Tablet applications and development of learning sessions for teachers in the Locroja district -Churcampa 2024

Dr. Chilquillo Carcamo, Orlando Babalu (orcid.org/0000-0003-2378-8737)
Lic. Huaranga Orosco, Edwin Magno (orcid.org/0009-0002-8817-5472)
Dr. Ponte Quiñones, Elvis Jerson (orcid.org/0000-0002-3139-9208)

Abstract

The study presented the general objective of determining the relationship between the use of tablet applications and the development of learning sessions of primary school teachers in the district of Locroja - Churcampa 2024, as a result of the problem of knowing the level of perception of the use of tablets and how it is associated with the development of sessions in teachers, for this purpose it has been executed under the quantitative approach, estimated as basic, the design was non-experimental, observing without general alteration of the sample, described at a correlational level and the scope was transversal. 50 teachers were selected as a sample, the technique applied was the survey and the questionnaire was considered as the instrument used. The conclusion was obtained: it was determined that the use of tablet applications showed a positive and high correlation with the development of learning sessions, with a Spearman's Rho correlation coefficient of 0.867. This relationship showed that an adequate use of technological tools contributed significantly to strengthening the knowledge of students, which underlines the importance of the integration of technologies in the educational process.

Keywords: Tablet applications, development of learning sessions, type of applications

INTRODUCTION

Information and communication technologies (ICT) are already present in classrooms, although they are often not fully exploited due to a lack of knowledge about their educational potential. It is essential that the school adapts to the requirements of today's students, who are digital natives and find in these tools a source of greater motivation. (Mirete, 2010)

The introduction of tablets in a rural elementary school was a small-scale and time-limited project, Hamood and Aisha (2020) express that more studies are needed to find out whether a change such as the insertion of tablets has a long-term impact on classroom practice and whether there are related effects on students' homes and students' learning.

Studies evidence that tablet-assisted learning has positive effects on students' academic achievement levels in mathematics, physical education, language arts and reading and writing, however, disruptive elements such as Wi-Fi connectivity create adverse effects on learning achievements (Xixi Liu, 2022), in the Moroccan educational system for example Rahali and Khattabi, (2021) point out that the use of this tool has barely begun and it has been detected that teachers lack training for this type of teaching.

This would indicate that a solid technical training is necessary to have a good command of technology and its effective integration into teaching practices, on the other hand, it is also necessary to have the appropriate institutional and technical infrastructure to create a favorable environment for the effective use of this type of practices, without it, the use of this resource will generate more drawbacks than benefits (Rahali and Khattabi, 2021).

For their part Salazar and Lescano (2022) explained that it is unlikely that it is possible to think of a 100% academic education process outside of digital advances and networking, because when it comes to timely education it requires the use of mobile devices and other electronic and pedagogical resources that facilitate learning and teaching, therefore according to Blanco et al. (2024) this changing landscape justifies the need to apply ICT skills, from the use of simple message formats to the current educational platforms that combine multiple tools. Virtual learning corporations are spaces for the continuous exchange of good practices, the impacts found and conclusions can be appreciated from the aspects observed in the theory of technology acceptance, referring to the use and usefulness of tablets (Fernandez et a., 2021)

In Peru, González, (2021) specifies that the level of ICT competence of teachers in the school environment must be able to take advantage of the technological resources available for the education of students, emphasizing that pedagogical tablets can represent a challenge for teachers if they do not have the necessary knowledge and training. The use of educational software and technological tools are important in the training of the learner, however, moderation and supervision of teacher training in knowledge related to technology in educational use and its incorporation in the school environment is required (Creswell and Poth, 2018).

According to the monitoring on the use of educational media, materials and resources, conducted during the year 2023 to teachers of educational centers in the district of Locroja in the department of Huancavelica, only 12% of teachers incorporate in their curriculum planning the use of tablets, likewise only 8% incorporate it as part of the development of the learning session; finally they found that 100% of teachers do not assign extension activities with the use of tablets. In the local context, it is evident that the educational institutions do not take advantage of the resources such as Tablets that are given to them, many of them are stored for lack of knowledge of the use that can be given to them, many of the teachers are not prepared to face a virtual education, although the pandemic was carried out virtually, in recent years the habit of using tools in the development of the sessions has been lost and generated that the technological advantages that the students present are not taken advantage of

Therefore, the general problem is: How are the tablet applications related to the development of learning sessions of primary school teachers in the district of Locroja - Churcampa 2024; likewise, the specific problems are: How is the frequency of use related to the development of learning sessions? How is the type of applications used and the development of learning sessions related? How is the technological

competence of teachers and the development of learning sessions related? How is the ease of use and the development of learning sessions related?

