

Teachers' Perceptions of the Kwara Learn Educational Tablet Initiative: Examining Usefulness, Ease of Use, and Demographic Influences in Kwara State, Nigeria

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Abstract

This study examined teachers' perception of the KwaraLEARN Educational Tablet Initiative while adopting descriptive research of the survey method. The target population was all primary school teachers in the ten LGAs using KwaraLEARN educational tablets for teaching in kwara state. Random sampling technique was used to select 879 (522 female and 357 male). Data were collected through validated researcher designed questionnaire. Mean and Standard deviation were used to answer research question 1, research questions 2 to 4 resulted into hypothesis testing (Ho1 to Ho3). Hypotheses 1 and 2 were tested using independent t-test, hypothesis 3 was tested using Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 significant level. The findings of the study among others revealed: (i) teachers positive perceptions (Usefulness/Ease of Use) on KwaraLEARN Educational Tablet initiative; (ii) gender influence on teacher' perception of the use of KwaraLEARN educational tablet initiative, with $t(90)=5.199$, $p < 0.05$ in favour of male with higher mean value; (iii) no significant difference in the perceived ease of use of KwaraLEARN educational tablet initiative based on educational qualification. The study concluded that the teachers had positive perception of the (usefulness/ease of use) of the KwaraLEARN educational tablet initiative and gender/teaching experience have influence on teachers' perception of the use of the educational tablet initiative. It was recommended among others that periodic training should be encouraged among the teachers to bridge the lacuna that exist on the influence of gender and teaching experience on their perception to utilise the KwaraLEARN educational tablet initiative.

Keywords: KwaraLEARN, Educational Tablet, Teaching

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Introduction

There is growing interest in the use of tablets in classrooms, hence educational policies from different countries promote their integration. Perhaps, this is one of the reasons why the kwara state government introduced Kwara“LEARN”, an acronym that implies Kwara “Leading Education Achievement and Reform Now”, which is a technology initiative of the state government in educational sector of the basic education to enhance teaching and learning in the state, providing educational tablets to teachers and students to support digital learning.

The Kwara LEARN educational tablet-a handheld tablet loaded with lesson guides for KwaraLEARN teachers is an educational initiative of the kwara state government, the programme was launched in May 2022 deploying 4, 329 teachers tablet and smartphones for the first 365 primary schools. This was done after onboarding/training over 6,000 teachers through the programme (the nation, 2022). A latest report by the KwaraLEARN and KWSUBEB stated that approximately 5,603 teacher tablets and 872 smartphones were distributed to teachers and headmasters across ten (10) Local Government Areas. Based on this report, the ten (10) Local Government Areas (LGAs) currently using KwaraLEARN include: Asa; Baruten; Ekiti; Ilorin East; Ilorin South; Ilorin West; Irepodun; Offa; Oke-Ero; and Patigi LGAs (Olusegun, 2023).

The integration of mobile technologies in basic education has become a central policy focus globally, driven by the need to improve teaching quality, access, and learner outcomes (UNESCO, 2021). In Nigeria, state-level education reforms have increasingly adopted digital tools to address gaps in teacher support and instructional delivery. One such initiative is KwaraLEARN, launched by the Kwara State Government in May 2022. KwaraLEARN an acronym that implied “Leading Education Achievement and Reform Now” is a technology-driven program that equips teachers and head teachers in public primary schools with educational tablets and smartphones loaded with structured lesson guides (Kwara State Ministry of Education, 2022).

By 2023, over 5,600 teacher tablets and 870 smartphones had been deployed across 10 Local Government Areas, including Ilorin West, Asa, and Patigi

(Olusegun, 2023). The program aims to standardize instruction, provide real-time coaching, and leverage data for school improvement.

