The Influence of Video Resources on Teaching and Learning of Kiswahili Literature in Dodoma City Secondary Schools, Tanzania

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Abstract: *Kiswahili literature teaching and learning ought to be dynamic, engaging, and capable of instilling critical thinking and literary appreciation among students. Nevertheless, this has not been the case in most Tanzanian secondary schools. This study intended to examine the influence of video resources on the teaching and learning of Kiswahili literature in secondary schools in the City of Dodoma, Tanzania. This research was specifically motivated by the need to advance teaching delivery and improve students' engagement in literature classes, which are often perceived as abstract and challenging. The study utilized a convergent research design within a mixed-methods framework. It gathered qualitative data via interviews administered to six purposefully selected Kiswahili literature teachers. Quantitative data was gathered using questionnaires distributed to 90 randomly selected Form Four pupils. Likewise, pre- and post-tests were also given to the sampled students. Quantitative data were thoroughly analyzed using descriptive statistics, whilst qualitative data underwent thematic analysis. The results demonstrated that the utilization of video resources significantly improved teaching effectiveness, increased students' interest and engagement, and positively influenced students' academic performance. Correlation study demonstrated robust predictive relationships between video-based techniques and improved learning outcomes, specifically regarding students' engagement and conceptual understanding (p < 0.01, r > 0.9). Thematic insights highlighted that video content improved students' interactivity, cultural relevance, and accessibility in literary lessons. Overall, the study has illustrated that the video-based instructional method is an effective method for improving students' learning and teaching quality in Kiswahili literature. The study recommends the exhaustive implementation of instructional video resources, continuous professional development for teachers, and the establishment of friendly and supportive ICT policies to improve the integration of digital media in literary education.*

Keywords: *Literature review, Video Resources, Student Engagement, Student Motivation, Kiswahili literature*.

1. Introduction

Educational institutions around the world increasingly recognize audio-visual aids as essential components of contemporary teaching strategies. Video resources, comprising documentaries, instructional videos, and digital storytelling, are acknowledged to be capable of improving students' comprehension, particularly in subject areas that are abstract or contain a lot of unfamiliar vocabulary. According to Widahyu (2021), the integration of video

materials in a classroom setting significantly improves students' motivation and performance, as these resources help to simplify complex concepts, provide realistic visualizations, and foster active participation.

The evolving educational landscape requires innovative pedagogical approaches, especially in disciplines like literature that demand critical thinking and imaginative engagement. Video resources, including documentaries, dramatizations, animated adaptations, and expert interviews, provide dynamic alternatives to conventional text-based instruction methods. As Utaminingsih et al. (2024) observed, video offers both visual and auditory stimuli, hence making complex literary themes more accessible, demonstrating historical contexts, and vividly depicting characters and settings. This greatly augments the learning experience for students of Kiswahili literature. This approach aligns with the views of Dixit et al. (2024), who emphasize the importance of teaching and learning resources that promote active learning and utilize various media to accommodate different learning styles. Moreover, a study by Chan et al. (2019) has indicated that strategically employing video teaching resources has the potential to transform the teaching and learning process, ultimately resulting in improved students' engagement.

Despite various studies acknowledging the potential of video resources in supporting language instruction, especially in areas like pronunciation, grammar, and comprehension (Kadzera, 2020; Prosper, 2022), promoting interactive learning environments, enhancing learners' motivation, and helping students to retain content longer, still little is known regarding the specific effects of video teaching resources on Kiswahili Literature. Against this backdrop, the present research endeavoured to examine the influence of video resources on the teaching and learning of Kiswahili literature in secondary schools in Dodoma City, Tanzania.

1.1 Statement of the problem

Notwithstanding persistent barriers such as inadequate infrastructure, constrained finance, and insufficient teachers' training, Africa has in recent years been experiencing a significant increase in the integration of video media as an educational tool (UNESCO, 2018). Governmental and institutional efforts have increasingly acknowledged the significance of contemporary, technology-enhanced pedagogical approaches in addressing educational inequalities (Raskos et al., 2024). UNESCO and the International Reading Association have strongly advocated for the integration of instructional videos in African schools as part of inclusive literacy promotion programs.

Kiswahili serves as both the national and official language of Tanzania and is a compulsory subject in secondary school education. However, its teaching, particularly in the domain of Kiswahili Literature, remains predominantly reliant on lecture-based methods and rote memorization, strategies that impede effective students' engagement and ultimately limit their deep interaction with literary works (Kafyulilo, 2022).

Various research undertaken in Tanzania has recognized the effectiveness of video resources in strengthening language training, especially in pronunciation, grammar, and understanding (Kadzera, 2020; Prosper, 2022). Video-based technologies are recognized for promoting engaging learning environments, fostering students' motivation, and strengthening knowledge retention. Teachers who integrate video media have reported observing a significant increase in classroom engagement and more positive students' attitudes towards subjects such as Kiswahili.

