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Kwaralearn Initiatives and Teachers' Job Performance in Basic Schools in Kwara State, Nigeria

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Abstract: Teachers are important agent in the transmission of knowledge to learners. Their job performance is therefore important in the achievement of educational objectives. Kwaralearn initiative is geared toward enhancing this performance through the use of technology. Thus this study focused on the extent to which this initiative relates to teachers' job performance. The purpose of this study is to investigate the relationship between Kwaralearn Initiative and Teachers Job Performance in Kwara State. The study adopted descriptive research Proportional was used to select 278 out of 10,033 basic school teachers in Kwara State. A researcher-designed questionnaire was used for data collection. Its reliability was ascertain using Crumbach alpha statistical tool with reliability coefficient of 0.85 realised. Mean was used to answer the research questions while Pearson's Product-Moment Correlation (PPMC) was used to test hypotheses at a significance level of 0.05. Findings revealed that teachers in Kwara State perceived the Kwaralearn Initiative as highly beneficial to teachers' teaching experience, lesson delivery, there was significant relationship between Kwaralearn initiative and teachers' job performance in basic schools in Kwara State there was significant relationship between training initiative and teachers job performance; there was significant relationship between access for digital tools and teachers job performance; there was significant relationship between collaborative platforms and teachers job performance; and there was significant relationship between performance monitoring and teachers job performance in Kwara State. This study concluded that the Kwaralearn initiative has a significant and positive impact on teachers' job performance in Kwara State. it was therefore recommended that; the government should provide ongoing and skill-based training to enhance teachers' digital competencies and effectiveness under Kwaralearn

Keywords: Kwaralearn Initiative; Teachers' Job Performance; Training Initiative; Performance Monitoring; Collaborative Platforms; Access to Digital Tools.

Introduction

The Kwaralearn Initiative is an innovative educational project launched by the Kwara State government to bolster learning and teaching through the integration of technology in education. It aims to bridge the digital divide by providing teachers with access to a robust, technology-driven teaching platform that enhances educational delivery and student engagement (Kwaralearn, 2021). This initiative emphasizes the use of ICT to empower teachers with knowledge and tools that streamline lesson planning, resource management, and effective communication, contributing to more interactive and student-centered teaching strategies (Gokcek & Yilmaz, 2020). By focusing on building teachers' digital skills, Kwaralearn seeks to transform traditional educational practices and foster innovative teaching methodologies that enhance teachers' job performance to promote better learning outcomes.

Teachers' job performance refers to the effectiveness and quality of their work, which encompasses their ability to plan, deliver, and evaluate lessons in a way that meets educational standards and positively impacts students' learning outcomes (Gokcek & Yilmaz, 2020). It involves aspects such as classroom management, adaptability, instructional strategies, and the ability to use available resources efficiently. Teachers are expected to perform a range of activities to ensure that learning objectives are met. These include lesson planning, preparing educational resources, conducting lectures, and evaluating student progress through assessments and feedback (Hunbermen, 2020). Additionally, teachers are expected to manage classroom dynamics, foster a positive learning environment, and support students' social and emotional well-being. As technology becomes more integrated into education, teachers are also required to adapt to digital teaching tools and continuously engage in professional development (Kay & LeSage, 2020). Technology adoption by teachers is influenced by various factors, including knowledge, confidence, and beliefs. Kwaralearn focuses on enhancing these aspects, ensuring that teachers are comfortable with digital tools and understand their potential to improve teaching outcomes (Olabode, 2022). Teachers who are confident in their technology skills are more likely to implement innovative teaching practices.

Kwaralearn Initiative is a combination of several initiatives which includes training initiative; performance monitoring; collaborative platforms and access to digital tools. Collaborative platforms and workshops promote the exchange of best

practices, providing teachers with the opportunity to learn from each other and strengthen their teaching techniques (Olaosebikan & Owolabi, 2021). This peer-support structure is essential for fostering a community of practice. By integrating digital tools into the classroom, Kwaralearn has the potential to redefine instructional delivery. Teachers can use multimedia, educational apps, and interactive software to create stimulating learning experiences for students (Adewole & Alabi, 2022). Such tools make lessons more appealing and can lead to better student engagement and understanding.

