TEACHERS' ATTITUDE TOWARDS THE USE OF KWARA LEARN TECHNOLOGY IN ILORIN WEST LOCAL GOVERNMENT AREA, KWARA STATE

BY

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Abstract

Teachers are one of the most important human resources in the school system, tasked with educating, teaching, guiding, directing, training and educating learners in formal education. To be efficient and effective in discharging their duties, 21st-century technology is necessary. This study examines teachers' attitudes towards the use of Kwara Learn technology in Ilorin West Local Government Area, Kwara State. The descriptive survey design was used, with a sample of 271 primary school teachers randomly selected from a population of 1,026. The study tested three hypotheses and a research question, and a researcher-designed instrument was used to elicit responses. The instrument was validated using face and content validity, and test-retest method was used to establish reliability. Research questions were answered using descriptive statistics, and hypotheses were tested using inferential statistics such as t-test and Analysis of Variance (ANOVA) at a 0.05 level of significance. The study found that teachers had a positive attitude towards Kwara Learn technology, and there was no significant difference in the attitudes of male and female teachers towards Kwara Learn technology in Ilorin West Local Government Area (+=1.128;df=265;p76.05). However, there was a significant difference in the attitudes of primary school teachers based on their qualifications and years of experience. The study therefore concluded that teachers at the primary school level in Ilorin West Local Government Area had positive attitude toward Kwaralearn technology and on this basis, the researcher recommended that the introduction of more devices to facilitate teaching and learning in Kwara State.

Keywords: Education, Kwara-Learn, Technology and Learning

Introduction

Teachers are one of the most important human resources in the school system as they are the ones who implement education policies at the classroom level. They stand at the forefront of every pupil's learning. A teacher is a person who helps others to acquire knowledge, competence, or values. They are professionals with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in formal education. A teacher is a formal educator or instructor who helps learners acquire knowledge, competence, or virtue. Teachers help learners learn new things about specific subjects. They also find new ways to support their pupils' learning styles and are mindful that learners may learn at different paces and speeds compared to their peers. Because of this, teachers need to be highly adaptable and flexible with their lesson plans. According to Rizki (2016), an educator or teacher who becomes a figure or role model for learners and their environment must be able to carry out their professional duties, one of which is to have teaching skills. Teaching skills are special abilities related to implementing learning activities. Teachers have the greatest role in determining the quality of learning in any educational institution called a school; they are the most important component in the education of learners. As good as any educational program contained in the curriculum, without the role of teachers who translate it into material that can be understood, it will not mean anything for the learners.

Yuanita (2019) states that teachers must master teaching skills in terms of: strengthening skills, questioning skills, skill using variations, explaining skills, opening and closing lesson skills, small group and individual teaching skills, class management skills, and group skills. Therefore, teachers play a prominent role in promoting quality education in the education system through their effective performance and productivity in achieving educational goals. It is part of their duties and responsibilities to ensure that educational goals and objectives are actualized. The responsibilities of teachers in any education system are enormous. Technology has revolutionized every aspect of our lives, and classrooms are no different. Technology in education today is not limited to digital whiteboards, learning management systems, iPads, and the like. Education technology, or

Ed-Tech, is an area of technology dedicated solely to the development and application of tools that aim to improve education. Its role in education is immense, and as technology progresses, Ed-Tech makes the teaching and learning process easier. Therefore, it is essential for teachers to use the latest tools available in their work to engage learners. One needs to be innovative and introduce new ideas so that learners get excited about what they are learning.

The use of educational technology has become essential for teachers because of its importance in today's education industry. Pujolàs, Esteve-González., & Fuentes-Pumarola. (2021) state that the pedagogical competence of teachers in using educational technology is crucial. Riedicker (2017) and Gimbert (2018) also agree that change does not take place simply by placing teachers in contact with technology. Mayor-Ruiz (2015) believes that novice teachers have been found to be more adept at rapid change and development than experienced teachers. This is due to lack of digital skill as inhibitors to using more educational technology in the classroom as well as systemic problems, such as access to technology and workload. Educational technology is concerned with the development, application and evaluation of system techniques and aids to improve the process of human learning.Educational technology is the field of study that investigates the process of analyzing, designing, developing, implementing and evaluating the instructional environment, learning materials, learners and the learning process in order to improve teaching and learning (Jamieson Procter et.al, 2013). It is right to say that almost all ranges of subject starts from mathematics, science, language, art and humanistic and other major field can be learned more effectively though technology based tools and equipment. Education technology has many importance in our educational system which include the advent of distant learning, children have a natural liking for technology. Access to a world of limitless resources, preparation for the outside world, examination can be less stressful now, pupil can learn at their own pace, it improve teacher exposure and be able to explore technology effectively with their fellow counterpart in education system.