Nonetheless, a significant gap remains in the context of literature. Although current research has extensively investigated the utilization of video resources in the teaching of the Kiswahili language, the specific influence of video media on teaching Kiswahili Literature has not been thoroughly researched. In contrast to basic language acquisition, literature instruction requires profound involvement with textual interpretation, critical analysis, and the enjoyment of artistic expression. Besides, although research from neighbouring regions, including Kenya (Ambuko & Odera, 2021; Mkilima & Wayimba, 2021), has highlighted the educational advantages of utilizing video in language acquisition, very limited empirical research has been found that extensively examined the influence of video resources on shaping the learning outcomes in literary analysis and interpretation inside Tanzanian secondary schools.

Following that, this study was specifically designed to investigate the influence of video resources on the instruction and acquisition of Kiswahili Literature in secondary schools in Dodoma City, Tanzania. It specifically examined the influence of video-based instruction on students' motivation, participation, and engagement with literary texts. The results are anticipated to guide pedagogical improvements and provide significant insights for teachers, curriculum developers, and politicians seeking to modernize Kiswahili teaching and improve the inclusion and effectiveness of literary education.

2. Literature Review

The integration of video resources in the teaching and learning of Kiswahili Literature has recently gathered significant scholarly interest. This section examines various relevant research regarding video-mediated instruction by drawing insights from both global and Tanzanian contexts. It highlights the influence of video

resources on pedagogical practices, students' involvement and motivation, as well as academic performance, while also identifying the existing research gap.

2.1 The Effect of Video Resource Strategies on Teaching Kiswahili Literature

Various studies conducted globally have demonstrated the efficiency of video media utilization in improving literary instruction. For instance, a study conducted in Jordan by Abuhmaih (2023) revealed that video resources help to optimize classroom delivery and improve the relevance and retention of literary content among students. Chan et al. (2019) similarly indicated that, in Asia-Pacific nations, films have been observed to enhance conceptual clarity, ultimately allowing students to better understand literary context, storyline, and character development. A study conducted by Abdulsamee (2021) in Egypt observed that video-based training facilitated a transition from teacher-centered to learner-centered pedagogy, ultimately enhancing the accessibility of abstract literary themes for students. Similar results were observed in Virginia, United States, where video tools were observed to improve instructional effectiveness in literature classrooms (Barnes, 2021).

Similar outcomes have also been noted in Tanzania. For instance, a study by Kafyulilo (2022) declared that the utilization of video resources has allowed Kiswahili teachers to deliver intricate literary subjects in a more interesting and simplified manner. Additionally, Dalali and Mwila (2022) have shown in their study conducted in Ilemela Municipality, in Mwanza Region, that video-enhanced classes increased the lecture's logical flow and promoted more interactive classroom settings. Moreover, Mkilima and Wayimba (2021) observed that video technologies have enabled teachers to communicate critical literary elements, like tone, mood, and characterization, more successfully than conventional chalk-and-talk approaches.

2.2 The Effects of Video Resources on Student Engagement and Motivation

International research has consistently indicated that video-assisted learning improves students' motivation and engagement. Wamalwa and Wamalwa's (2024) study conducted in Kenya found that students who are exposed to video-enhanced Kiswahili lectures exhibited higher enthusiasm and engagement, especially when literary content was visualized. Chan et al. (2019) similarly revealed that students in Asian countries displayed increased attentiveness when classes integrate video resources as instructional tools, as they consist of both

visual and auditory faculties. In addition, Galatsopoulou et al. (2022) highlighted that video-assisted learning made teaching and learning of literature more engaging, hence allowing students to connect more intimately with narratives and characters.

Data from Tanzania supports these conclusions. For instance, Dalali and Mwila (2022) observed that video dramatizations of Kiswahili literature improve classroom interaction and motivation. Similarly, Kafyulilo (2022) discovered that video resources promoted increased student interactions in debates and collaborative projects. Furthermore, Mkilima and Wayimba (2021) argued that films help to cultivate emotional connections with literary works, a component that is sometimes lacking in conventional textbook-based training.

2.3 Students' Academic Performance and the Use of Video Resources

Empirical evidence has also demonstrated that video resources help to enhance students' performance in language and literature disciplines. For instance, a study by Abobo et al. (2020) conducted in Kenya has revealed that pupils instructed in Kiswahili Literature using video resources greatly exceeded their peers who were taught using conventional teaching techniques. In addition, Samarawickrema and Stacey's (2020) study indicated that Australian students who were exposed to video lectures and dramatizations had exhibited improved analytical skills in literature assessments. Moreover, Chan et al. (2019) verified improved formative and summative assessment results across various foreign contexts and attributed such improvements to increased content retention, which was primarily assisted by video teaching resources.

Similar outcomes have been shown in Tanzania. For instance, a study by Prosper (2022), conducted in Mwanza Region, demonstrated that the use of video-based education in Kiswahili Literature classrooms substantially improved students' exam scores on this subject. Moreover, Kadzera (2020) discovered that students who were subjected to video dramatizations were enabled to improve their proficiency in literary interpretation and language application. Furthermore, Kafyulilo's (2022) study demonstrated that students who utilized video assistance not only attained higher results but also retained the acquired knowledge for an extended period of time compared to those who were instructed via traditional lecture methods.

