

The Role of Digital Delivery in Enhancing Learners' Performance in Literature in Public Universities in Western Kenya

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Abstract- *This study investigates the impact of digital delivery methods on the performance of Literature learners in public universities in Western Kenya. Digital delivery, encompassing online teaching, multimedia resources, and virtual platforms, has transformed the accessibility and engagement of learners with course content. Using a descriptive survey design, data was collected from 277 learners and 32 lecturers through structured questionnaires and interviews. Findings reveal that 67.1% of learners agreed that digital delivery improved access to literature resources, while 72.3% attributed their academic success to digital delivery methods. Similarly, 87.6% of lecturers emphasized the positive influence of digital delivery on the overall learning experience. Despite these benefits, challenges such as disparities in access, digital literacy barriers, and technical issues hinder optimal utilization. The study underscores the importance of integrating digital delivery methods into literature education to foster enriched learning experiences and improved performance.*

Index Terms- *Digital Delivery, Literature Education, Academic Performance, Public Universities, Western Kenya*

I. INTRODUCTION

Digital delivery refers to the use of electronic platforms and devices to transmit educational content, enabling learners to access course materials, engage with multimedia resources, and participate in virtual learning environments. In literature education, digital delivery methods such as online teaching, multimedia presentations, and virtual platforms have revolutionized the way learners interact with literary texts and concepts. This study

examines the role of digital delivery in enhancing learners' performance in literature courses in public universities in Western Kenya, focusing on accessibility, engagement, interaction, and academic success.

II. LITERATURE REVIEW

Digital delivery offers several advantages, including flexibility, accessibility, and the ability to tailor content to individual learner needs (Anderson & Dron, 2011). Research by Means et al. (2009) highlights the interactive nature of online learning, which fosters active engagement and participation. Similarly, Bernard et al. (2004) emphasize the positive effects of online instruction on higher-order thinking skills and knowledge retention. However, challenges such as the digital divide, technical issues, and distractions remain significant obstacles (Warschauer, 2006; Junco & Cotten, 2012).

III. METHODOLOGY

The study adopted a descriptive survey design targeting 899 learners and 32 lecturers from four public universities in Western Kenya. A sample of 277 learners and 32 lecturers was selected using proportionate sampling and census techniques. Data collection instruments included structured questionnaires and interviews. Reliability was ensured through Cronbach's Alpha, with all variables scoring above the acceptable threshold of 0.7.

IV. FINDINGS AND DISCUSSION

4.1 Learners' Perspectives

- Access to Literature Resources: 67.1% of learners agreed that digital delivery of course materials

made it easier to access literature resources, with a mean score of 3.45 and a standard deviation of 1.19.

- Engagement with Content: 68.4% reported improved engagement with literature content through digital delivery methods, with a mean score of 3.52 and a standard deviation of 1.10.
- Interaction with Multimedia Materials: 67.8% noted enhanced interaction with literary texts and multimedia materials, with a mean score of 3.50 and a standard deviation of 1.13.
- Learning Experience: 71.0% stated that access to digital delivery platforms positively influenced their learning experience in literature courses, with a mean score of 3.56 and a standard deviation of 1.05.
- Academic Success: 72.3% attributed their academic success in literature studies to the incorporation of digital delivery methods, with a mean score of 3.57 and a standard deviation of 1.08.

4.2 Lecturers' Perspectives

- Access to Resources: 84.5% of lecturers agreed that digital delivery of course materials enhanced learners' access to literature resources, with a mean score of 3.45 and a standard deviation of 1.24.
- Engagement: 86.6% noted improved learner engagement with literature content through digital delivery methods, with a mean score of 3.66 and a standard deviation of 1.23.
- Interaction: 85.6% highlighted the role of digital delivery in enhancing learners' ability to interact with literary texts and multimedia materials, with a mean score of 4.00 and a standard deviation of 1.00.
- Learning Experience: 87.6% emphasized the positive influence of digital delivery platforms on the overall learning experience, with a mean score of 4.14 and a standard deviation of 0.95.
- Academic Success: 84.5% perceived that incorporating digital delivery methods contributed to learner academic success in literature studies, with a mean score of 3.86 and a standard deviation of 1.09.
- Challenges Despite the benefits, learners and lecturers identified challenges such as disparities

in access to technology, varying levels of digital literacy, and resistance to adopting digital methods. Technical issues, such as unreliable internet connectivity and software glitches, were also noted as barriers to effective utilization.

CONCLUSION

Digital delivery methods significantly enhance learners' access to resources, engagement with content, interaction with multimedia materials, and overall academic success in literature education. Both learners and lecturers recognize the transformative potential of digital delivery in fostering enriched learning experiences. However, addressing challenges related to access, digital literacy, and technical issues is crucial for effective integration.

RECOMMENDATIONS

1. Improve Access to Technology: Universities should invest in infrastructure to ensure equitable access to digital delivery platforms.
2. Enhance Digital Literacy: Training programs for learners and lecturers should be implemented to improve proficiency in using digital delivery methods.
3. Address Technical Issues: Institutions should provide robust technical support to minimize disruptions.
4. Promote Interactive Learning: Incorporate multimedia resources and virtual platforms into literature courses to foster engagement and deeper understanding.
5. Monitor and Evaluate: Regular assessments of digital delivery methods should be conducted to refine strategies and improve outcomes.

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