Regarding the theoretical justification, according to constructivist theory, learners develop their knowledge by interacting with the environment and available resources, tablets can provide interactive tools and digital resources that allow students to explore, experiment and build their understanding of concepts.

The practical justification allows easy access to an extensive variety of educational materials on the web, such as digital books and educational videos, interactive applications and educational websites. This provides students with quick and convenient access to up-to-date and relevant information.

The methodological justification of this academic work was of a causal correlational type, which allowed us to know the degree of acceptance of teachers regarding the use of tablets and how this is applied to their learning sessions in the district of Locroja Churcampa. The academic work aims to make available to the educational community validated instruments that will allow other population and sample studies to be carried out in contexts related to the topic.

Finally, in the social aspect, the study is justified because it benefited the entire educational community of the area in question.

The main objective of this academic work was: To determine the relationship between the use of tablet applications and the development of learning sessions of primary school teachers in the district of Locroja - Churcampa 2024 and the specific objectives: To identify the relationship between the frequency of use and the development of learning sessions. To establish the relationship between the type of applications used and the development of learning sessions. To identify the relationship between teachers' technological competence and the development of learning sessions. To identify the relationship between ease of use and the development of learning sessions.

The international antecedents that have been taken into account are: Torrano et al. (2022) was conducted in Spain, the objective of this study is to investigate and evaluate the information and perceptions that families have about the use of tablets as an educational tool, as well as the results obtained since they have been incorporated in educational centers. The work is based on a qualitative research focused on the perceptions of this group. As a sample, it worked with 396 parents from 31 educational centers distributed in 6 autonomous communities and 13 provinces, using a questionnaire with 20 closed questions. The findings show that schools provide training to families on the use of tablets, but the sessions are brief and fail to fully address technological doubts. In addition, how families perceive changes in the way they are taught, evaluated and perform academically is being evaluated, the findings provide relevant information about the technological and educational reality not only in schools, but also in the educational community in general. This knowledge makes it possible to advance in a systematic and rigorous way in the evaluation of the current situation.

Jaramillo and Tene (2022) this work was conducted in Ecuador, the objective of this publication was to explore how teachers perceive and use mobile technology, specifically applications, in the educational context. The research adopted a non-experimental, cross-sectional and descriptive approach, involving 123 teachers from 12 different schools in the city of Loja. Participants completed a survey that revealed that, although teachers are aware of the existence and relevance of mobile applications in teaching, most do not integrate them into their educational practice. Approximately 70% of the respondents recognized the relevance of mobile technology, but up to 90% of them admitted not actively using it in their classes.

Sanchez (2019) work was conducted in Spain, the aim of the study is to examine and understand how Primary Education students use digital tablets, as well as to explore their advantages and controversies. A qualitative approach was employed analyzing 163 articles from journals indexed in Web of Science, Scopus and ERIC. Various methods were used to collect data, such as systematic observation, focus groups and questionnaires with open-ended questions. The results show that tablets are mainly used in the classroom environment (105 out of 163 cases) and, to a lesser extent, at home (37 out of 163 cases). The introduction of this device as an educational tool has proven to be attractive for improving the teaching-learning process. It concludes that the practical implementation of tablets has generated few significant methodological changes that really transform the educational process. The activities carried out tend to be not very diverse and do not differ much from those associated with traditional resources.

Background information related to the phenomena raised is presented, thus, at a national level, Delgado (2024), the purpose of his research was to promote the habit of reading among students and thus strengthen reading comprehension through the use of applications for tablets that facilitate their access to rich and diverse textual material, the methodology he used was a quasi-experimental design to evaluate the impact of the use of tablets with a sample of 50 fourth grade students. The result was very low levels, indicating that students have a below average level in reading comprehension, concluding that this technological means should be proposed to strengthen educational development by dynamizing various activities to maintain interest in strengthening reading skills.

Cajo and Iquesi (2020) conducted a research with the objective of exploring how the use of mobile applications is related to learning, using a non-experimental, cross-sectional, descriptive-correlational, quantitative approach. A sample of 55 students was selected for the study. The results indicated that no significant correlation ($p = 0.182 > 0.05$) was found according to Spearman's Rho correlation analysis, leading to the conclusion that there is no significant relationship between the use of mobile applications and students' academic performance.