Globally, tablets are recognized as portable computing devices that combine the functionality of laptops with the accessibility of smartphones, making them suitable for classroom use (Gregersen, 2024). Research in K-12 settings shows that tablets can enhance teacher instruction, student engagement, and collaborative learning when properly integrated (Kim et al., 2020). However, technology adoption ultimately depends on how teachers perceive its usefulness and ease of use (Taiwo & Ajayi, 2019).

Given that KwaraLEARN represents one of the largest statewide deployments of educational tablets in Nigeria, understanding teachers' perceptions of the device is critical. Teachers' attitudes influence fidelity of implementation, instructional quality, and the sustainability of the reform (Adeyemi & Ogunode, 2022). This study therefore examined teachers' perception of the use of educational tablets initiative for teaching in kwara state public primary schools where the KwaraLEARN tablets were deployed.

Theoretical Framework

The theory that underpin this study is the Technology Acceptance Model (TAM) developed by Davis in 1989. It is a well-established framework that focuses on understanding how users perceive and adopt a technology. The TAM consists of a four-stage process, starting with the perceived usefulness of the technology, followed by the perceived ease of use, which then influences the users' attitude towards its usage and ultimately determines their behavioral intention to use it (Okoye, 2019).

Perceived Usefulness (PU) is an important aspect of the TAM, this refers to the extent to which individuals believe that using a particular technology, e.g. tablets for teachers, would enhance their performance (Davis, 1989). Applying the concept of perceived usefulness to this study, researcher aimed to gain insights into how teachers perceive the use of tablets as an alternative method for teaching, this idea is believed to be able to shed light on the perceived benefits and advantages of integrating the use of tablets into educational practices.

Similarly, Perceived Ease of Use (PEU) is another component of the TAM, this refers to individuals' beliefs about how easy it is to use a particular

technology without requiring significant effort (Davis, 1989). In the context of using tablets, it encompasses the extent to which teachers believe that using tablets were user-friendly and require minimal cognitive effort (Park, 2009). By exploring the concept of perceived ease of use, researchers can gain a deeper understanding of the potential barriers or facilitators that teachers may encounter when using tablets in teaching activities.

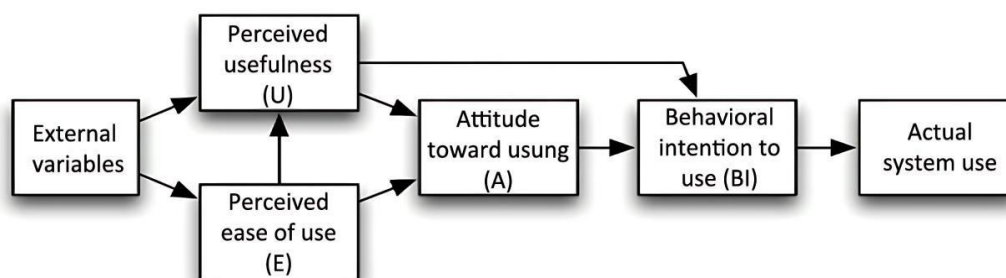


Figure 1. Technology Acceptance Model (Davis, 1989)

Perception has attracted education researchers in recent time, this is not unconnected to the fact that, researchers will want to find out the effects on the adoption of technological devices for instructional purposes in relations to other moderating variables such as gender, qualification, teaching experience, specialization etc.

Concept of Perception and Technology Adoption in Education

Perception refers to the process by which individuals interpret and make sense of stimuli in their environment (Schunk, 2020). In educational technology research, teacher perception is a key predictor of technology acceptance and classroom integration (Davis, 1989; Venkatesh et al., 2016). The Technology Acceptance Model posits that perceived usefulness and perceived ease of use determine whether teachers will adopt a device for instruction (Venkatesh et al., 2016).

Recent studies in Sub-Saharan Africa show that even when hardware is provided, teachers' beliefs about digital tools shape actual classroom use. Adeyemi and Ogunode (2022) found that Nigerian primary school teachers who perceived tablets as time-saving and curriculum-aligned were more likely to use them consistently.

