than most of the other examinable languages. Methods of teaching applied by the teachers are to blame. For example, whenever teachers teach some Kiswahili proverbs, they explain the meaning of the proverb by elucidating the meaning of each of the words that make up the proverb. This method is a struggle that does not pay attention to the cultural context that usually carries the hidden and intended meaning. While abstract learning activities would be appropriate for some tasks, the teaching of oral literature in general and Kiswahili proverbs in particular would require a rich combination of abstract and concrete experiences. Video Mediated Instruction has been proven to bring realism to class, captivate and stimulate the mind of the learners because of their use of moving images that show near-real situations. This is not common in the teaching of Kiswahili proverbs in Kenyan classes. In view of the discrepancy

stated above, there is need to establish whether video mediated instruction have any effect on students' motivation, attitude and achievement in Kiswahili proverbs in Kenya. If this is not addressed, continued low motivation and negative attitude will continue to lead to further low achievement in KCSE and negatively impact on the students' future endeavours. Nakuru County is inland and heterogeneous and therefore a suitable representation of majority of counties found in Kenya.

The purpose of this study is to determine the effect of video mediated instruction on students' motivation, attitude and achievement in Kiswahili proverbs in Kenya using quasi-experimental research design.

Research Objectives

The objectives of this study will be to: Develop sixteen video clips for teaching Kiswahili proverbs. Establish the effect of video mediated instruction on students' motivation towards learning of Kiswahili proverbs. Determine the effect of video mediated instruction on students' attitude towards Kiswahili proverbs. Assess the effect of video mediated instruction on students' achievement in Kiswahili proverbs. Examine gender parity in motivation, attitude and achievement in Kiswahili proverbs.

Hypotheses

To achieve the objectives stated above, the study will test the hypotheses that:

Ho1,The use of video mediated instruction in teaching Kiswahili proverbs will have no significant effect on students' motivation towards the learning of Kiswahili proverbs.

Ho2, The use of video mediated instruction in teaching Kiswahili proverbs will have no significant effect on students' attitude towards Kiswahili proverbs.

Ho3, The use of video mediated instruction in teaching Kiswahili proverbs will have no statistically significant effect on students' achievement.

Ho4, There is no statistically significant gender differences in motivation, attitude and achievement in Kiswahili, among students taught through video mediated instruction.

The study findings will contribute valuable knowledge to the field of video-mediated-instruction in general. The study will make recommendations on how to increase motivation, change attitude of students in learning and improve achievement. This research, will in a small way contribute towards improving students performance in Kiswahili in KCSE examination.

The study is also expected to suggest to KICD that VMI be included in Kiswahili teaching handbook for the benefit of teachers. Such recommendation could inform policy formulation in designing instructional methods of teaching Kiswahili proverbs in secondary schools in Kenya. It is the only available study that has focused on video-mediated instructions' effect on students' motivation in learning, attitude and achievement in Kiswahili proverbs. The study will form useful material for reference to other researchers and other readers in general. Lastly, book publishers could include VMI in books, as a suitable alternative when teaching Kiswahili proverbs.

This study intends to find out the effect of video mediated instruction in teaching Kiswahili proverbs in Nakuru County, Kenya by working with: four county schools, purposively

selected; four form two classes named A, B, C and D, randomnly assigned to experiment and control groups; and four teachers. The study period will be six weeks. Form two class is appropriate because they have already been introduced to proverbs; having been in secondary school for close to two years and are not examination classes like form three and four.

Due to ethical considerations, the research will not randomly select participants because subjects will be in fixed class streams. However, control groups, a pre and post test will be used to rule out effect of selection bias on findings.