2.4 Research Gap

The materials examined principally highlight that video resources play a significant role in the teaching and learning of Kiswahili Literature by clarifying complicated topics, improving students' engagement, and enhancing academic performance. These findings have been verified by both studies, i.e., those undertaken in international contexts and inside Tanzania. In both contexts, the effectiveness of video resources in enhancing students' motivation, promoting engagement, and reinforcing understanding has been observed.

However, despite this evidence, a huge literature gap persists. Although international and local research underscores the ability of video resources to revolutionize literature teaching, specific empirical research targeting the Tanzanian setting is quite scarce. Current studies have inadequately investigated the influence of video materials on Kiswahili Literature instruction in Tanzanian secondary schools, outside the scope of general language education. This gap highlights the necessity for research, exemplified by the current study in Dodoma City, to evaluate the influence of video-mediated instruction on literary analysis, appreciation, and interpretation among secondary school students.

2.5 Theoretical Framework

This research was informed by Richard Mayer's Cognitive Theory of Multimedia Learning (CTML), which was established in 1998. The idea postulates that learning is improved when the instructional materials stimulate both visual/pictorial and auditory/verbal channels of information processing (Mayer & Moreno, 1998). Videos by their nature combine these two channels, ultimately allowing learners to simultaneously process information through visual and auditory means. This dual-channel interaction helps to promote a more in-depth understanding and improves retention compared to merely relying on text-based resources.

Moreover, CTML suggests that effective use of multimedia in the teaching process enhances understanding and promotes active learning by removing cognitive overload and promoting meaningful connections between new material and existing knowledge attained earlier. This theory provides a robust framework for analysing the advancement of Kiswahili Literature instruction and learning through video resources. Since it highlights the capacity of video to promote a learner-centred, interactive, and experiential educational environment, it renders abstract literary topics more approachable and engaging for secondary school students. It is on the backdrop of these facts that the researcher utilized this theory to guide the current study.

3. Methodology

3.1. Study Context

The study area for this research is the City of Dodoma, in Tanzania. As the nation's capital, Dodoma Region hosts a wider variety of public and private secondary schools, which makes it an ideal setting for investigating the influence of video resources on the teaching and learning of Kiswahili literature. The urban context of these schools offers a rich environment for examining how multimedia technologies impact students' motivation, engagement, and academic success. Besides, the diversity of the educational environment, characterized by different student demographics and instructional methods and techniques, offers a wider opportunity for capturing an extensive understanding of how video-mediated instruction shapes the learning experience in Kiswahili literature among students.

3.2 Research Approach and Design

This study employed a mixed-methods research method that incorporates both quantitative and qualitative approaches to deeply examine the influence of video resources on the instruction and learning of Kiswahili literature. Quantitative data were obtained via instruments comprising Likert-scale questionnaires, pre- and post-tests, and organized surveys, which helped to evaluate variations in students' performance, engagement, and motivation. Additionally, qualitative data was obtained through interviews and offered deep insights into the experiences and opinions of both teachers and students.

Specifically, the study exploited a convergent mixed-methods approach, wherein qualitative data (e.g., interview transcripts) and quantitative data (e.g., test scores and survey responses) were collected and analyzed concurrently yet separately, followed by further integration. This design permitted the researcher to combine quantifiable results with contextual understanding, therefore providing a more in-depth interpretation of the findings. The integration of these two sets of data helped to augment the study's validity, reliability, and generalizability of the study's conclusions, hence providing a thorough, evidence-based analysis of the influence of video resources on the teaching and learning of Kiswahili literature.

3.3 Study's Population and Sampling Procedures

3.3.1 Study's Population

Ahmad et al. (2023) defined a study population as the complete group of individuals from whom a researcher

intends to derive conclusions. Mugenda & Mugenda (2003, p. 41) define a population as a "complete set of individuals, cases, or objects who possess certain common observable characteristics." This study's study population consisted of Kiswahili teachers and Form Four students from three secondary schools in Dodoma City. Form Four students were selected owing to the fact that Kiswahili written literature is formally taught at this level of education in accordance with the existing syllabus. The selection of the three public secondary schools that participated in the study was determined by the availability of adequate video resources, deemed a crucial condition for schools' inclusion.

3.3.2 Sample size and Sampling techniques

The study selected Form Four students from three secondary schools in Dodoma City as research participants through simple random sampling, or a probability sampling technique. The approach helped to minimize the selection bias and improved the representativeness and generalizability of the quantitative findings, since it ensured that every student in the targeted population was accorded an equal and independent chance of being included in the sample (Creswell, 2014; Etikan et al., 2016). The use of simple random sampling was consistent with the study's chosen research design, a convergent mixed-methods design, where the students' sample was employed to collect quantitative data using structured questionnaires, specifically focusing on academic achievement, motivation, and engagement (Creswell & Plano Clark, 2018). By applying this method, the statistical reliability of the results was strengthened, and their generalization to the broader population of Form Four students in the study area.