With the increasing significance of technology in the teaching and learning process, the Kwara State government has taken the initiative to introduce an electronic teaching and learning platform known as "KwaraLearn." KwaraLearn has partnered with an organization called NewGlobe (established in 2006), an e-learning platform that has expressed its readiness to collaborate with visionary governments in creating robust technology-enabled education systems. NewGlobe has expanded its operations to several countries, including Kenya, India, Uganda, and Nigeria. In Nigeria, the organization has technical partners for strategic transformational interventions, including EKOEXCEL in Lagos, EdoBEST (Edo Basic Education Sector Transformation) in Edo State, and Kwara-LEARN in Kwara State. The organization has also emphasized the importance of collaboration among players in the education sector

The introduction of Kwara-LEARN (Leading Education Achievement and Reform Now) is a core new education programme by the Government of Kwara State to deliver dramatic improvements in learning outcomes in public schools for all children across Kwara State.Kwara-LEARN is expected to transform all government primary schools across the state into powerful public schools using an innovative technology and data-driven platform, coupled with high-quality learning materials, effective training and ongoing coaching for teachers and school leaders, and technology-enabled support teams to create 360-degree support for learning outcomes.The programme affords our teachers the right to use digital tools in their classroom and provide an electronic platform to make classrooms and schools transparent. The technology will monitor attendance and performance of pupils and teachers in all classrooms, offering continual support and feedback.

Some of the expected benefits of the intervention include accelerating students' literacy and numeracy, better classroom culture and more robust curriculum management. The initiative that would use innovative technology, data-driven platforms, high-quality learning materials, practical training and continuous coaching and support for teachers and school administrators will also enhance the teacher-pupil interaction experience through technology (eLearning), boost uniformity and strict adherence to the curriculum. The pilot phase of the programme captures basic schools in Asa, Baruten, Offa, Ilorin West, and Ilorin East – while other local governments will follow in the coming year. One thousand two hundred and twenty teachers undergo the kwaralearn training. The technology-based training was to teach the teachers and head teachers on how to use

smart phones and tablets to monitor attendance, assess pupils, grade and transmit their results to their parents after school exams. This technology platform has been designed from the ground up and tested for over a decade to operate successfully in variable or low infrastructure environments where there is intermittent power and low network connectivity. KwaraLearn system is designed with multiple levels of data caching and offline first capability which works even when network access is limited to just 20 minutes a day of 2G connectivity (Kwaralearn, 2022).

How does this device operate, all school leaders and teachers are equipped with a specially-designed tablet running a proprietary suite of learning management applications connected to Kwara-Learn services in the cloud. The technology enables continuous real time data analysis at a micro and macro level within all education systems, enabling an iterative approach to learning and improvement. The platform processes more than one billion data points every year, enabling a digital feedback loop that drives continuous improvement and learning outcomes. Every aspect of the design is intended to leverage the science of learning. Digital teacher guides are published to each teacher tablet as part of a digital schedule, providing comprehensive instructional guidance for all subjects and grade levels every day. Digital Teacher guides are designed based upon cutting edge pedagogical research focused on the science of learning. Teachers preview, practice and deliver all lessons leveraging the instructional guidance on their tablet in the classroom (Kwara-learn, 2022).

The technology enables world-class quality lessons, specifically designed to maximize learning to be delivered in every classroom, every day by all teachers. The KwaraLearn technology platform incorporates an instructional design, scope, sequence and schedule for each teacher, these are continually adjusted and re-aligned to maximize learning informed by the ongoing analysis of data emerging within the system. The New Globe technology platform processes more than one billion data points every year, enabling a digital feedback loop that drives continuous improvement and learning outcomes. Feedback on learning delivery, student learning outcomes, attendance and other key indicators is provided to teachers, school leaders, government officials and central support teams, who can then make policy and learning decisions based on real time data. The platform creates real-time digital transparency throughout the entire education system. Through mobile dashboards, all stakeholders can access digital insights on exactly what is happening including lesson delivery, attendance and learning outcomes on a micro and macro level.