2.8 Theoretical Framework
Figure 1 Constructivist Learning Model
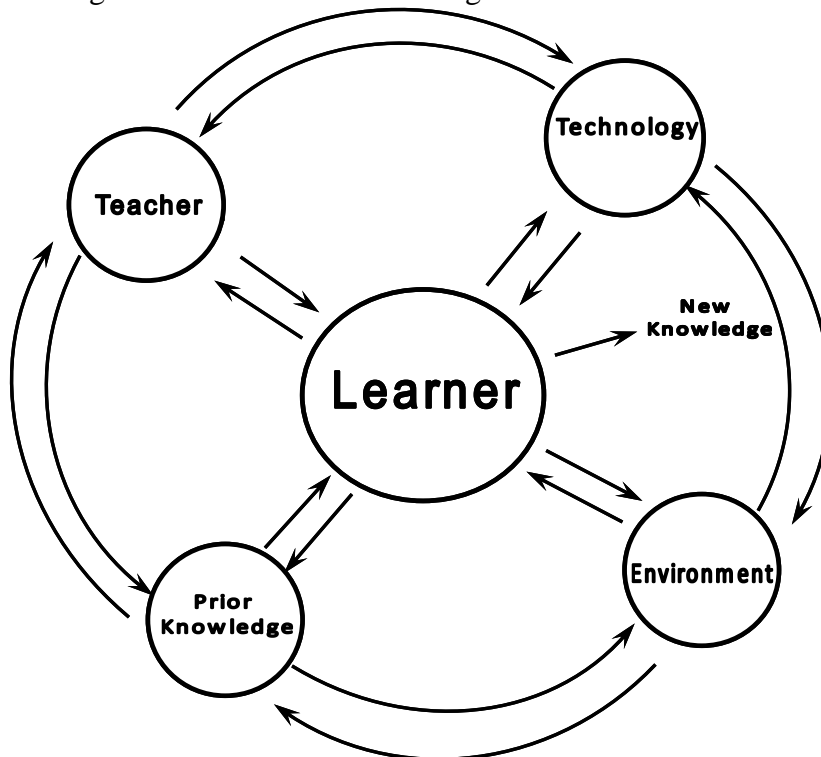
Adopted from Helland (2004)

The main theories of learning related to educational technology are behaviorism (Barab & Duffy, 2012), cognitivism (Mayer, 2005) and constructivism (Andima, 2004). Behaviourism as a theory in education is shaped by its reinforcing consequences (Barab & Duffy, 2012). Barab and Duffy explain that behaviorists focus on how students respond to reinforcement rather than on letting students be presented with stimuli and see how they learn on their own. Cognitivism on the other hand has three basic components: building blocks of knowledge; stages of development and adaptation process that enables the transition from one stage to another (McLeod, 2009). McLeod explains that in cognitive theory, learning takes place through a cohesive, repeatable action sequence possessing component actions that are tightly interconnected and governed by a core meaning.

Helland (2004), postulates that of the three theories, constructivism is the most dominant. Bartlett in 1932 pioneered what became the constructivist approach (Sharma, Xie, Hsieh, Hsieh, & Yoo, 2008). According to constructivists, learners construct their own reality based on their perceptions of prior experiences, mental structures, and beliefs that are used to interpret objects