Tablets as Instructional Tools in K-12 Education

The pedagogical potential of tablets has been widely documented since 2018. Kim et al. (2020) conducted a meta-analysis of 42 studies and concluded that tablet use had a moderate positive effect on student achievement and teacher instructional practices in K-12 classrooms. Tablets support differentiated instruction, multimedia content delivery, and immediate feedback, which are difficult with traditional textbooks (Huber & Moosbrugger, 2021).

In low- and middle-income countries, tablet-based programs have been used to scale teacher professional development. A randomized evaluation of a tablet-based coaching program in Kenya showed significant gains in teacher presence and instructional quality (Piper et al., 2018). Similarly, in Ghana, the use of teacher tablets with scripted lessons improved literacy outcomes in early grade classrooms (Dubeck et al., 2022).

Teacher Perceptions of Educational Tablets

Despite potential benefits, teachers' perceptions remain mixed and context-dependent. Factors such as training, technical support, workload, and alignment with curriculum influence perception (Ertmer & Ottenbreit-Leftwich, 2019). In Nigeria, Taiwo and Ajayi (2019) reported that primary school teachers viewed tablets positively for lesson preparation but expressed concerns about battery life, internet connectivity, and lack of technical support.

A study of digital learning devices in West Africa by UNESCO (2021) emphasized that teacher buy-in increases when devices are linked to clear instructional routines and ongoing coaching — a model that KwaraLEARN adopts. Gregersen (2024) also notes that post-2020, teachers' familiarity with touch devices increased due to COVID-19 remote learning, potentially reducing resistance to tablet use.

Overall, literature suggests that while tablets offer strong instructional affordances, successful integration hinges on addressing teachers' perceptions, providing adequate training, and ensuring reliable infrastructure (Adeyemi & Ogunode, 2022; UNESCO, 2021).

Rayhan, Ahasan Raqib, and Md. Ashraf, (2023) conducted a study on Teachers' Perceived Usefulness and Perceived Ease of Use of Technology in Primary School Classrooms in Bangladesh. The study revealed that due to work-related stress and lack of motivation, primary school teachers exhibit a

reluctance to incorporate ICT in the classrooms. The teachers are required to work 40 hours per week, involving tasks such as developing lesson plans, preparing for teaching sessions, creating teaching aids, and staying current with updated knowledge, in addition to their official duties. However, the teachers unanimously agreed that ICT in classrooms is beneficial, as it “helps to improve students’ understanding and increase attention,” and some noted that “technology helps to ensure specific, concrete, and smart presentations.” Hence, they have positive perception about its usefulness for teaching. Similarly, Ancyfrida, and Edgar, (2024) studies the Use of Tablets in Teaching: Examining Competencies, the study revealed among others that “teachers possess a strong foundation in basic tablet operations such as turning the tablet on and off and selecting and preparing teaching materials. However, there is more variability in their abilities to use specific software programs like Microsoft Word, PDF, and PowerPoint, as well as in conducting advanced tasks such as searching for study materials”. This difficulty is as a result of their educational qualification as a result of the ICT training during their educational studies.

Objective of the study

The objective of this study was to investigate teachers’ perception of the use of KwaraLEARN educational tablet initiative in kwara state. Specifically, the research work examined:

- I. the perception of teachers on the use of KwaraLEARN educational tablet initiative;
- II. influence of gender on teachers’ perception of the use of KwaraLEARN educational tablet initiative;
- III. influence of educational qualification on teachers’ perception of the use of KwaraLEARN educational tablet initiative; and
- IV. influence of teaching experience on teachers’ perception of the use of KwaraLEARN educational tablet initiative.

Research Questions

The following research questions guided the conduct of this research work:

- I. What is the perception of teachers on the use of KwaraLEARN educational tablet initiative?
- II. What is the influence of gender on teachers' perception of the use of KwaraLEARN educational tablet initiative?
- III. What is the influence of educational qualification on teachers' perception of the use of KwaraLEARN educational tablet initiative?
- IV. What is the influence of teaching experience on teachers' perception of the use of KwaraLEARN educational tablet initiative?