Delgado (2024) the purpose of the study was to investigate how the use of tablets as an educational resource affects reading motivation in second grade students in the educational institution of Yanacancha, Pasco. A quasi-experimental approach was

employed with a sample of 24 students selected from a total population of 200. The data collected were analyzed using descriptive and inferential statistical methods. The results revealed a significant increase in reading motivation among students after the tablet intervention, which supports the positive impact of this technology in stimulating reading.

Domingo et al. (2022) the objective of the study was to investigate how the use of tablets is associated with meaningful learning among students in a school in Junín during the year 2022. A basic non-experimental cross-sectional methodology with a correlational design was used, randomly selecting 80 students from 1st to 6th grade. The results of the instruments used showed that there is a moderate positive correlation (0.562) between the use of tablets and meaningful learning. In conclusion, it was found that there is a moderately positive relationship between these two variables in the Junín educational institution.

MINEDU (2021), tablets are equipped with digital services and pre-installed resources adapted to the educational level of students in areas with internet access, these resources are immediately available, on the other hand, in areas without connectivity, the devices offer various tools such as guides, videos and audios that can be accessed through the Content Manager, in addition, they include installed applications that support the development of educational skills.

According to MINEDU (2021), the tablet is an electronic device that facilitates teachers and students to carry out educational processes by providing multiple resources and opportunities to promote the development of competencies, among the actions that can be carried out include: using virtual learning environments in a responsible manner, managing and organizing information, and communicating both in real time and in a deferred manner with other members to exchange ideas.

According to Salazar et al. (2022), Connectivism proposes an educational model suitable for the digital era, emphasizing how individuals explore new modalities of learning and knowledge creation by interacting with the Internet and social networks. This approach seeks to adjust to the evolution of communication, storage and learning in information and communication networks, reflecting how society adapts to these changes.

Regarding the dimensions of the indicated variable, we have: The dimension, use of tablet applications, in this regard, Fernández et al. (2021) argue that thanks to the advancement and development of applications (APPs), tablets have become an innovative tool in e-learning, thus promoting the use of mobile devices as a fundamental part of the educational process and giving rise to mobile learning or m-learning.

Likewise, regarding the most used applications, they state; Ccoa and Huamaní (2021) popular educational platforms include Google Meet, Google Classroom, Moodle and Zoom, assessment tools such as Socrative, Kahoot and Google Forms are widely used, for the design of concept maps, Mindomo, GoConqr and CMap Tools stand out,

platforms for sharing content include Facebook and other similar ones, mobile instant messaging applications include WhatsApp, digital environments for design and presentations include PowerPoint, Prezi, Canva, Quizlet and Padlet, for the creation and management of infographics Picktochart and Easelly are used, gamification tools such as Quizziz are popular and for office software, Microsoft Word is widely used.

In the dimension technological competencies of teachers UNESCO, (2019) mentions: the creative integration of tablets promotes equality in education, increases the ability to achieve good results and complete tasks effectively within the school environment, and facilitates the adaptation of learning to individual needs, mobile technologies provide educators and students with a more adaptable learning approach, allowing learning anytime, anywhere, and eliminating barriers between structured learning and autonomous learning.

Cajo y Iquise (2020), refer that we are witnessing a paradigm shift that links the main learning theories with technological advances, studies highlight that learning is inherently social, and ICTs are seen as resources that enrich the creation of interpersonal learning contexts, emphasizing how new technologies are particularly influencing the younger generations, giving rise to new consumer profiles.

The second variable learning session development, is considered as mentioned by MINEDU (2016) a learning session is a carefully designed lesson that focuses on specific learning goals, essentially, it provides an organized structure to teach knowledge and skills to students in a specific time span.

Following (MINEDU (2016) the learning session refers to the orderly and chronological planning of activities within the classroom, which includes strategies designed to achieve specific learning objectives, it involves the strategic combination of materials, resources and activities in order to meet those objectives, this planning is part of a series of structured sessions within an educational unit or project, all connected to a meaningful situation to achieve the learning purposes established.

For their part Velásquez y Moreno (2022) indicate that it is the set of activities that the teacher plans and organizes sequentially to facilitate the achievement of the learning expected in the didactic unit, during the learning session, two types of strategies adapted to the educational roles are implemented: on the one hand, the teacher uses teaching strategies and pedagogical processes; on the other hand, students use learning strategies, which involve cognitive, socioemotional and motor processes.