Government policy decisions on all aspects of the education system are guided by real time learning and performance data. School leaders use a Smartphone-based school management application to manage student and teacher performance and attendance, classroom observations and administrative functions. The Kwara-Learn technology platform is to empower school leaders to manage their classrooms and schools locally and transparently while benefiting from central office support. The mobile school management platform drives accountability and transparency within classrooms and schools; on a micro and macro level. Provision of full local turnkey support of all hardware and software used to deliver education system improvement. All hardware is built to be fully effective in physically demanding environments exposed to dust, dirt and harsh sun exposure. Another variables of interest to the researchers are gender, teacher qualification and experience. Gender and teachers' perceptions of ICT-enhanced learning environments" by Tuba Gokcek and GurkanYilmaz (2014). This study investigates gender differences in teachers' perceptions of ICT-enhanced learning environments. The authors find that male teachers tend to have more positive attitudes towards technology and its potential to enhance learning, while female teachers are more likely to express concerns about the use of technology and its impact on student socialization and behavior. Teachers' attitudes towards technology in the classroom: investigating the influence of experience, age, and gender" by Ana-Paula Correia and Bernard Luskin (2013). This study investigates the influence of experience, age, and gender on teachers' attitudes towards technology in the classroom. The authors find that teachers with more experience and higher levels of education are more likely to have positive attitudes towards technology and its potential to enhance learning, while younger teachers and female teachers are more likely to express concerns about the use of technology and its impact on student socialization and behavior.

The study also revealed that there was a significant difference in the attitude of teacher towards Kwara-Learn based on qualification. The finding of this study support the study conducted by Venter and De Villiers (2017)

which they investigated the attitudes of South African teachers towards technology integration in the classroom, and found that teachers with postgraduate qualifications had significantly more positive attitudes towards technology than those with undergraduate qualifications. The authors surveyed 356 teachers and found that teachers with postgraduate qualifications had greater confidence in their ability to use technology effectively in the classroom, and were more likely to use technology in their teaching practices. Similarly, a study by Kay and LeSage (2009) found that teachers with higher levels of technology training had more positive attitudes towards technology integration in the classroom. The authors surveyed 450 teachers in the United States and found that those who had received more technology training had greater confidence in their ability to use technology effectively in the classroom, and were more likely to use technology in their teaching practices.

Teacher year of experience provide sustainability, teacher's ability to adapt themselves to rapidly developing technology application to learning environment which is connected with technology Integration. Teachers should be trained to keep up with the rapid developments in technology and active involvement to effective use of technology in our educational process. Teaching experience is the culmination of skill, exposure or training acquire over time that enable you to perform an existing job better or prepare you for a teaching position. You acquire teaching experience through Difference Avenue. Teaching exposes your different grade or subject; you might meet requirement for some position is always a good idea to explore opportunities. A teacher who has more experience in the classroom is more effective because she has had extended time to test procedures and lesson on several cohort of students.

Statement of the Problem
Despite the increasing need for the use of 21st-century technology in teaching, there is no adequate information of information on the attitudes of primary school teachers towards the use of KwaraLearn technology in Ilorin West Local Government Area, Kwara State. It is unclear whether primary school teachers in the area are willing to adopt and use KwaraLearn technology in their classrooms, and if not, what factors are contributing to their negative attitudes towards the technology. Therefore, this study aims to investigate primary school teachers' attitudes towards the use of KwaraLearn technology in Ilorin West Local Government Area, Kwara State, and to identify factors that may influence their attitudes towards the technology.

Research Question
What is the attitude of primary school teachers towards Kwara-Learn in Ilorin West Local Government, Kwara State?

Hypotheses

$H_{o}1$: There is no significant difference in teacher's attitude toward Kwara-Learn in Ilorin west local government area of Kwara State based on gender.

$H_{o}2$: There is no significant difference in teacher's attitude toward Kwara-Learn in Ilorin west local ent area of Kwara State based on qualifications.

$H_{o}3$: There is no significant difference in teacher's attitude toward Kwara-Learn in Ilorin west local government area of Kwara State based on years of teaching experience.

Methodology
The researchers used descriptive survey in carrying out this study. The population of this study consisted of all teachers in Ilorin West Local Government with the total number of 1,026. The sample size for this study is a subset of total population which was randomly selected. According to research advisor, sample of 271 is appropriate to be selected from the population of 1,026. To select respondents for this study, convenience sampling technique was used to select 271 teachers across 23 schools selected. The instrument used for data collection was questionnaire on Teacher's Attitude Towards the use of KwaraLEARN. The questionnaire have two section A and B, Section A contained the bio-data of the respondents and Section B contained 15 rating items on teachers attitude toward the use of Kwara-Learn on the four modified like scale of Agree(A) Strongly Agree (SA) Disagree (D) Strongly Disagree (SD). The instrument was validated through face and content validity and the reliability was done using test-rest method and the reliability score of 0.74 was obtained. Data

were analyzed using inferential statistics of t-test and Analysis of variance (ANOVA) while the research question was answered using descriptive statistic of percentage and mean.