Research Hypotheses

The following null-hypotheses were tested in the study.

- H01:** there is no significant difference between teachers' perception of the use of KwaraLEARN educational tablet initiative based on gender
- H02:** there is no significant difference between teachers' perception of the use of KwaraLEARN educational tablet initiative based on educational qualification
- H03:** there is no significant difference between teachers' perception of the use of KwaraLEARN educational tablet initiative based on teaching experience

Methodology

This study adopted a descriptive survey research design. The population for the study comprised public primary school teachers in Kwara State. The target population was all teachers in the public primary schools of the ten local government areas of the state where the KwaraLEARN educational tablet has been deployed and used for teaching. The total number of teachers with the KwaraLEARN handheld educational tablets is 5,603. Using Israel's (2013) sample size determinant, a sample size of 938 determined at 95% confidence interval, and 3% margin of error was recommended for population of this magnitude (see appendix I).

However, since ten (10) LGAs were involved in the study, 100 respondents were randomly sampled from each of the ten (10) LGAs making a total of 1,000 respondents sampled for the study to cater for attrition and experimental mortality. Meanwhile, only 879 (522 female and 357 male) teachers adequately responded to the questionnaire items, and their responses were analysed in the study. The research instrument that was used to obtain data for this study was a researcher designed questionnaire with two sections A and B. Section A deals with respondents' demographic information such as: gender, educational qualification and year of teaching experience. Section B, further divided into BI and BII: BI has to do with Teachers' Perceived Usefulness of Kwara LEARN Educational Tablet Initiative containing 15 items that required respondents to tick appropriate option that best explain their opinion and was graded using likert scale response modes of Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1; and BII deal with Teachers' Perceived Ease of Use of KwaraLEARN Educational Tablet Initiative with 12 items that required respondents to tick appropriate option that best explain their opinion and was graded using likert scale response modes of Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1.

The validity of the instrument was ensured by five experts from the faculty of Communication and Information Science (CIS), University of Ilorin and three experts from the department of Computer Science, Kwara State College of Education, Ilorin. The reviewers helped to review the questionnaire to check the clarity of language and ensured it is relevant to the study. Their suggestions and corrections were noted and effected on the final draft of the instrument administered. The reliability of the research instrument was determined by administering thirty copies of the questionnaire to randomly selected public primary school teachers in Ilorin East Local Government area of Kwara State. After the administration and retrieval of the completed instrument, their responses to the items were subjected to statistical analysis using Cronbach alpha reliability statistics to check for the instrument's internal consistency. The Cronbach's alpha value obtained was 0.83 at 0.05 level of significance. This indicates that the instrument is reliable.

The copies of the research questionnaire were administered to the study samples through personal contact by the researchers to ensure the questionnaire items were properly filled without delay. The completed copies

of the questionnaire were collected, and data obtained from the questionnaire were analyzed using mean and standard deviation for the research question 1, while independent t-test was used to test hypotheses 1 to 2 because they consist of variables which occurred at two levels and hypothesis 3 was tested using ANOVA because it consists of a variable that exist at more than two levels.

Results

Research Question 1: What is the perception of teachers on the use of KwaraLEARN educational tablet initiative for teaching?

Table 1: Mean and Standard Deviation of Perceptions (usefulness) of Teachers on the use of KwaraLEARN Educational Tablet initiative