In contrast, purposive sampling was used to select Kiswahili teachers, owing to their positions, expertise, and specific knowledge concerning the use of video resources in instruction. This non-probability approach permitted the researcher to gain access to information-rich respondents who could provide in-depth, relevant, and context-specific qualitative data (Palinkas et al., 2015). Teachers' perspectives were particularly invaluable in comprehending the pedagogical implications and practical applications of video resources in classroom environments.

In total, the study involved 96 respondents, comprising both students and teachers, to extensively examine the influence of video resources on the teaching and learning of Kiswahili literature in Dodoma City, Tanzania.

3.4 Data collection tools and procedures

The data collection procedure had multiple successive processes, as detailed below. Three principal data collection tools were utilized: students' surveys, teachers' interviews, and pre- and post-assessments. These methodologies aligned with the mixed-methods study design, and the researchers chose to obtain both quantitative and qualitative data. Collectively, they provided an extensive insight into the influence of video materials on the instruction and acquisition of Kiswahili literature. Prior to engaging in the primary data collection, the study instruments were extensively tested to evaluate their validity and reliability.

3.4.1 Questionnaire

Students completed structured questionnaires to collect quantifiable data regarding their academic achievements, motivation, and engagement levels both before and during the utilization of video resources as instructional tools. The survey utilized closed-ended questions with Likert scale measurements in order to facilitate standardized responses for statistical analysis (Cohen, Manion, & Morrison, 2018). This methodology was deemed appropriate, as it facilitated the researcher to efficiently involve a large number of students and get quantifiable data concerning their experiences and viewpoints.

3.4.2 Interview

Teachers of Kiswahili literature were engaged in in-depth, semi-structured interviews to collect qualitative data. This approach enabled the researchers to examine teachers' viewpoints, experiences, and concepts concerning the utilization of video resources in the classroom, specifically in teaching Kiswahili literature. The depth and relevance of the data were supplemented by the flexibility of interviews, which permitted clarification and inquiry (Kvale & Brinkmann, 2009). Interviews proved to be an effective method for documenting classroom activities and complex educational viewpoints that present measurement difficulties.

3.5 Validity

Validity refers to the degree to which research instruments properly measure what they are supposed to measure (Cohen, Manion, & Morrison, 2018). To ensure content validity in this study, specialists in educational research and Kiswahili literature thoroughly reviewed the interview guide and questionnaire for appropriateness, relevance, and clarity. To test the instruments, a pilot study was also carried out with a small group of teachers and students who were not part of the main sample. Items were improved in clarity and made to align with the study goals with the aid of pilot feedback. Long-term interaction with participants, triangulation of data sources, and members' verification to confirm interpretations all contributed to the credibility of qualitative data.

3.6 Reliability

The measuring instruments' stability and consistency throughout time are referred to as reliability (Kumar, 2014). The study employed Cronbach's Alpha to assess the questionnaire's reliability for the quantitative data. Under Cronbach's Alpha standard, an internal consistency level of 0.7 or higher is deemed satisfactory, which the study achieved as indicated in Table 1. This made it easier to guarantee the reliability of the Likert-scale questions gauging students' involvement, motivation, and performance. The dependability of qualitative data was guaranteed through keeping an accurate record of the methods used for data collection and analysis.

Table 1: Questionnaire items Reliability

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.839
		N of Items	2[a]
	Part 2	Value	.778
		N of Items	2[b]
	Total N of Items		4
Correlation Between Forms			.902
Spearman-Brown Coefficient	Equal Length		.949
	Unequal Length		.949
Guttman Split-Half Coefficient			.946

a. The items are: Video resource strategies, Student engagement and motivation.

b. The items are: Student performance before and after using video resources, Teaching and learning Kiswahili Literature.

Source: Field Data, 2025

The findings show that the research tool is highly reliable. Both Part 1's (0.839) and Part 2's (0.778) Cronbach's Alpha scores are above the generally recognized cutoff point of 0.7, indicating high internal consistency within each item subset. The two sides of the instrument have a significant positive association, as indicated by the correlation between them of 0.902.

Additionally, both equal and unequal lengths show high overall reliability with a Spearman-Brown Coefficient of 0.949, which corrects the reliability estimate for the split test. Additionally, the items' consistency in assessing the intended constructions is supported by the Guttman Split-Half Coefficient, which is 0.946.

The following elements are reliable for use in this study: teaching and learning of Kiswahili literature, student involvement and motivation, performance before and after using videos, and video resource tactics. This demonstrates that the underlying components were consistently captured by the questionnaire instrument across all respondents.

3.6 Data analysis

This study utilized data analysis approaches that are relevant for a convergent mixed-methods research design to independently collect and appraise both quantitative and qualitative data prior to their integration for deeper interpretation. Quantitative data collected via students' questionnaires and achievement exams were assessed through descriptive statistics (including frequencies, means, and percentages) and inferential statistics (notably correlation analysis). This analysis measured variations in students' motivation, engagement, and performance before and after the implementation of video resources as teaching tools. Meticulous statistical analysis was done using SPSS version 25, which enabled the detection of trends, patterns, and statistically significant differences.