Results

Research Question: What is the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State?

Table One: Summary of frequency counts, mean and percentages showing the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State

S/N	ITEMS	SA	A	D	SD	Mean
1	The introduction of KWARA LEARN gives teachers ability to create engaged learning environment.	121(44.6)	55(20.3)	56(20.7)	39(14.4)	2.95
2	The use KWARA LEARN incorporate different learning style	109(40.2)	66(24.4)	45(16.6)	51(18.8)	2.86
3	KWARA LEARN promote collaboration between teachers and the learners	73(26.9)	24(8.9)	63(23.2)	111(41.0)	2.22
4	The introduction of KWARA LEARN facilitate the cost of reduction for schools	54(19.9)	26(9.6)	88(32.5)	103(38.0)	2.11
5	KWARA LEARN makes teaching and learning easier and more convenient	137(50.6)	55(20.3)	36(13.3)	43(15.9)	3.06
6	KWARA LEARN gives teachers to automate marking, digitally issue tests, and track learners progress	39(14.4)	35(12.9)	84(31.0)	113(41.7)	2.00
7	Introduction of KWARA LEARN leads to unified presentation of lesson across all arms.	42(15.5)	57(21.0)	75(27.7)	97(35.8)	2.16
8	KWARA LEARN promote teachers' punctuality	36(13.3)	52(19.2)	79(29.2)	104(38.4)	2.07
9	The introduction of KWARA LEARN enhance teachers' knowledge of technology	72(26.6)	31(11.4)	68(25.1)	100(36.9)	2.28
10	The Introduction of KWARA LEARN reduces the use of analogue teaching style.	36(13.3)	59(21.8)	98(36.2)	78(28.8)	2.20
11	KWARA LEARN give teacher improvement to method of instruction	57(21.0)	69(25.5)	52(19.2)	93(34.3)	2.33
12	KWARA LEARN improve teachers' productivity and efficiency	120(44.3)	45(16.6)	71(26.2)	35(12.9)	2.92
13	KWARA LEARN give teachers accessibility to more information	97(35.8)	86(31.7)	53(19.6)	35(12.9)	2.90
14	KWARA LEARN helps teachers to manage their time effectively.	116(42.8)	61(22.5)	38(14.0)	56(20.7)	2.87
	Weighted Mean					**2.50**

Decision rule: negative: 00-2.49, Positive: 2.50-4.00

Note: The figures in parentheses are in percentages

Table 1 shows the responses of the respondents on the attitude of teachers towards KwaraLearn in Ilorin West Local Government Area, Kwara State. It was indicated that the following items were negative: KWARA LEARN promote collaboration between teachers and the learners (mean=2.22),the introduction of KWARA

LEARN facilitate the cost of reduction for schools(mean=2.11),KWARA LEARN gives teachers to automate marking, digitally issue tests, and track learners progress(mean=2.00), introduction of KWARA LEARN leads to unified presentation of lesson across all arms(mean=2.16), KWARA LEARN promote teachers' punctuality (mean=2.07), the introduction of KWARA LEARN enhance teachers' knowledge of technology(mean=2.28), the Introduction of KWARA LEARN reduce the use of analogue teaching style(mean=2.20), and KWARA LEARN give teacher improvement to method of instruction(mean=2.33). While the following items were positive: the introduction of KWARA LEARN gives teachers ability to create engaged learning environment(mean=2.95), the use KWARA LEARN incorporate different learning style(mean=2.86),KWARA LEARN makes teaching and learning easier and more convenient(mean=3.06), KWARA LEARN improve teachers' productivity and efficiency(mean=2.92), KWARA LEARN give teachers accessibility to more information(mean=2.90), and KWARA LEARN helps teachers to manage their time effectively(mean=2.87). In the light of the result, the attitude of teachers toward Kwara-Learn were positive. The weighted mean (**2.50**) which is a numeric indicator that attitude of teachers towards Kwara-Learn were positive in Ilorin West Local Government Area, Kwara State

Test of Hypotheses
Hypothesis 1: There is no significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on gender.
Table Two: Summary of independent sample t-test showing significant difference in attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on gender