S/N	Items	Mean	Std. Dev.
1	The use of KwaraLEARN educational tablet makes my teaching comfortable	2.72	.877
2	The use of KwaraLEARN educational tablet for teaching will provide equal teaching approach for teachers irrespective of their natural disadvantages	3.03	.730
3	The use of KwaraLEARN educational tablet provides more information for teachers	2.87	1.026
4	The use of KwaraLEARN educational tablet for teaching will make the coverage of subject syllabus faster than textbooks	2.75	.938
5	The use of KwaraLEARN educational tablet for teaching will improve my teaching performance and content understanding	2.97	.849
6	KwaraLEARN educational tablet is meant for teaching more than for social media engagements	3.44	.660
7	KwaraLEARN educational tablet can be used to download additional reading materials to complement textbooks	2.19	1.076
8	The use of KwaraLEARN educational tablet improves teachers' proper classroom management	3.06	.936
9	Classroom noise and distraction can be avoided with the use of KwaraLEARN educational tablet	3.16	.908
10	KwaraLEARN educational tablets are more useful for teaching than for entertainment	3.22	.821
11	The use of KwaraLEARN educational tablet for teaching improves teachers' motivation to be prompt for their classes	2.91	1.044
12	The use of KwaraLEARN educational tablet improves teachers' ability to express their views without social and personal obligations	2.66	1.052
13	KwaraLEARN educational tablet exposes teachers to bad social activities	2.16	1.096
14	Using KwaraLEARN educational tablet for teaching discourages teachers from personal commitment to other academic works.	2.66	.990
15	The use of KwaraLEARN educational tablet for teaching causes distraction to teachers from effective classroom teaching	2.50	1.003

Table 1 reveals that the teachers had positive perceptions (usefulness) with all the items presented to them on the perceptions of use of KwaraLEARN educational table initiative for teaching except item 7 and 13. The agreement of the teachers with the questionnaire items is determined by comparing the mean values of the items with the grand mean value which is 2.5, if the mean value is equal to or greater than 2.5 translate to agreement with the questionnaire item on the part of the teachers but if the mean value is less than 2.5 this translate to disagreement on the part of the teachers. For instance, item 1 which states that “The use of KwaraLEARN educational tablet initiative makes my teaching comfortable” has mean value of 2.72 and standard deviation of .877. This means that majority of the teachers agreed with the statement. While, item 7 which reads that “KwaraLEARN educational tablet can be used to download additional reading materials to complement textbooks” with the mean value of 2.19 and standard deviation of 1.076, indicate that the teachers disagreed with the statement meaning that the tablet cannot be used to download additional materials.

Table 2: Mean and Standard Deviation of Perceptions (ease of use) of Teachers on the Ease of use of KwaraLEARN Educational Tablet initiative

S/N	Items	Mean	Std. Dev.
1	It is easy to use KwaraLEARN educational tablet for teaching	3.09	.680
2	The use of KwaraLEARN educational tablet for teaching consumes more time than conventional teaching method	3.31	.919
3	It is not difficult to teach with KwaraLEARN educational tablet	3.03	.849
4	It is easy to give students assignment using KwaraLEARN educational tablet	2.41	1.029
5	The use of KwaraLEARN educational tablet for teaching requires less efforts	2.19	1.016
6	The screen size of KwaraLEARN educational tablet makes it difficult for teaching	2.63	1.085
7	It is easy to operate/navigate the KwaraLEARN educational tablet	2.78	.929
8	The use of KwaraLEARN educational tablet for teaching does not involve any stress	1.91	1.014
9	The use of KwaraLEARN educational tablet for teaching requires the assistance of experts	3.00	1.003
10	The use of KwaraLEARN educational tablet for teaching requires some special skills	2.72	.978
11	The use of KwaraLEARN educational tablet for teaching is difficult due to epileptic power supply in the state	2.63	1.169
12	Non-availability of regular internet is hindering the use of the KwaraLEARN educational tablet for teaching	2.66	1.022

Table 2 shows that the teachers have positive perceptions (ease of use) of item 1,2,3,6,7,9,10,11 and 12 and negative perceptions of item 4, 5 and 8. Those items with positive perceptions were identified by comparing them with the grand mean value which is 2.5, hence, any mean value equals to or greater than 2.5 means positive perceptions and those with mean value less than 2.5 translate to negative perceptions. For instance, majority of the teachers agreed with item 1 which states that it is easy to use KwaraLEARN educational tablet for teaching, because the mean value is 3.09 with standard deviation of .680 but they disagreed with item 4 which states that it is easy to give students assignment using KwaraLEARN educational tablet, since the mean value is less than 2.5 with standard deviation of 1.029.