Qualitative data obtained from teachers' interviews were exposed to thematic analysis, specifically by adhering to the framework established by Braun and Clarke (2006). The process comprised data transcription, laborious classification of responses, and the discovery of recurring

themes and patterns about teachers' experiences, instructional techniques, and perceptions of the efficiency of video-centred resources. Thematic analysis provided a deep understanding of the pedagogical and contextual elements influencing the integration of video resources into Kiswahili literary learning.

3.7 Ethical considerations

The study strictly adhered to the following ethical standards to ensure the rights, dignity, and protection of all respondents. Researchers obtained formal approval for data collection at the selected secondary schools in Dodoma City from the Office of the Dodoma Regional Administrative Secretary, as well as obtained an Ethical Clearance Certificate from St. John's University of Tanzania. Respondents were fully informed about the purpose of the study, the research procedures, and their rights, including the freedom to refuse participation or withdraw at any stage without facing any negative consequences.

Before participation, informed consent was obtained from all teachers and students involved. In line with fundamental ethical guidelines in educational research (Creswell &

Creswell, 2018), additional consent was sought from school officials and, where necessary, from parents or guardians of students who are under the age of 18. To maintain confidentiality, all data were securely stored, personal identifiers were replaced with codes, and qualitative findings, including interview documents, were anonymized to protect respondents' identities.

4. Results and Discussion

4.1 Demographic Information

4.1.1 Gender distribution of respondents

Assessing the balance of viewpoints reflected in the study requires an understanding of the respondents' gender distribution. A broadly dispersed sample ensures that findings represent a variety of viewpoints concerning the matter investigated, in this case, about the use of video resources in the teaching and learning of Kiswahili literature, and gender plays a significant role in educational experiences and engagement. Thus, the gender distribution of the 90 students who responded to the questionnaire is shown in Table 2.

Table 2: Gender Distribution of Respondents

		Frequency	Percent
Valid	Male	43	47.8
	Female	47	52.2
	Total	**90**	**100.0**

Source: Field Data, 2025

The gender distribution of respondents, as indicated in Table 2, was nearly equal, with a slightly higher number of female respondents compared to male participants. This distribution indicates a fairly reasonable gender

representation, consistent with Gao et al. (2023), who noted that ecological gender contexts provide opportunity for improved understanding of classroom dynamics and learning processes.

4.1.2 Age distribution of respondents

Age	Percentage
15	1.1
16	12.2
17	45.6
18	34.4
19	6.7
Total	**100**

Source: Field Data, 2025

When evaluating students' maturity and cognitive preparedness to interact with innovative teaching methods like video-based learning, age is a crucial demographic variable in educational research. According to the statistics, most respondents were in the 16–18 age group, which is in line with what Form Four students in Tanzanian secondary schools typically fall into. The majority of participants are at a developmental level appropriate for interacting with Kiswahili literature through video-based training, as evidenced by the noteworthy fact that 45.6% were 17 years old and 34.4% were 18. There appears to be little age variance based on the existence of a small number of responders who were 15 (1.1%), 16 (12.3%), and 19 (6.7%). Because all age-related responses were genuine and complete, this distribution confirms that the sample was suitable for the study and improved the data's dependability. In essence, the more the different age groups are involved in the study, the more the vast experience is captured (Mayer, 2009).

4.2 The effects of video resources on teaching and learning Kiswahili literature

This section provides descriptive statistics on the key variables regarding the influence of video resources on the instruction and acquisition of Kiswahili literature in secondary schools in Dodoma, Tanzania. The analysis utilizes measures like means and standard deviations to explain the degree of consensus, viewpoints, and differences among students concerning their experiences with video-based learning.

The findings include multiple dimensions, including students' academic performance prior to and after being exposed to the instruction that utilizes video resources, their motivation and engagement levels, the effectiveness of video-based teaching strategies, and their overall perceptions of the learning experience. These findings not only validate teachers' views on students' participation, understanding, and interactive pedagogical methods but also set the foundation for the ensuing thematic analysis. The findings collectively provide a thorough understanding of the influence of video resources on learning outcomes in Kiswahili literary courses.

4.2.1 Video resources and their impact on Kiswahili literature

The central tendency and variability of the primary variables under study were compiled using descriptive statistics. A summary of respondents' opinions concerning the usage of video resources and their influence on Kiswahili literature instruction and learning is given in Table 3. Each variable's mean and standard deviation are shown in Table 3.

Table 3: Influence of video resources strategies

	Mean	Std. Deviation	N
Teaching and learning Kiswahili Literature	3.9911	.96496	90
Video resource strategies	3.9956	1.10076	90

Source: Field Data, 2025

The results suggest that respondents predominantly perceived an improvement in educational outcomes after being exposed to video instruction methods. The mean score of 3.9911 for the variable Teaching and Learning of Kiswahili Literature demonstrates this fact. Based on obtained findings, the variable Video Resource Strategies attained a mean score of 3.9956, which indicates positive students' attitudes regarding the effectiveness of implementation of video-based educational methods. Overall, the results indicate that the majority of respondents considered video resources positively in improving Kiswahili literary training.