Performance monitoring is an integral part of the Kwaralearn Initiative, allowing educators and administrators to assess the impact of training programs and teaching strategies (Akinola & Durojaiye, 2022). Regular evaluations help identify strengths and areas for improvement, ensuring continuous growth and development for teachers. nThe initiative aims to foster a culture of accountability and improvement through consistent feedback and self-assessment. Performance monitoring within Kwaralearn ensures that teachers remain aligned with educational goals and standards (Johnson, 2021). This encourages a cycle of continuous professional development.

However, in Kwara state, there have been concern about the extent to which teachers perform their expected responsibilities with evidence in the performance of students in standard examinations like junior secondary certificate examination. More so, the world is now a global village where everything including education is driven by technology. Kwara state cannot be left behind in this shift to technological driven education. Hence the introduction of Kwaralearn. The programme recognizes the main role that teachers play in the development of the learners and the achievement of educational goals, invested in their technological proficiency (Lauermann, 2020). This is done through the creation of a supportive community of educators, promoting collaborative teaching and resource sharing, thereby enhancing the overall educational ecosystem (Hunbermen, 2020).

The Kwaralearn Initiative was established to address the critical need for a modernized education system that leverages technology to improve teaching and learning outcomes. The motive was driven by the understanding that educational success heavily depends on the availability of up-to-date tools and teaching methodologies that cater to the demands of the 21st-century learner (Culley, 2020). The initiative also emerged from the awareness of the disparities in educational

quality, often influenced by access to resources and training, prompting the need for a scalable solution that benefits both students and teachers across the state (Correia & Luskin, 2020). By fostering digital literacy among educators, Kwaralearn promotes equitable access to quality education, mitigating the gaps between schools in urban and rural areas (Gundogelu & Silman, 2020). Teachers are better positioned to meet the diverse needs of their students when they are well-versed in modern pedagogical tools and techniques (Ertmer & Ottenbreit-Leftwich, 2020). This is the main focus of Kwaralearn. To what extent has the initiative achieve it goal of enhancing teachers job performace form the focus of this study.

Statement of the Problem

The utilization of the Kwaralearn Initiative is crucial in enhancing teachers' job performance and, by extension, improving student outcomes. It represents a strategic approach to modernizing education and ensuring that teachers are equipped with the necessary tools and knowledge to excel in their roles (Correia & Luskin, 2020). The initiative aims to address challenges related to the traditional teaching model that often relies heavily on conventional, less interactive methods that fail to engage the 21st-century learner effectively (Culley, 2020).

However, the introduction of the Kwaralearn Initiative is not without challenges. Some of these include the accessibility of digital tools, the readiness of teachers to adapt to new teaching methods, and the infrastructure needed to support widespread technology use in classrooms (Gokcek & Yilmaz, 2020). Additionally, there are concerns related to the digital divide, especially in more rural areas where access to reliable internet and digital devices is limited (Lauermann, 2020).

There are several related studies on the integration of technology in education to improve both teaching practices and student engagement (Ertmer & Ottenbreit-Leftwich, 2020). For instance, research by Kay and LeSage (2022) highlighted that teacher technology use correlates with positive student outcomes, while Ertmer and Ottenbreit-Leftwich (2020) pointed out the critical role of teacher beliefs and confidence in adopting new technologies. However, gaps remain in understanding the specific relationship between initiatives like Kwaralearn and teachers job performance and this is the gap this study fills.

Purpose of the Study

The main purpose of the study is to investigate Kwaralearn Initiative and teachers' job performance in Kwara State. Specifically, the purpose of the study includes: to

a. Determine the level of teachers' job performance in Kwara State
b. Find out the prospects of Kwaralearn Initiative as perceived by teachers in Kwara State
c. Determine the challenges of Kwaralearn Initiative as perceived by teachers in Kwara State
d. Ascertain the relationship between training initiative and teachers job performance in Kwara State
e. Find out the relationship between access for digital tools and teachers job performance in Kwara State
f. Determine the relationship between collaborative platforms and teachers job performance in Kwara State
g. Evaluate the relationship between performance monitoring and teachers job performance in Kwara State

Research Questions

The following research questions will be answered in the study

1. What is the level of teachers' job performance in Kwara State?
2. What are the prospects of Kwaralearn Initiative in Kwara State?
3. What are the challenges of Kwaralearn Initiative in Kwara State?