Hypotheses

H₀₁: There is no significant difference between teachers' perception of use of KwaraLEARN educational tablet initiative for teaching based on gender

Table 3: t-test Analysis of teachers' perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on gender

Gender	N	Mean	Std. Deviation	t	Df	sig
Male	357	79.5714	11.64359	5.199	877	.000
Female	522	70.7778	11.61318			

Table 3 shows that there is significant difference in the perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on gender. This is because Male (Mean=79.57, SD=11.64) and Female (Mean=70.78, SD=11.61), $t(879)=5.199$, $p<0.05$. Since p-value is less than 0.05, it means there is significant difference in the perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on gender, meaning that the null hypothesis formulated is rejected. The difference in the perceived ease of use is in favour of Male teachers who has higher mean value.

H₀₂: There is no significant difference between teachers' perception of use of KwaraLEARN educational tablet initiative for teaching based on educational qualification

Table 4: t-test Analysis of teachers' perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on Educational Qualification

Qualification	N	Mean	Std. Deviation	t	df	sig
NCE	287	76.7500	13.36671	1.852	877	.066
B.Sc	592	73.3500	11.64290			

Table 4 shows that there is no significant difference in the perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on educational qualification. This is because NCE (Mean=76.75, SD=13.37) and B. Sc. Ed (Mean=73.35, SD=11.64), $t(879)=1.852$, $p>0.05$. Since p-value is greater than 0.05, it means there is no significant difference in the perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on educational qualification, meaning that the null hypothesis formulated is not rejected.

H03: There is no significant difference between teachers' perception of use of KwaraLEARN educational tablet initiative for teaching based on teaching experience

Table 5: Descriptive Analysis of teachers' perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on teaching experience

Teaching Experience	N	Mean	Std. Deviation
1-5	234	61.2500	4.97166
6-15	372	77.0000	12.98103
16-35	273	76.1875	11.17828
Total	879	74.6250	12.39342

Table 5 reveals the mean and standard deviations of the three categories of teaching experience of teachers in the study which are 1-5 years, 6-15 years and 16 to 35 years. It can be observed from the table that there is difference in the three categories of teaching experience, hence, to ascertain that the difference is significant there is need to ANOVA in Table 6

Table 6: ANOVA of teachers' perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on teaching experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4933.875	2	2466.938	19.106	.000
Within Groups	24403.125	877	129.117		
Total	29337.000	879			

Table 6 shows that there is significant difference in the perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on teaching experience. This is because $F(2, 877)=19.106$, $p<0.05$. Since p-value is less than 0.05, it means there is significant difference in the perceived ease of use based on educational qualification, meaning that the null hypothesis formulated is rejected. Hence, there is need to determine where the difference

is among the three categories of teaching experience which is found in Table 7.

Table 7: Post hoc Analysis of teachers' perceived ease of use of KwaraLEARN educational tablet initiative for teaching based on teaching experience

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
1-5	6-15	-15.75000*	2.67828	.000
	16-35	-14.93750*	2.59323	.000
6-15	1-5	15.75000*	2.67828	.000
	16-35	.81250	1.77151	.891
16-35	1-5	14.93750*	2.59323	.000
	6-15	-.81250	1.77151	.891

Table 7 shows that the significant difference lies between teaching experience of 1-5 and 6-15 as well as 1-5 and 16-35, because the p-values are less than 0.05, while the difference between 6-15 and 16-35 is not significant because its p-value is greater than 0.05.