In terms of the variability in responses, the obtained standard deviations for Teaching and Learning (0.96496) and Video Resource Strategies (1.10076) suggest a moderate degree of diversity in the responses. This implies that the majority of students concurred on the beneficial use of video resources for instructing Kiswahili literature, since only minor differences in the level of agreement were noted. These variances may be ascribed to differences in students' demographics, prior technological exposure, or institutional differences in the availability, accessibility, and quality of the video resources found.

These findings align with previous studies that emphasize the importance of utilizing multimedia materials for

educational purposes, specifically in language and literature teaching. For instance, Mayer (2009) asserted that video-based learning utilizes both visual and auditory channels, which facilitate more effective processing of complex information by learners. Similarly, Aloraini (2012) and Kadzera (2020) recognized that the utilization of video resources helps to improve understanding, engagement, and knowledge retention, especially in language-related courses when narrative and visual contexts are present.

4.2.2 Video resources and their influence on students' performance, motivation, and engagement

A Pearson correlation analysis was carried out to determine the association between the study's main variable, i.e., the teaching and learning of Kiswahili literature, video resource strategies, students' motivation and engagement, and students' performance before and after utilizing video resources. Specifically, the degree and direction of the linear relationship between variables were measured using this statistical method. The aim was to find out how these factors interact and affect one another, especially when it comes to incorporating video resources into the teaching and learning process.

Several statistically significant correlations **(Table 5)** between the study's important variables are exhibited by the correlation matrix in Table 5, all at a $p < 0.01$ level. This indicates compelling evidence against the null hypothesis and confirms that the variables being studied have significant relationships with one another.

Table 5: The correlation between video resources, engagement, performance, and students' motivation.

Correlations

		Teaching and learning Kiswahili Literature	Video resource strategies	Student engagement and motivation	Student performance before and after using video resources
Pearson Correlation	Teaching and learning Kiswahili Literature	1.000	.902	.931	.638
	Video resource strategies	.902	1.000	.734	.513
	Student engagement and motivation	.931	.734	1.000	.702
	Student performance before and after using video resources	.638	.513	.702	1.000
Sig. (1-tailed)	Teaching and learning Kiswahili Literature	.	.000	.000	.000
	Video resource strategies	.000	.	.000	.000
	Student engagement and motivation	.000	.000	.	.000
	Student performance before and after using video resources	.000	.000	.000	.
N	Teaching and learning Kiswahili Literature	90	90	90	90
	Video resource strategies	90	90	90	90
	Student engagement and motivation	90	90	90	90
	Student performance before and after using video resources	90	90	90	90

The analysis as shown in Table 5, revealed the following outcomes: First, Kiswahili literature instruction using video resources and students' learning are strongly positively correlated with the students' motivation and

engagement (r = 0.931). This implies that students become more emotionally and intellectually engaged when video resources are successfully integrated into their lessons. Engaging teaching strategies like the use of video resources seem to stimulate students' attention and encourage a deeper level of participation in learning activities. This is especially the case when teachers make use of visual and interactive technologies as teaching aids.

Likewise, the study found that there is a substantial link (r = 0.902) between video resource strategies and the teaching and learning process. This suggests that carefully planned and organized video resources significantly enhance the educational process. Video technologies, as current studies have observed, increase the efficiency of teaching by making difficult topics much easier to understand, improving the way knowledge is delivered, and adding variety to the learning process.

Moreover, the findings as indicated in Table 5 reveal that video resources help to improve conceptual understanding and retention. Teachers and students agreed that visual aids made difficult literary concepts like characterization, symbolism, and theme development easier to understand. In addition, dramatizations, movies, and animations helped to make abstract concepts more realistic, which promoted understanding and long-term memory, and in turn improved academic performance.

These findings are supported by the earlier research undertaken by Kadzera (2020), who emphasized the role of visual aids in cognitive scaffolding. The subject of improved exam preparedness and students' confidence also surfaced. Respondents reported that students felt more at ease and competent taking Kiswahili Literature tests when videos were incorporated as teaching aids into the courses. Teachers observed that students, particularly those from less academically inclined backgrounds, showed improved readiness for taking tests and increased willingness to engage in classroom activities. Overall, these results imply that video-based training improves students' confidence in addition to promoting information acquisition and retention.

4.3 Teachers' and students' perceptions on the use of video resource strategies

This section analyses the qualitative data derived from interviews with teachers and students regarding the use of video resources in teaching Kiswahili literacy in the

classrooms. Thematic analysis illuminated how video-based strategies influence instructional practices and students' learning experiences, hence augmenting the quantitative findings. The emergent themes provide a deep understanding of the efficiency of video technologies in the classroom, especially highlighting their contribution to improving students' motivation, strengthening their understanding of literary concepts, and fostering increased involvement in the learning process.

4.3.1 Video Resources Enhance Students' Engagement

Respondents mainly agreed that video resources significantly contributed to enhancing students' engagement in Kiswahili literature classes. The respondents persistently emphasized that video resources improved the learning atmosphere by rendering literary texts more accessible, interesting, and relatable. This increased engagement was perceived in students' improved focus, enthusiasm, and active participation in the classroom activities.