and events (Helland, 2004). Constructivism is a theoretical view on how we come to understand or know (Savery & Duffy, 2002). Through practical application of knowledge, constructivist learning situations are more motivating to students. The main argument being that based on their own experiences, learners actively construct their own knowledge. Constructivism promotes an open-ended learning experience whereby the methods and outcome of learning are not easily measured and may not be the same for each learner (Helland, 2004). Helland further argues that focused construction of knowledge may be facilitated by learning environments that offer a multiplicity of representation of realism that shun simplification of teaching by representing the natural complexity of the world.
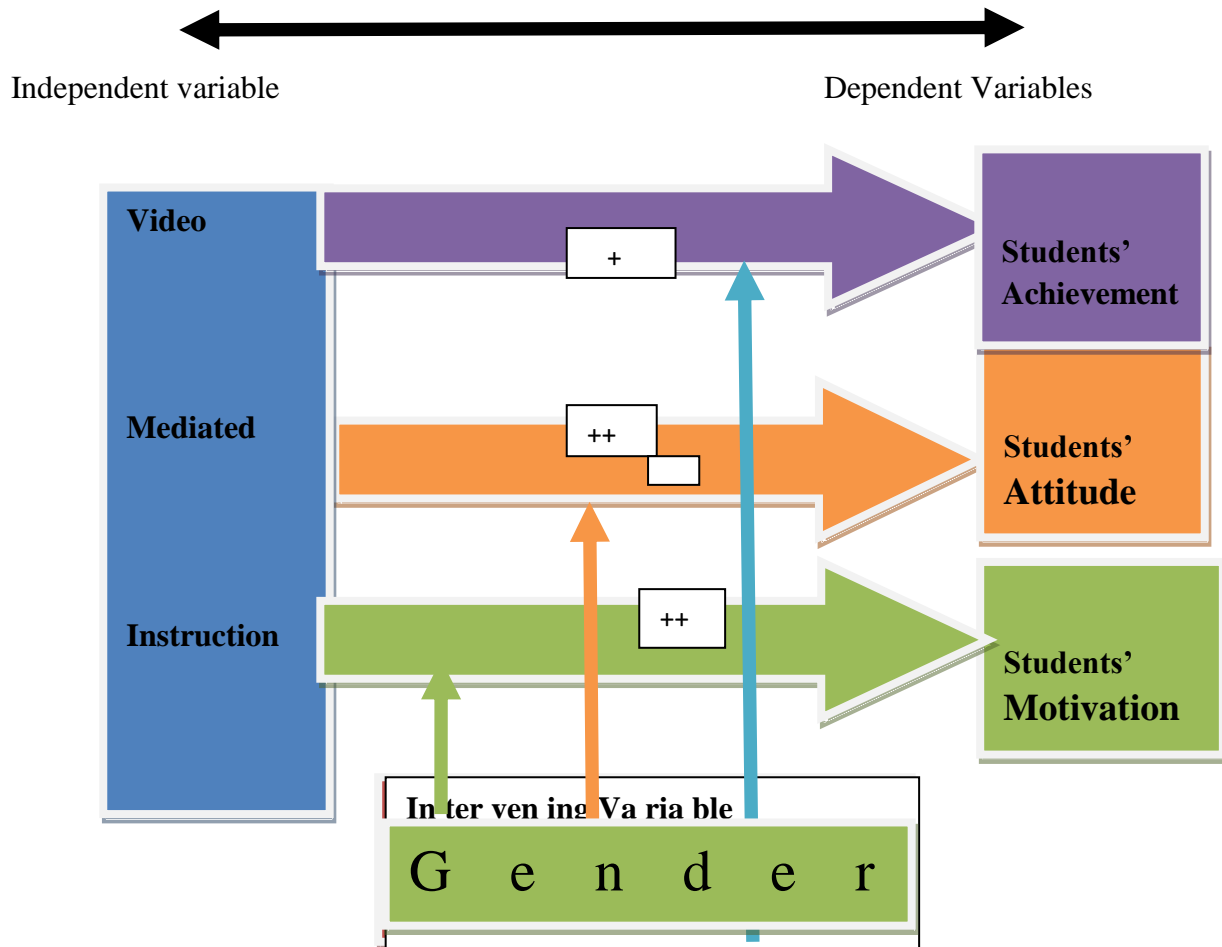
This study will be guided by this theory of constructivism defined by Ng and Nguyen (2006) as the belief that the learner is active in shaping how they take in and shape new knowledge on the foundation of experiences. It was adopted for this study because technology-enhanced constructivist learning environments offer many opportunities to engage students in authentic and guided interactions (Sharma et al., 2008). According to (Sherman & Kurshan, 2005), the teacher facilitates instruction based on learners' funds-of-knowledge to make connections for new knowledge.

In the current era of information communication technology in education, the constructivist learning theory is dominant in teaching and learning. This is because according to Camp and Doolittle (1999) constructivist learning situations are more motivating to students through practical application of knowledge. For that reason, teachers will need the skills to create content and make this environment successful (Gathumbi, 2010). Video as an emerging technological tool is suitable in learning Kiswahili proverbs. This is a practice that is missing in this part of the world. The learner builds a personal view of the world by using existing knowledge, interest, attitude and goals to select and interpret currently available information (Wachanga, 2002).

2.9 Conceptual Framework

In the conceptual framework, video mediated instruction – the independent variable – is hypothesized to directly influence; students' motivation, attitude and students' achievement – the dependent variables. However, the level of student motivation towards VMI may be influenced by the gender of the students.

Figure 2 Conceptual Framework

Independent variable   Dependent Variables

Video		+		Students' Achievement
Mediated		++		Students' Attitude
Instruction		++		Students' Motivation

In ter ven ing Va ria ble

G e n d e r

Adopted from (Oso & Onen, 2009)

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