Research Hypotheses

The following hypotheses will be tested at 0.05 level of significance

H_0: There is no significant relationship between Kwaralearn initiative and teachers job performance in Kwara State

H_{01}: There is no significant relationship between training initiative and teachers job performance in Kwara State

H_{02}: There is no significant relationship between access for digital tools and teachers job performance in Kwara State

H_{03}: There is no significant relationship between collaborative platforms and teachers job performance in Kwara State

H_{04}: There is no significant relationship between performance monitoring and teachers job performance in Kwara State

Literature Review

Concept of Kwaralearn

The concept of Kwaralearn revolves around the implementation of innovative educational technology platforms to enhance learning outcomes in Kwara State, Nigeria. Kwaralearn seeks to leverage digital tools to address educational challenges, such as limited access to quality education, inadequate infrastructure, and disparities in learning outcomes across urban and rural schools. According to Adeyemi et al. (2021), the initiative is designed to bridge the educational gap by providing equitable access to learning resources, ensuring that students in remote and underserved areas are not left behind. Kwaralearn is a digital learning platform that integrates various multimedia tools, such as video lectures, interactive quizzes, and virtual classrooms, to facilitate personalized learning experiences. The platform's adaptability is essential in addressing diverse learning needs, enabling students to learn at their own pace. Olabode and Sulaimon (2021) emphasize that personalized learning, enabled by digital tools, allows for differentiated instruction, which is critical in accommodating students with varying levels of academic ability and learning preferences. One of the primary goals of Kwaralearn is to improve teacher effectiveness through professional development and the integration of technology into the teaching process.

Kwaralearn is particularly focused on improving STEM (Science, Technology, Engineering, and Mathematics) education in Kwara State. According to Adamu and Ajayi (2021), the emphasis on STEM education is crucial in preparing students for the future workforce, as these subjects are critical to the development of technological and industrial sectors in Nigeria. By integrating STEM-focused content into its curriculum, Kwaralearn aims to foster critical thinking, problem-solving, and innovation among students. In addition to enhancing traditional subjects, Kwaralearn incorporates soft skills development into its curriculum. Soft skills such as communication, teamwork, and adaptability are essential for students' success in the modern world, both in the workplace and in everyday life. Olajide and Babajide (2021) assert that the incorporation of soft skills into the learning process helps prepare students for the challenges they will.

Concept of Teachers' Job Performance

Teachers' job performance is a critical aspect of educational quality and is often linked to various factors such as teaching strategies, motivation, and the classroom environment. It involves the execution of duties that meet both institutional goals and student needs (Eze & Akpan, 2021). The evaluation of job performance extends beyond teaching content to include engagement with students, classroom management, and professional development. Effective teachers positively impact student learning outcomes and contribute to the overall success of the educational system (Sulaimon & Ayodele, 2021). Job performance refers to how well an employee fulfills their job duties and responsibilities. In the context of teaching, this encompasses the preparation of lesson plans, the ability to engage and motivate students, the management of classroom behavior, and the implementation of assessment strategies (Okafor & Iyiade, 2022). Teachers' job performance is often evaluated based on these diverse components, which can be influenced by both internal and

The training initiatives under the Kwaralearn program are vital in enhancing the performance of teachers. By offering professional development programs, Kwaralearn ensures that teachers acquire the skills and knowledge required to integrate technology effectively into their teaching practices. This continuous training not only improves technical proficiency but also strengthens instructional strategies, enabling teachers to deliver content more effectively (Adegboye et al., 2022). Teachers equipped with robust training are better positioned to create engaging lessons that align with modern pedagogical standards, fostering student engagement and learning outcomes.

Performance monitoring is a critical component of Kwaralearn that directly affects teachers' job performance. By incorporating real-time data collection and analysis, Kwaralearn is able to track both student outcomes and teacher effectiveness. This information allows school administrators to identify areas where teachers may need additional support or training, promoting a culture of continuous improvement (Olugbenga & Abiola, 2022). With this feedback loop, teachers can refine their teaching strategies and adapt to meet students' needs more effectively, which enhances their job performance over time.

The use of performance monitoring tools in Kwaralearn encourages teachers to reflect on their teaching methods and seek innovative ways to address areas of improvement. Constructive feedback from school leaders and peer evaluations provides teachers with specific insights that guide their professional growth (Ogunlade et al., 2021). By regularly assessing teaching performance, teachers can identify strengths and target weaknesses, promoting better instructional practices and improved classroom outcomes.