One of the teachers substantiated such findings by stating the following:

"Many students viewed Kiswahili literature as a somewhat boring course before we integrated videos in the teaching process. Nonetheless, since the integration of video resources, their enthusiasm has increased, and they are keen to actively engage in debates when I present scenarios or dramatizations of poems. Their concentration capacity during the lesson has markedly improved as well since incorporating video as a teaching aid". (Interview with Participant 3, May 2025).

This opinion demonstrates that video materials not only stimulate students' initial interest but also play an important role in maintaining their concentration throughout the learning process. Videos as findings indicate and are observed by researchers to facilitate emotional and cognitive engagement for students, especially by presenting literary topics in visually attractive and contextually enriched formats. This continuous engagement promotes improved understanding, critical analysis, and significant connections with the material variables essential for good literature instruction. These findings validate Mayer's (2009) investigation, which uncovered that multimedia technologies enhance students' engagement by stimulating both visual and auditory learning modalities.

4.3.2 Increased Motivation and Confidence in Learning

The positive influence of video resources on students' confidence and motivation emerged as a significant theme

from the interviews conducted with respondents. Respondents emphasized that films helped to make complex literary works more accessible and less frightening. The incorporation of multimedia techniques integrating visual storytelling, narration, and dramatization has been reported to facilitate students' understanding of abstract subjects. Consequently, students demonstrated increased confidence and a heightened willingness to engage with literary works.

Teachers observed that the integration of films into lessons resulted in increased students' engagement, increased motivation in project completion, and more active participation in class discussions. Noteworthy improvements were observed in students who previously encountered difficulties with reading comprehension or demonstrated a lack of trust in literary analysis. One teacher explained:

"Some students feared literature due to their perception of its extreme difficulty." Nevertheless, students relax when they watch the lesson videos. Subsequently, their confidence grows due to enhanced understanding, which promotes more ease in self-expression. Even students who previously remained silent during lessons are currently engaging in group discussions or answering questions". (Interview with Participant 4, May 2025).

These findings indicate that video-based training is useful in cultivating a more supportive and emotionally nurturing classroom environment. By diminishing hindrances to knowledge and engagement, video resources are empowering students, especially those who were frequently disenchanted to take academic risks, explore literary interpretation, and emphatically express their opinions.

Moreover, the thematic analysis substantiates that video resources work as effective pedagogical tools while also changing classroom dynamics into a positive environment. This aligns with the findings of the study undertaken by Dalali and Mwila (2022), which indicate that video integration helps to improve students' motivation, self-confidence, understanding, and general classroom interaction. The qualitative results highlight the educational importance of integrating video materials in Kiswahili literature instruction, hence corroborating the previously stated quantitative findings.

4.4 The Effects of Videos on Students' Engagement and Motivation

A thematic analysis of qualitative information gathered from teacher and students' interviews for Kiswahili Literature lessons is presented in this section. Although the quantitative results show significant statistical support for the influence of video resources on learning and teaching

outcomes, the thematic analysis provides a more in-depth understanding of participants' attitudes, perspectives, and experiences with using these resources. By highlighting important themes, this research adds to our knowledge of how video technologies might improve Kiswahili literature instruction by illuminating the real-world ways they affect student motivation, engagement, and comprehension.

4.4.1 Video Resources Foster Active Participation and Attention in Class

Based on the findings obtained after theme analysis, the integration of video resources in Kiswahili literary lessons has also been noted to noticeably improve students' continuous attention and active engagement. Teachers indicated that video content, by graphically illustrating literary topics, characters, and cultural contexts, significantly removes the boredom of conventional lecture-based teaching. This visual cue improves students' cognitive and behavioral engagement, hence motivating them to concentrate in the classroom, inquire, and actively participate in discussions. The multidimensional characteristics of the videos change the classroom from a venue of passive knowledge acquisition to one of active and collaborative learning.

One of the teachers concisely articulated this phenomenon:

> "My experience has shown me that students tend to exhibit increased attentiveness when I employ films to explain a complex poem or introduce a new topic. They remain focused on the entire speech without any distraction, unlike when I utilize a conventional text-based approach". (Interview with Respondent 2, May 2025).

This discovery highlights the importance of video-based instruction in maintaining students' engagement and promoting collaborative learning environments. This emphasizes the ideas of employing multimedia resources in teaching and learning and highlighting the need to utilize many sensory channels to enhance understanding and retention (Mayer, 2009).

The findings obtained correspond with those of Dalali and Mwila (2022), who documented similar trends of increased engagement in the classes that utilize video resources. The study indicated that video materials helped to significantly enhance students' motivation and confidence in their learning abilities. Many respondents reported that video-enhanced lessons altered their perceptions of Kiswahili literature and shifted their lesson experience from boredom and difficulty to motivating and wonderful. The use of culturally pertinent storylines and recognizable references in certain films was cited to be contributing to intensifying emotional ties to the subject matter, ultimately augmenting both motivation and classroom engagement.