This work is supported by the theory of constructivism (Piaget and Vygotsky) supports learning implies that students actively participate in the construction of their knowledge in the case of tablets, these allow students to engage directly with the content, interacting in a dynamic and participatory way through educational applications, encourages active learning and scaffolding when educational applications of tablets can provide additional support to students allowing them to progress at their own pace within their Zone of Proximal Development, likewise, argues, Yoza and Moya (2019), according to constructivist theory, learning is an autonomous activity performed by the

student, who uses the information provided by the teacher or the environment to construct their own knowledge, thus, actively engages and employs digital resources that capture their attention, these tools facilitate research, help resolve doubts, allow creating new concepts and encourage self-education.

Regarding the dimensions of the second variable, we considered: the planning of learning session MINEDU, (2017) argues that the learning session structure are the activities in an orderly manner and in temporal sequence, in this context, it details how to integrate the resources, materials, strategies and activities most appropriate to achieve the educational objectives within a relevant and meaningful context.
Regarding the dimension use of technological resources, Vera and Valdés (2022) argue that the integration of technological tools to teach mathematics should not be considered as a replacement of the teacher's work; these resources should be seen as a complementary tool that, on the one hand, encourages the student to experiment with concepts through simulations and interactive tools, and on the other, gives a more active role to the student in the construction of knowledge, thus, the educational process becomes a collaboration between teacher and student, instead of a unidirectional transmission of information.

With regard to the dimension of incorporating interactive activities, Blanco et al. (2024), for educational technology to be effective in the classroom, it is essential that teachers receive adequate training to make the most of it, technology can personalize learning, promote collaboration and improve access to global resources, however, the lack of technical skills and pedagogical knowledge can hinder its successful integration, therefore, it is crucial that teachers understand the tools available, implement appropriate educational strategies and develop innovative proposals to maximize the use of technology, training in digital skills is essential in this process.

In this study, the general hypothesis was posed: There is a significant relationship between the use of tablet applications and the development of learning sessions of primary level teachers in the district of Locroja - Churcampa 2024 and the specific hypotheses: There is a significant relationship between the frequency of use and the development of learning sessions. There is a significant relationship between the type of applications used and the development of learning sessions. There is a significant relationship between the technological competence of teachers and the development of learning sessions. There is a significant relationship between ease of use and the development of learning sessions.

METHODOLOGY

The present study was of a basic type in this regard argues: Ñaupas et al. (2018) this type of research aims to advance scientific knowledge by expanding already established theories and concepts, without focusing specifically on their practical applications or immediate implications. Nevertheless, it is fundamental for the progress of science, as it provides the essential basis for practical application-oriented research.

The research approach was quantitative, it allowed measuring specific variables related to the use of tablets and development of learning sessions and performing statistical analysis to identify patterns and correlations, in this regard, according to

Cerda (2012), the quantitative approach is distinguished by its objective nature, since it is oriented towards the explanation and prediction of phenomena through the analysis of numerical data. Likewise, the non-experimental design was used, this implies observing and analyzing the variables without manipulating them directly, data are collected on the use of tablet applications and the development of learning sessions as they occur in the natural educational environment of teachers (Hernández Sampieri et al., (2014). On the other hand, it was correlational level; because it sought to identify and analyze the relationships between the use of tablet applications and variable such as the development of learning sessions (Hernández et al., 2014).

When evaluating the scope presented by the study, it was considered as transversal, Ochoa (2019) conceptualizes it as the development of research that is carried out at a certain time, when the researcher coordinates the form of intervention and time of application.

Referring to the stage of operationalization of variables, it is developed with the purpose of breaking it down and being able to elaborate the necessary instruments in the process of collecting information, for this variable X: Tablet Applications is described, presenting as conceptual definition: From the mediating role of the teacher, it is essential that the tablet is a pedagogical resource, serving as a tool for educational work, so that students can develop their learning experiences through the pedagogical use of the available applications and tools (MINEDU, 2021).

As an operational definition, it is mentioned that the variable is operationalized when teachers know and use the applications of the tablet to achieve the competencies of students in their learning sessions and/or activities.

Indicators: It is considered as the mission, then the vision, in addition to the principles and values, followed by the internal and external analysis, aligned to the general and specific strategic objectives, in addition to the incorporated strategies, activities and institutional projects. For the corresponding statistical evaluation, an ordinal scale was used to estimate the levels of perception of the opinions collected.