Gender	N	Mean	Std.Deviation	T	Df	Sig	Remark
Male	126	35.82	12.575				
				1.128	269	.260	Not Significant
Female	145	34.18	11.337				

Table 2 shows the significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on gender. There was no significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on gender (t = 1.128; df = 269; P>0.05). Therefore, in the light of the result, the hypothesis is not rejected, hence there was no significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on gender (.260) is greater than 0.05 Ilorin West Local Government Area of Kwara State

Hypothesis 2: There is no significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on qualification
Table Three: Summary of Analysis Variance (ANOVA) showing significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on qualification

Source	Sum of Square	df	Mean Square	F	Sig	Decision
Between Groups	27216.762	4	6804.190			
				161.078	.000	rejected
Within Groups	11236.293	266	42.242			
Total	38453.055	270				

The results of analysis of variance as presented in Table 3 revealed that the calculated value of F was 161.078($F_{4,266}$=161.078) and observed probability value is .000 which is less than the fixed probability value of 0.05(P<0.05). This indicated that the null hypothesis which stated that, there is no significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on qualificationwas rejected. This implied that there was a significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on qualification ($F_{4,266}$=161.078, p<0.05). In the light of the result, there was a significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on qualification

Table Four: Summary of Bonferroni's Post Hoc pairwise Comparison of Qualification

Qualification	Mean Score	M.Ed.	B.Ed.	B.Sc.	NCE	Others
M.Ed.	50.38	*				
B.Ed.	43.33		*			
B.Sc.	32.60			*		
NCE	23.60				*	
Others	21.00					*

Table 4 revealed that the significant difference exposed was as a result of the significant difference among the following qualifications: M.Ed., B.Ed., B.Sc., NCE and Others. It was indicated that teacher who have M.Ed. qualification (Mean = 50.38) have significant difference in significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on qualification

Hypothesis 3: There is no significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on years of working experience.

Table Five: Summary of Analysis Variance (ANOVA) showing significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara State based on years of working experience.

Source	Sum of Square	df	Mean Square	F	Sig	Decision
Between Groups	30940.089	3	10313.363			
Within Groups	7512.967	267	28.138	366.522	.000	Rejected
Total	38453.055	270				

The results of analysis of variance as presented in Table 5 revealed that the calculated value of F was 366.522($F_{3,267}$=366.522) and observed probability value is .000 which is less than the fixed probability value of 0.05(P<0.05). This indicated that the null hypothesis which stated that, there was no significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara Statebased on Years of working experience. This implied that there was significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara Statebased on Years of working experience ($F_{3,267}$=366.522, p<0.05). In the light of the result, there was significant difference in the attitude of teachers towards KwaraLearn in Ilorin West Local Government Area, Kwara Statebased on Years of working experience

Table Six: Summary of Bonferroni's Post Hoc pairwise Comparison of Experience

Experience	Mean Score	16years above	11-15years	6-10years	0-5years
16years above	49.56	*			
11-15years	34.26		*		
6-10years	25.95			*	
0-5years	21.61				*

Table 5 revealed that the significant difference exposed by table 6 was as a result of the significant difference among the following experiences: 16years above., 11-15years., 6-10years and 0-5yera It was indicated that teacher who have 16years aboveexperience (Mean = 49.56) have significant difference in the attitude of teachers towards Kwara-Learn in Ilorin West Local Government Area, Kwara Statebased on Years of working experience.

Discussion Findings

The study examines the attitude of teachers toward introduction of Kwara-Learn in Ilorin West Government of Kwara State. The finding of the study revealed that the attitude of teacher was positive towards the use of Kwaralearn. The finding might be as a result of training received by primary school teachers in the State before the introduction of Kwaralearn technology. The finding of this study corroborates a study by Wang and Li (2018) who found that Chinese primary school teachers generally had positive attitudes towards technology integration in the classroom. The authors surveyed 486 primary school teachers in China and found that most

teachers believed that technology could enhance teaching and learning, and that they were willing to use technology in their teaching practices. The study also found that teachers' attitudes towards technology were influenced by their teaching experience, with more experienced teachers having more positive attitudes towards technology. Similarly, a study by Christensen and Knezek (2014) found that teachers in the United States generally had positive attitudes towards technology in the classroom. The authors surveyed 300 teachers and found that most teachers believed that technology could enhance student learning, and that they were willing to use technology in their teaching practices. The study also found that teachers who had received training in technology integration had more positive attitudes towards technology than those who had not received such training.