4.4.2 Visual and culturally relevant content increases motivation

Based on the findings obtained, video materials have been shown to not only improve students' attention span but also substantially improve their intrinsic motivation to read Kiswahili literature. It was reported by teachers during interviews that, when the video content reflected students' cultural origins, everyday lives, and local environments, it significantly helped to create a strong emotional bond that increased interest and motivation to engage with the subject taught. This cultural relevance helped to increase students' confidence in their capability to understand and appreciate literary texts, ultimately reducing learning anxiety and clarifying complex concepts.

As one of the teachers remarked:

> "Some students disliked literature because they perceived it to be hard to understand or boring. However, they began to appreciate and enjoy the subject once they were exposed to movies that feature their native languages, culture, and local environments. (Interview with Respondent 1, May 2025)

This finding demonstrates how video resources make Kiswahili literature more friendly, engaging, and relatable, ultimately improving classroom interaction and fostering motivation. The ability of videos to provoke strong emotions and cultural resonance aligns with much research which has demonstrated that culturally responsive teaching improves academic performance, identity affirmation, and augments students' motivation (Paris & Alim, 2017; Young, 2021).

Furthermore, culturally relevant video content has been acknowledged by interviewed respondents to strengthen learners' emotional connections with the subject matter, which, in turn, intensified their motivation and sustained their interest in the subject. Notably, even students who had previously been passive, following the integration of video resources, had changed and became more engaged, indicating a shift toward active and independent learning. These results suggest that the psychological involvement nurtured by video-based instruction is quite essential for improving students' learning outcomes. Therefore, multimedia technologies play a pivotal role in laying the foundation for more engaging, inclusive, and productive learning environments in Kiswahili literature classrooms, the study revealed.

These findings are consistent with past studies that highlighted the transformative potential of video resources in improving conceptual understanding and instructional delivery (Chan et al., 2019; Kafyulilo, 2022). Specifically, this study contributes to the growing body of evidence that supports the integration of multimedia technologies in secondary schools' education by indicating their tangible influences within the Tanzanian context of Kiswahili literature instruction.

Overall, the study has demonstrated that the use of video materials in Kiswahili literature classes leads to more engaging and effective teaching, greater student engagement, and improved academic achievement. These results present a compelling case for making video-based instruction a regular feature of Kiswahili literature education.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the study's findings, this study concludes that video resources substantially improve the instruction and acquisition of Kiswahili literature in secondary education. The analysis of quantitative and qualitative data has shown that their integration as instruction tools results in enhanced students' academic performance, heightened students' motivation, and increased instructional efficiency. These findings underscore the vital role of multimedia technologies in modern educational settings, particularly in relation to abstract and literature-centric materials. The study has illustrated that video-assisted learning improves students' confidence in examinations, encourages active engagement, and strengthens conceptual understanding.

In contrast to conventional teaching methods, the study has learned that video resources assist students' understanding of literary texts by graphically demonstrating abstract components such as themes, symbols, and character development. Culturally relevant visual information in lessons was observed to significantly increase students' motivation and engagement, making the learning process more relatable and enjoyable. Strong statistical connections have validated the effectiveness of video-based methods and students' engagement in improving learning outcomes. Integrating these quantitative results with qualitative evidence has provided a thorough understanding of the complex influence of video resources on instructional quality.

This study thus recommends the continuing paradigm shift towards the integration of digital instruments in language instruction, especially in Kiswahili literature. It supports and recommends more investment in multimedia infrastructure and teachers' training in order to guarantee that all students, irrespective of their background, derive advantages from inclusive, interactive, and improved learning experiences. These findings significantly contribute to the discourse on educational innovation and underline the transformational influence of video resources

in redefining the teaching and learning of Kiswahili literature in Tanzanian secondary schools.

5.2 Recommendations

Based on the conclusion drawn from the findings obtained, this study recommends the following:

1. **For policy frameworks revision:** Video-based education should be specifically acknowledged as a legitimate teaching method in policy frameworks, and adequate funding should be set aside for its creation, teachers' training, and assessment. Best practices for incorporating video content into classroom environments should be outlined, with special focus paid to lesson design, student engagement techniques, and assessment alignment. Digital pedagogy and ICT capabilities must be included in teacher preparation programs.

2. **For practice:** To improve lesson delivery and student engagement, teachers are encouraged to routinely use video materials when teaching literature. Culturally appropriate videos, in line with the goals of the curriculum, should be chosen or created by them. Additionally, teachers can utilize movies as interactive resources that encourage debate, analysis, and critical thinking rather than just passive viewing. Including brief video snippets, dramatizations, or visual summaries might improve students' understanding of abstract literary concepts.

3. **For curriculum review:** To create curriculum-based, easily navigable video resources for Kiswahili literature, teachers should collaborate with technology developers and digital content creators. In order to accommodate schools with restricted internet connectivity, these movies should be available offline or on online platforms with minimal bandwidth. Additionally, interactive elements like tests, reflection questions, or subtitles in both English and Kiswahili might help differentiate instruction even more.

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