Discussion

Research question 1 was used to find out teachers' perceptions (Usefulness/Ease of Use) of KwaraLEARN Educational Tablet initiative in Kwara State, Nigeria. Result from the finding revealed positive perceptions of both usefulness and ease of use of the KwaraLEARN educational tablet initiative for teaching among teachers of the public primary schools in kwara state. The result of this study corroborates research finding of a similar study conducted by Gunadevi and Raja (2013) though on students' perception. The result indicated a positive perception of students on the use of smart phones for learning in a Malaysian polytechnic. The finding of this study was found similar to that of Olasedidun (2014) who reported that colleges of education lecturers' perception of ease of use of mobile technologies was positive.

Research question 2 resulted to hypothesis 1, this investigated the influence of gender on teachers' perceived ease of use of the KwaraLEARN educational tablet initiative for teaching. The findings revealed a significant difference on teachers' perception on the ease of use of KwaraLEARN educational tablet initiative for teaching based on gender in favour of male teachers with higher mean value. The result of this study negated study conducted by Taiwo and Airen (2017) where gender played no role on the perception of teachers on perceived ease of use of ICT facilities for teaching by library educators.

Research question 3 that led to hypothesis 2 on Influence of educational qualification on teachers' perception of the ease of KwaraLEARN educational tablet initiative for teaching indicated that educational qualification played no role on the teachers' perception of the ease of their use of KwaraLEARN educational tablet initiative for teaching in public primary schools in kwara state. The findings of this study is in line with the study of Martin and Johan (2007) with no significant difference on teachers' perceived ease of use of ICT for teaching based qualification. Meanwhile, this study result does not align with a study conducted by Ancyfrida and Edgar (2024) on the Use of Tablets in Teaching: Examining Competencies, Challenges and Opportunities among Public Primary School Teachers in Tanzania whose result revealed significant difference based on teachers' educational qualification towards the ease of use of tablets for teaching.

While research question 4 which result to hypothesis 3 sought for influence of teaching experience on teachers' perception of the ease of use of KwaraLEARN educational tablet initiative for teaching. Finding of the result indicated a significant difference on teachers' perception of the ease of use of KwaraLEARN educational tablet initiative for teaching based on teaching experience. The significant difference exists among teachers of teaching experience between 1-5 and 6-15 as well as 1-5 and 16-35 years of teaching.

Conclusion

This study investigated teachers' perception of the use of KwaraLEARN Educational Tablet imitative for teaching in public primary schools in the state. The study concluded that though, the public primary school teachers in the state had positive perception on the use of the KwaraLEARN Educational Tablet initiative for Teaching, there is the need to invest further on continuous training programs for the teachers to sustain their perception and improve their competence on the use of the tablet for teaching. With the findings from the study of Ancyfrida and Edgar (2024), it is apparent that, there is inadequate exposure during formative training in the teachers' initial teacher training institutions. At this stage, the teachers were not given enough opportunity to practice effectively on integrating tablets into teaching and learning. Hence, there is the need for in-service training through seminars and conferences for teachers in public primary schools in Kwara State.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

- I. government to organize periodic in-service trainings for teachers in order to sustain their perception of the use of the educational tablet initiative for teaching;
- II. workable and sustainable policy devoid of gender bias should be formulated and financed to encourage female teachers and improve their perception towards the use of the educational tablet for teaching;
- III. public teachers who are the users of this innovative idea (KwaraLEARN) irrespective of their educational qualification should be supervised and monitored to see that the required procedures are followed on the use of the tablet for teaching, this will further strengthen their knowledge of the use of ICT resources for teaching without bias on their educational qualification; and
- IV. government and management of the public primary schools in the state should engage the less experienced teachers on the need to improve their perceived ease of use of the educational tablet for teaching, this can be done through a train and re-train approach for the teachers in that category.

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APPENDIX A

DETERMINING SAMPLE SIZE

Sizes of Population	Sample Size (n) for Precision (e) of:			
		±3%	±5%	±7%
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100

a = Represent the entire population Sample Size for ±3%, ±5%, ±7% and ±10% Precision Level where Confidence Level is 95% and P =.5

SOURCE: Israel, (2013).