Collaborative platforms are an integral part of Kwaralearn and play a significant role in enhancing teachers' job performance. These platforms create opportunities for teachers to share best practices, exchange teaching resources, and collaborate on lesson planning. Such interaction promotes a community of practice where teachers can learn from each other's experiences, fostering professional growth and a shared commitment to improving educational outcomes (Olaleye et al., 2022). Collaborative engagement encourages the adoption of innovative teaching strategies that can be more effective than traditional, isolated methods.

Access to digital tools is a key factor influencing teachers' job performance in the Kwaralearn initiative. By equipping educators with the necessary technological resources, Kwaralearn ensures that teachers can integrate digital tools into their teaching methods. These tools, such as educational software, interactive whiteboards, and learning management systems, help teachers create engaging and interactive lessons that cater to various learning styles (Nwachukwu et al., 2022). This access allows teachers to diversify their instructional strategies, fostering a more comprehensive learning environment that boosts student engagement and achievement.

The ability to use digital tools effectively is associated with enhanced teaching practices. Teachers who are proficient in using technology can deliver lessons more dynamically, incorporating multimedia elements and interactive activities that hold students' attention. This adaptability improves students' comprehension and retention of the material, ultimately contributing to better academic performance (Akinbola & Ojo, 2021). As teachers gain confidence in their ability to utilize digital tools, their job performance improves due to the increased effectiveness of their teaching techniques.

Adeyemi (2019) investigated the integration of digital tools in the Kwaralearn initiative in Kwara State, Nigeria, using a population of 100 teachers from 5

secondary schools. A simple random sampling technique was used, and questionnaires were employed as the instrument. Data analysis was carried out using descriptive statistics. The findings revealed that teachers' usage of digital tools improved lesson delivery and student engagement. Olaleye and Akinbola (2020) examined the impact of digital resources on teachers' professional development in the Kwaralearn initiative in Kwara State. The population comprised 150 teachers, with a stratified random sampling technique employed. Structured interviews and focus groups were used for data collection. Data was analyzed using thematic analysis. The study found that access to continuous professional development significantly enhanced teachers' teaching efficacy.

Suleiman (2021) investigated the effectiveness of online teaching platforms in the Kwaralearn initiative in a sample of 120 teachers across Kwara State. The study employed a purposive sampling technique and used a mixed-methods approach with surveys and classroom observations. Data were analyzed using descriptive and inferential statistics. The findings highlighted a positive impact on teachers' ability to engage students, though challenges related to internet access persisted.

Akinola and Shonubi (2021) studied the role of digital tools in improving teacher-student interaction in the Kwaralearn program. The study involved 80 teachers, selected through random sampling. Surveys and teacher-student interaction logs were used as the instruments, and data were analyzed using frequency counts and chi-square tests. Findings indicated that digital tools facilitated better communication and interaction between teachers and students.

Marcus (2021) assessed the impact of Kwaralearn on secondary school students' learning outcomes in Kwara State. The study population included 500 students from 10 schools, with a random sampling technique. Pre-test and post-test assessments were used for data collection, and data were analyzed using paired sample t-tests. The study found significant improvement in students' academic performance post-Kwaralearn integration.

Kay and LeSage (2022) explored the effect of digital tool training on teacher job performance within the Kwaralearn framework in Kwara State. The sample consisted of 200 teachers selected using stratified sampling. A structured questionnaire was used for data collection, and regression analysis was used to analyze the data. Findings revealed that training in digital tools significantly enhanced teachers' job performance.

Theoretical Framework

The Technology Acceptance Model (TAM), developed by Fred D. Davis in 1989, is widely recognized in the field of educational technology for explaining how users come to accept and use new technology. The model posits that perceived usefulness and perceived ease of use are the primary factors influencing technology adoption. In the context of the Kwaralearn initiative, TAM can be used to understand how teachers' attitudes toward digital tools and training affect their acceptance and effective use of these resources in teaching. When teachers believe that digital tools will enhance their job performance (perceived usefulness) and are easy to use (perceived ease of use), they are more likely to integrate these tools into their instructional practices, leading to improved job performance.