Regarding variable Y: Development of learning sessions, the following conceptual definition is mentioned: The development of effective learning sessions is characterized by the structured planning and dynamic implementation of activities that encourage participation and the achievement of educational objectives (Marzano, 2007).

Operational definition: It is considered as the perception of the subjects evaluated through the distribution of the dimensions, whose opinions were used as inputs in the construction of the instrument, which were then processed and statistically represented in tables.

Indicators: It is based on curriculum planning, observation and recording of information from the institution, in addition to horizontal communication that is presented, freedom of expression, reinforcement and professional updating, It is then based on the strengthening of skills, aligned to the characteristics of the context and the assessment of information needs. For the statistical evaluation, a standard scale was used to estimate the levels of perception recorded in the opinions collected.

The population is the complete group of individuals, cases or objects that have certain characteristics in common and are of interest for an investigation. The sample, on the other hand, is a subset of this population selected by various methods for study. Correct sample selection is essential for the validity of results (González, 2021).

The present study was made up of 50 primary teachers from the district of Locroja - Churampa 2024, the sample was considered taking into account the population that is manageable the entire population, the research had its non-probabilistic sampling as argued by Creswell and Poth (2019) non-probabilistic sampling allows researchers to choose particular cases that possess a large amount of valuable information, Thus providing comprehensive and detailed data on the phenomenon investigated.

For estimates of the sample is a representative part of the population, made up of 50 teachers at primary level in the district of Locroja - Churampa 2024, the sample was considered taking into account the population that is manageable the entire population, the research had its non-probabilistic sampling as Creswell and Domingo et al. (2022)

Non-probabilistic sampling allows researchers to select particular cases that possess a large amount of valuable information, thus providing comprehensive and detailed data on the phenomenon investigated.

Technical. The survey was used to collect data in a systematic way and obtain information on opinions, attitudes, behaviors and characteristics, as López argues. and Creswell y Poth (2018), the survey is a technique that uses systematic research methods to collect and analyze data from a specific group of people, with the aim of studying, describing, predicting and/or explaining various characteristics.

Instrument. to obtain data used in this study was the questionnaire with multiple choice questions, Liskert scales, open and closed questions, the same as López and Pérez (2011) maintain: It is a series of questions about facts and aspects relevant for an investigation, The survey results are collected by respondents, providing an essential tool for data collection.

Also, the validity of the instruments, as mentioned by, Gonzales et al. (2023), to ensure the validity of content, were incorporated suggestions from experts, which allowed significant improvements, The result was a questionnaire with an appropriate structure, well defined, with a logical sequence and clear wording consistent with the objective of the instrument. In addition, appropriate qualification levels were established for each question.

Similarly, with respect to reliability "An instrument is reliable when it provides consistent and accurate measurements of the phenomenon that it attempts to evaluate" (Carriel et al., 2022); to assess the consistency and reliability of the instrument, the Internal Reliability method was used. This method was applied considering that the instrument used multiple-answer questions.

The information with the responses obtained from the sample, then subsequently placed in the SPSS to perform a descriptive analysis in inferential; which was performed with the logist regression test where the hypotheses were tested.

The second phase of the statistical analysis was developed by calculating normality, for this purpose it was applied to Kolmogorov-Smirnov used when the sample size exceeds 50, The significance value was then analyzed and it was detected that the sample was presented as non-parametric, selected to Spearman’s Rho as a method for analyzing correlations and contrasting hypotheses.

The study regarding the principles (i) autonomy, teachers were free to decide whether or not to participate in the study, for which information was provided before submitting the questionnaires; (ii) No maleficence, the research will not cause any harm to any teacher, and the fact of not participating in it will not generate any retaliation; (iii)

Charity, the study seeks benefit; and (iv) Justice, the confidentiality of teachers is respected, will be treated equally during and after the study, and will also be selected without favouritism.

RESULTS

Table 1.

Level of the tablet application and its dimensions.