APPENDIX B

QUESTIONNAIRE ON TEACHERS' PERCEPTIONS OF THE KWARALEARN EDUCATIONAL TABLET INITIATIVE: EXAMINING USEFULNESS, EASE OF USE, AND DEMOGRAPHIC INFLUENCES IN KWARA STATE, NIGERIA

Dear Respondent,

The main purpose of this questionnaire is to investigate teachers' perception of the KwaraLEARN Educational Tablet Initiative: Examining Usefulness, Ease of Use, and Demographic Influences in Kwara State, Nigeria. You are humbly requested to supply the required information as honestly as possible.

Meanwhile, be assured that any information supplied shall be treated with utmost confidentiality and shall be used for the purpose of research only.

Thank you.

SECTION A

Respondents' Demographic Information

Gender: Male () Female ()

Educational Qualification: NCE () Bachelor's Degree () HND () Master's Degree ()

Year of Teaching Experience: 1-5 years () 6-10 years () 11-15 years () 16-20 years () 20-35 years ()

SECTION B

TEACHERS' PERCEPTION OF THE KWARALEARN EDUCATIONAL TABLET INITIATIVE

BI: Perceived Usefulness of Kwara LEARN Educational Tablet Initiative

This section seeks to find out the perception of teachers on the kwaraLEARN educational tablet initiative.

Instruction: - Please kindly pick the option that best represents your opinion by ticking (✓) the appropriate column below. The rating scales are: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)

S/N	Statement	SA	A	D	SD
1.	The use of kwara learn educational tablet makes my teaching comfortable				
2.	The use of kwara learn educational tablet for teaching will provide equal teaching approach for teachers irrespective of their natural disadvantages				
3.	The use of kwara learn educational tablet provides more information for teachers				
4.	The use of kwara learn educational tablet for teaching will make the coverage of subject syllabus faster than textbooks				
5.	The use of kwara learn educational tablet for teaching will improve my teaching performance and content understanding				
6.	Kwara learn educational tablet is meant for teaching more than for social media engagements				
7.	Kwara learn educational tablet can be used to download additional reading materials to complement textbooks				
8.	The use of Kwara learn educational tablet improves teachers' proper classroom management				
9.	Classroom noise and distraction can be avoided with the use of Kwara learn educational tablet				
10.	Kwara learn educational tablets are more useful for teaching than for entertainment				
11.	The use of Kwara learn educational tablet for teaching improves teachers' motivation to be prompt for their classes				
12.	The use of kwara learn educational tablet improves teachers'				

	ability to express their views without social and personal obligations				
13.	kwara learn educational tablet exposes teachers to bad social activities				
14.	Using kwara learn educational tablet for teaching discourages teachers from personal commitment to other academic works.				
15.	The use of kwara learn educational tablet for teaching causes distraction to teachers from effective classroom teaching				

BII: Perceived Ease of Use of KwaraLEARN Educational Tablet Initiative

S/N	Statement	SA	A	D	SD
1.	It is easy to use kwara learn educational tablet for teaching				
2.	The use of kwara learn educational tablet for teaching consumes more time than conventional teaching method				
3.	It is not difficult to teach with kwara learn educational tablet				
4.	It is easy to give students assignment using kwara learn educational tablet				
5.	The use of kwara learn educational tablet for teaching requires less efforts				
6.	The screen size of kwara learn educational tablet makes it difficult for teaching				
7.	It is easy to operate/navigate the kwara learn educational tablet				
8.	The use of kwara learn educational tablet for teaching does not involve any stress				
9.	The use of kwara learn educational tablet for teaching requires the assistance of experts				
10.	The use of kwara learn educational tablet for teaching requires some special skills				
11.	The use of kwara learn educational tablet for teaching is difficult due to epileptic power supply in the state				
12.	Non-availability of regular internet is hindering the use of the kwara learn educational tablet for teaching				