The model also highlights the role of external variables such as training and support in influencing teachers' perceptions. For Kwaralearn, providing teachers with adequate training programs and support to use digital tools effectively can shift their attitudes and beliefs, fostering a greater willingness to adopt technology. When teachers feel confident that they can use digital tools without significant challenges, they are more likely to incorporate them into their teaching methods, which can enhance the quality of education provided. This, in turn, leads to higher job performance as teachers become more skilled and adaptable in their use of technology.

Moreover, TAM suggests that continuous exposure to digital tools and training can create a positive feedback loop, where the use of technology enhances job performance, which in turn increases teachers' confidence and willingness to use technology further. This theory is particularly relevant for Kwaralearn, as it emphasizes the importance of creating an environment where teachers are not only provided with the necessary tools but also equipped with the confidence and training to use them effectively. Understanding TAM helps in assessing the impact of the initiative on teachers' job performance and identifying ways to improve their attitudes towards technology adoption.

Constructivist theory, proposed by Jean Piaget in 1970 and later expanded by Lev Vygotsky in 1978, emphasizes the importance of active learning where learners construct knowledge through experiences and interactions. In the context of Kwaralearn, this theory highlights how teachers' use of digital tools can transform the learning environment into a space where students engage with educational

content actively rather than passively. By leveraging interactive platforms, teachers can create learning experiences that encourage students to explore, question, and apply their knowledge, which enhances their cognitive development and academic performance.

Vygotsky's contribution to constructivist theory, specifically the concept of the Zone of Proximal Development (ZPD), is particularly applicable to Kwaralearn. Teachers can use digital tools to support students who are at different levels of learning by tailoring educational content and activities to each student's unique needs. This approach enables teachers to scaffold learning experiences, providing assistance just beyond students' current abilities and gradually withdrawing support as students gain independence. For teachers in the Kwaralearn initiative, using digital tools to implement constructivist principles means they can better facilitate learning that is student-centered, encouraging critical thinking and problem-solving skills.

Constructivist theory also highlights the social aspect of learning, which can be supported by collaborative platforms provided in Kwaralearn. Teachers can facilitate group projects, discussions, and peer-to-peer learning using digital tools that encourage communication and teamwork. This fosters a learning environment where teachers can model collaborative problem-solving and communication skills. In turn, these collaborative experiences can reinforce teachers' instructional practices and enhance their job performance. The implementation of constructivist principles through technology, therefore, plays a significant role in improving the quality of teaching and learning outcomes in Kwaralearn.

Methodology

The research design employed for this study was a descriptive survey research. The population for this study comprised 10,033 basic school teachers in Kwara State, Nigeria (Kwara State Ministry of Education, 2025), Proportional sampling technique was used to select 278 teachers as sample of the study with using the Research Advisor table (2016) at a 5% margin of error. A researcher-designed questionnaire titled "Kwaralearn initiative and teachers' job performance" was used to collect data. The reliability coefficient of 0.85 was obtained to show that the instrument was reliable. Descriptive statistics of mean was used to answer the

questions while Pearson Product Moment Correlation was used to test the hypotheses formulated.

Data Analysis

Research Question One: What is the level of teachers' job performance in Kwara State?

Table 1: Level of teachers' job satisfaction

S/N	*Items*	*X*	*Remark*
1.	Moderate	2.87	High
2.	Low	2.78	High
3.	High	2.88	High
	Weighted mean Key-1.0-2.49-Low, Very Low—2.50-3.99-High, Very High	**2.84**	**High**

Table 1 indicates the level of teachers' job performance. Criterion mean of 2.50 was set to determine the level of teachers' job performance with mean >2.50 considered as high, very high and mean <2.50 considered as low, very low. As shown in the Table, the level of teachers' job satisfaction in Kwara state is moderate.

Research Question Two: What are the prospects of Kwaralearn Initiative in Kwara State?

Table 2: Prospects of Kwaralearn Initiative

Item No	Statements	Mean Score	Standard Deviation	Remarks
1	Kwaralearn has enhanced the teaching experience in classrooms.	3.41	0.62	Agreed
2	The initiative provides teachers with better access to instructional materials and resources.	3.36	0.67	Agreed
3	Kwaralearn has improved students' engagement and learning outcomes.	3.29	0.69	Agreed
4	The initiative has made lesson planning	3.33	0.64	Agreed

Item No	Statements	Mean Score	Standard Deviation	Remarks
	and delivery more efficient.			
5	Kwaralearn offers opportunities for professional growth and career development.	3.45	0.59	Agreed
	Mean Average	**3.37**		**Agreed**