The study also revealed that there was no significant difference in the attitude of teachers towards Kwara-Learn base on gender in Ilorin West Local Government. The finding of this study corroboratesa study by Ozdemir and Alkis (2016) who investigated the attitudes of primary school teachers in Turkey towards technology integration in the classroom, and found no significant differences in attitudes based on gender. The authors surveyed 165 primary school teachers and found that both male and female teachers had generally positive attitudes towards technology in the classroom, and that there was no significant difference in attitudes between male and female teachers.Similarly, a study by Ertmer and Ottenbreit-Leftwich (2010) found no significant differences in the attitudes of male and female teachers towards technology integration in the classroom. The authors surveyed 1,018 K-12 teachers in the United States and found that both male and female teachers had generally positive attitudes towards technology in the classroom, and that there was no significant difference in attitudes between male and female teachers.

The study also revealed that there was a significant difference in the attitude of teacher towards Kwara-Learn based on qualification. The finding of this study support the study conducted by Venter and De Villiers (2017) which they investigated the attitudes of South African teachers towards technology integration in the classroom, and found that teachers with postgraduate qualifications had significantly more positive attitudes towards technology than those with undergraduate qualifications. The authors surveyed 356 teachers and found that teachers with postgraduate qualifications had greater confidence in their ability to use technology effectively in the classroom, and were more likely to use technology in their teaching practices. Similarly, a study by Kay and LeSage (2009) found that teachers with higher levels of technology training had more positive attitudes towards technology integration in the classroom. The authors surveyed 450 teachers in the United States and found that those who had received more technology training had greater confidence in their ability to use technology effectively in the classroom, and were more likely to use technology in their teaching practices.

The study also revealed that there was a significant difference in the attitude of teachers towards kwaralearn based on years of experience. This is in tandem with the study by Teo (2009) who investigated the attitudes of 434 primary and secondary school teachers in Singapore towards the use of technology in the classroom. The study found that teachers with more years of experience had more positive attitudes towards technology integration than those with fewer years of experience. The author suggested that this may be due to the fact that more experienced teachers have had more opportunities to see the potential benefits of technology in enhancing teaching and learning. Similarly, a study by Ertmer and Ottenbreit-Leftwich (2010) found that teachers with more years of experience had more positive attitudes towards technology integration in the classroom. The authors surveyed 397 teachers in the United States and found that those with more than 21 years of teaching experience were more likely to use technology in their teaching, and had more positive attitudes towards technology integration than those with less experience. However, other studies have found no significant differences in attitudes towards technology integration based on years of experience. For example, a study by Sung, Chang, and Liu (2016) investigated the attitudes of 551 Taiwanese primary and secondary school teachers towards technology integration in the classroom, and found no significant differences in attitudes based on years of experience.These mixed findings suggest that while years of experience may play a role in shaping teachers' attitudes towards technology integration, it is not the only factor that influences attitudes. Other factors, such as access to technology, training and support, and school culture, may also play important roles in shaping teachers' attitudes towards technology integration in the classroom.

Conclusion

Based on the findings, it is concluded that teacher attitude towards KwaraLearn is positive because with introduction of KwaraLearn, there have been reduction in the use of analogue teaching materials to use of effective technological devices. The teachers are been punctual in the school and their classes and there have been unification of teacher lesson presentation across all arms in the primary school levels, it has also improve teachers knowledge on the use of technological device in the classroom.

Recommendations

Based on the finding revealed in this study, the following recommendations are made;
1. While the study found a positive attitude among teachers towards Kwara-Learn, it's important to ensure that all teachers have equitable access to the platform. This may require providing additional resources and support to schools and students who may not have access to the necessary technology or internet connection.
2. As Kwara-Learn and other technology-based learning platforms continue to be adopted in schools, it will be important to monitor and evaluate their impact on student learning outcomes as well as identifying potential areas for improvement in the platform to better support student learning.
3. To ensure that all teachers can benefit from Kwara-Learn, it may be beneficial to promote collaboration between teachers with different levels of qualification. For example, more experienced teachers could serve as mentors for less experienced teachers, sharing their knowledge and expertise on how to use Kwara-Learn effectively in the classroom.
4. Teachers with more experience using Kwara-Learn could be encouraged to share their knowledge and expertise with less experienced teachers. This could involve setting up peer-to-peer learning networks or mentorship programs, where experienced teachers could offer advice and support to those who are new to using the platform.

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