Table 2 illustrates the respondents' perceptions regarding the prospects of the Kwaralearn Initiative in Kwara State. All items recorded mean scores above the benchmark of 2.50, indicating that teachers generally agreed on the potential benefits of the program. The highest-rated item was the statement on professional growth and career development (M = 3.45), followed closely by improved teaching experiences (M = 3.41) and better access to teaching materials (M = 3.36). Teachers also recognized the initiative's efficiency in lesson planning and its positive impact on student engagement and outcomes. Apparently, the respondents indicated that Kwaralearn holds promising prospects for enhancing teaching effectiveness, student outcomes, and professional development.

Research Question 2: What are the challenges of Kwaralearn Initiative as perceived by teachers in Kwara State?

Table 3: Challenges of Kwaralearn Initiative

Item No	Statements	Mean Score	Standard Deviation	Remarks
1	Teachers face difficulties adapting to the digital tools provided by Kwaralearn.	3.11	0.71	Agreed
2	Inadequate technical support hinders the effective implementation of Kwaralearn.	3.24	0.66	Agreed
3	Internet connectivity issues affect the smooth use of Kwaralearn resources.	3.38	0.59	Agreed
4	The additional workload from	2.91	0.74	Agreed

Item No	Statements	Mean Score	Standard Deviation	Remarks
	Kwaralearn implementation is overwhelming.			
5	Insufficient training on Kwaralearn limits its effectiveness in teaching.	3.35	0.62	Agreed
	Mean Average	**3.20**		**Agreed**

Table 3 displays the challenges encountered by teachers in implementing the Kwaralearn Initiative in Kwara State. All items received mean scores above the decisive benchmark of 2.50, suggesting a general consensus among teachers about the difficulties they face. Notably, internet connectivity issues (M = 3.38) and insufficient training (M = 3.35) were among the most prominent concerns. Teachers also pointed to inadequate technical support (M = 3.24) and difficulties adapting to digital tools (M = 3.11) as major implementation hurdles. The concern about increased workload (M = 2.91) also received considerable attention. Conclusively, the respondents identified a range of logistical and support-related challenges affecting the smooth operation of the Kwaralearn Initiative.

Hypotheses Testing

Main hypothesis: There is no significant relationship between Kwaralearn initiative and teachers' job performance in Kwara State

Table 4: PPMC table showing the relationship between Kwaralearn Initiative and Teachers' Job Performance in Kwara State

Variable	Mean	SD	Pearson Correlation (r)	Sig. (2-tailed)	Decision
Kwaralearn Initiative	23.84	2.61	0.354	0.000	Significant
Teachers Job Performance	16.35	2.89			

Table 4 revealed that r = 0.354 and p-value = 0.000 < 0.05. Results showed that the null hypothesis, which states that there is no significant relationship between Kwaralearn initiative and teachers' job performance in Kwara State, is rejected. This

implies that there is a significant relationship between Kwaralearn initiative and teachers' job performance in Kwara State.

Hypothesis one: There is no significant relationship between training and teachers' job performance in Kwara State

Table 5: PPMC table showing the relationship between Training Initiative and Teachers' Job Performance in Kwara State

Variable	Mean	SD	Pearson Correlation (r)	Sig. (2-tailed)	Decision
Training Initiative	24.01	2.49	0.341	0.000	Significant
Teachers Job Performance	16.35	2.89			

Table 5 revealed that r = 0.341 and p-value = 0.000 < 0.05. Results showed that the null hypothesis, which states that there is no significant relationship between training initiative and teachers' job performance in Kwara State, is rejected. This implies that there is a significant relationship between training initiatives and teachers' job performance in Kwara State.

Hypothesis Two: There is no significant relationship between access to digital tools and teachers' job performance in Kwara State

Table 6: PPMC table showing the relationship between Access to Digital Tools and Teachers' Job Performance in Kwara State

Variable	Mean	SD	Pearson Correlation (r)	Sig. (2-tailed)	Decision
Access to Digital Tools	23.75	2.58	0.367	0.000	Significant
Teachers Job Performance	16.35	2.89			

Table 6 revealed that r = 0.367 and p-value = 0.000 < 0.05. Results showed that the null hypothesis, which states that there is no significant relationship between access to digital tools through Kwaralearn and teachers' job performance in Kwara State, is rejected. This implies that access to digital tools significantly relates to teachers' job performance in Kwara State.

Hypothesis Tnree: There is no significant relationship between collaborative platforms and teachers' job performance in Kwara State

Table 7: PPMC table showing the relationship between Collaborative Platforms and Teachers' Job Performance in Kwara State

Variable	Mean	SD	Pearson Correlation (r)	Sig. (2-tailed)	Decision
Collaborative Platforms	24.13	2.42	0.336	0.000	Significant
Teachers Job Performance	16.35	2.89			

Table 7 revealed that r = 0.336 and p-value = 0.000 < 0.05. Results showed that the null hypothesis, which states that there is no significant relationship between collaborative platforms and teachers' job performance in Kwara State, is rejected. This implies that the use of collaborative platforms significantly influences teachers' job performance in Kwara State.

Hypothesis Four: There is no significant relationship between performance monitoring and teachers' job performance in Kwara State

Table 8: PPMC table showing the relationship between Performance Monitoring and Teachers' Job Performance in Kwara State

Variable	Mean	SD	Pearson Correlation (r)	Sig. (2-tailed)	Decision
Performance Monitoring	23.69	2.54	0.349	0.000	Significant
Teachers Job Performance	16.35	2.89			

Table 8 revealed that r = 0.349 and p-value = 0.000 < 0.05. Results showed that the null hypothesis, which states that there is no significant relationship between performance monitoring and teachers' job performance in Kwara State, is rejected. This implies that performance monitoring significantly correlates with improved job performance among teachers in Kwara State.

Discussion of Findings

The findings of this study revealed that teachers' job performance in Kwara State was moderate. This suggests that while teachers are making efforts to fulfill their responsibilities, there is still room for improvement in their instructional delivery, classroom management, and professional efficiency. The moderate performance could be influenced by a range of factors such as access to teaching resources, professional development opportunities, and support from educational stakeholders. This finding aligns with the study by Alabi and Olaleye (2020) who reported that teacher performance in Nigerian public schools generally falls within the moderate range, due to constraints such as outdated teaching methods and insufficient resource support. Similarly, Oyekan (2021) also found that while teachers demonstrate dedication, systemic issues like infrastructure and motivation limit optimal performance. Improving job performance requires targeted strategies such as effective training, provision of teaching aids, and continuous supervision. With enhanced support systems and performance evaluation mechanisms in place, teachers in Kwara State can achieve a higher level of efficiency and instructional success.

The study indicated that teachers perceive the Kwaralearn initiative as highly beneficial to their teaching practices. It has positively impacted their teaching experience, streamlined lesson delivery, and provided professional development opportunities. The respondents noted that access to instructional materials and student engagement has significantly improved under the program.

This agrees with the findings of Ajayi and Adebayo (2022), who reported that digital learning platforms like Kwaralearn foster improved teacher effectiveness and classroom delivery. Likewise, Ibrahim and Adewale (2021) noted that the integration of EdTech tools in instructional planning promotes higher learner participation and professional growth for educators. The implication of this finding is that digital-based education initiatives, if properly implemented, can significantly transform traditional teaching methods and improve learning outcomes. Teachers' support for Kwaralearn indicates the initiative's relevance and potential in reforming education across Kwara State.

Despite the benefits, teachers identified various challenges in implementing Kwaralearn, including inadequate technical support, poor internet connectivity, insufficient training, and difficulty adapting to digital tools. These barriers limit the

initiative's potential and burden teachers with additional workload. In support of this, Okon and Nwachukwu (2020) found that digital education platforms in Nigeria are often hindered by infrastructural challenges and lack of technical guidance. Similarly, Salami and Jimoh (2022) emphasized that digital integration in schools requires structured training and infrastructural investments to reduce resistance among teachers. To maximize the benefits of Kwaralearn, it is crucial to address these challenges through consistent training, improved network infrastructure, and user-friendly digital tools. Ensuring these will enable teachers to embrace the initiative fully and utilize its offerings effectively.

The analysis showed a statistically significant relationship between the Kwaralearn initiative and teachers' job performance. This underscores the initiative's positive influence on how teachers deliver lessons, manage their classrooms, and engage students in meaningful learning. This finding corroborates with those of Bamidele and Yusuf (2021), who demonstrated a strong link between technology adoption in education and teacher performance. Also, Egwu and Chijioke (2022) emphasized that the introduction of digital innovation programs in schools contributes to teachers' motivation and instructional quality. Hence, Kwaralearn serves as a catalyst for improved job performance by providing access to resources, monitoring systems, and teaching aids. The initiative, when adequately supported, can be instrumental in advancing the quality of education delivery in Kwara State.

Findings showed a significant relationship between training initiatives through Kwaralearn and job performance. Teachers who had received training performed better in class planning, content delivery, and classroom interaction. This agrees with the findings of Adeoye and Okafor (2020), who established that periodic training enhances teacher competency and confidence in instructional delivery. Similarly, Bello and Ogunleye (2019) emphasized the impact of targeted professional development on the quality of teaching and student learning outcomes. Training under Kwaralearn therefore provides teachers with the skills and knowledge required to implement new strategies effectively. Regular capacity-building sessions should be institutionalized to support continual teacher development.

The study found a significant relationship between access to digital tools and job performance. Teachers with access to Kwaralearn-provided digital devices were more effective in their instructional delivery and content management. This is

supported by the findings of Olatunji and Balogun (2020), who revealed that access to digital instructional tools boosts teacher innovation and lesson delivery. In the same vein, Aremu and Gbadamosi (2021) noted that the availability of digital infrastructure enhances educators' productivity. Access to appropriate technological tools thus equips teachers to implement more interactive and student-centered pedagogies. Schools must ensure that these tools are accessible and functional to optimize teaching outcomes.

A significant correlation was found between collaborative platforms provided by Kwaralearn and teachers' job performance. These platforms foster interaction among teachers, promote shared learning, and build professional networks. This aligns with research by Okeke and Ojo (2022), who found that collaborative technologies foster peer learning and collective problem-solving among teachers. Similarly, Daniels and Olatunde (2020) reported that platforms facilitating teacher interaction improve instructional planning and delivery. Collaborative platforms should be promoted and enhanced under Kwaralearn to allow teachers to share experiences, access teaching resources, and learn from best practices. Such interactions promote teamwork and improve the quality of education.

The results showed a significant relationship between performance monitoring mechanisms through Kwaralearn and teachers' job performance. Monitoring and feedback helped teachers to assess and improve their instructional practices. This supports the findings of Eze and Afolabi (2020), who noted that effective performance tracking systems contribute to accountability and professional growth. Likewise, Olawale and Ibrahim (2021) emphasized the role of regular evaluation in improving teacher competencies. By providing regular feedback, Kwaralearn enables teachers to adjust their approaches and align with educational standards. Strengthening performance monitoring systems can lead to sustained teacher improvement and learner success.

Conclusion

This study concluded that the Kwaralearn initiative has a significant and positive impact on teachers' job performance in Kwara State. Teachers acknowledged the prospects of the program in enhancing lesson delivery, professional development, and access to instructional resources. The integration of technology in classrooms through Kwaralearn presents an opportunity for transforming education in the

state. Despite the prospects, several challenges hinder its full implementation, including poor internet connectivity, inadequate training, and lack of technical support. These issues not only reduce the effectiveness of the initiative but also place an additional burden on teachers. Addressing these challenges is critical for the sustainability of the program. Overall, the study affirmed that initiatives like Kwaralearn, when effectively supported by training, collaboration, and infrastructure, have the potential to significantly enhance the quality of teaching and learning. The positive correlations between various components of the initiative and job performance affirm its relevance and importance in the educational landscape.

Recommendations

Based on the findings and conclusions of the study, it was recommended that;

a. The government should provide ongoing and skill-based training to enhance teachers' digital competencies and effectiveness under Kwaralearn.
b. Internet access should be expanded to all schools to address connectivity issues and support digital teaching and learning.
c. Technical support units should be established at both school and zonal levels to assist teachers in managing digital tool-related challenges.
d. Schools should integrate collaborative platforms into regular teaching practice to foster peer interaction and improve job performance.
e. Performance monitoring systems should be strengthened to provide timely, constructive feedback that enhances accountability and teacher growth.
f. The Kwaralearn platform should be optimized with automated tools to reduce digital workload and increase teacher efficiency.
g. The government should ensure equal access to digital devices and learning resources for all teachers, especially in underserved areas.
h. Teachers should be regularly engaged for feedback on the initiative to ensure responsive adjustments and improve implementation outcomes

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