Variable/Dimensions	Deficient		Regular		Efficient		Total	
	fi	%	fi	%	fi	%	fi	%
V1: Tablet applications	7	12.7%	38	69.1%	10	18.2%	55	100.0%
D1: Frequency of use	11	20.0%	37	67.3%	7	12.7%	55	100.0%
D2: Type of applications	10	18.2%	38	69.1%	7	12.7%	55	100.0%
D3: Technological competence of teachers	6	10.9%	29	52.7%	20	36.4%	55	100.0%
D4: Ease of use	6	10.9%	30	54.5%	19	34.5%	55	100.0%

This phase of the study corresponds to the analysis of the opinions gathered from the application of the instruments according to the perception of the subjects analyzed, recording the following information: Regarding the frequency of use dimension, it was found that 67.3% had a regular frequency, then it was determined that 20.0% had a poor perception and 12.7% evaluated it as efficient. Regarding the analysis of the dimension type of applications, it was determined that 69.1% had a regular level, followed by 18.2% who considered it deficient and 12.7% who considered it efficient. When mentioning what happened for the technological competence dimension of the teachers, it was detected that 52.7% presented a regular management, then it was analyzed that 36.4% presented an efficient level and 10.9% considered it as deficient. When describing what was revealed for ease of use, it was revealed that 54.5% thought it was regular, then 34.5% considered it to be efficient and 10.9% evaluated it as deficient. When mentioning what was recorded for the Tablet applications variable, it was established that 69.1% considered it to be regular, 18.2% said it was efficient and 12.7% considered it to be deficient.

Table 2.

Nivel del desarrollo de las sesiones de aprendizaje y sus dimensiones

Variable/Dimensions	Deficient		Regular		Efficient		Total	
	fi	%	fi	%	fi	%	fi	%
V1: Development of learning sessions	5	9.1%	36	65.5%	14	25.5%	55	100.0%
D1: Planning of learning sessions	7	12.7%	33	60.0%	15	27.3%	55	100.0%
D2: Use of technological resources	5	9.1%	33	60.0%	17	30.9%	55	100.0%
D3: Implementation of interactive activities	7	12.7%	38	69.1%	10	18.2%	55	100.0%

This phase of the study corresponds to the analysis of the opinions collected from the application of the instruments according to the perception of the subjects analyzed, recording the following information: Regarding the dimension of planning learning sessions, it was found that 60.0% presented a regular frequency, then it was determined that 12.7% presented a deficient perception and 27.3% evaluated it as efficient. Regarding the analysis of the dimension use of technological resources, it was determined that 60.0% presented a regular level, followed by 9.1% with a deficient level and 30.9% with an efficient level. When mentioning what happened for the dimension implementation of interactive activities, it was detected that 69.1% presented a regular management, then it was analyzed that 18.2% presented an efficient level and 12.7% considered it as deficient. When mentioning what was recorded for the variable development of sessions, it was established that 65.5% considered it to be regular, then 25.5% stated that it was efficient and 9.1% considered it to be deficient.

Inferential analysis

During this stage of the study it was necessary to use data normality to provide the necessary argument of the distribution that characterizes the sample and thus to develop the most optimal selection for the study, for this purpose the Kolmogorov-Smirnova method has been applied, considered when the sample size exceeds 50.

Table 3.

Data normality results

	Kolmogorov-Smirnov[a]		
	Statistician	gl	Sig.
V1: Tablet applications	,123	55	,038
V2: Development of learning sessions	,172	55	,000

According to the calculations shown in the table, it can be observed that the significance values are located below 0.05, which indicates that they are in the non-parametric region, which is why it is mentioned that the most appropriate method for the study is Spearman's Rho.

Table 4.

Correlation of the use of tablet applications and the development of learning sessions.

			V1: Tablet applications	V2: Development of learning sessions
Rho de Spearman	V1: Tablet applications	Coeficiente de correlación	1,000	,867**
		Sig. (bilateral)	.	,000
		N	55	55
	V2: Development of learning sessions	Coeficiente de correlación	,867**	1,000
		Sig. (bilateral)	,000	.
		N	55	55

To contrast the degree of relationship presented in the study, the opinions have been tabulated and processed to find the inferential analysis, finding an Rho =0.867 which determines that there is a positive and high link between the use of Tablet applications and the development of learning sessions, mentioning that the correct use of the Tablet, where tools and applications that favor the strengthening of student knowledge are used, is favorable for the correct development of the sessions.

Then to develop the hypothesis contrast it has been convenient to analyze the value calculated as significance, where a 0.000 located below 0.05 was determined, allowing

to be located in the region of significance and to confirm the hypothesis Hi, mentioning that there is enough evidence to reject Ho.

DISCUSSION

During this phase of the research the contrast is made with background and theoretical framework, presenting the events recorded for the main objective to determine the relationship of the use of tablet applications and the development of learning sessions of primary level teachers in the district of Locroja - Churcampa 2024, to contrast the degree of relationship presented in the study has been tabulated opinions and processed to find the inferential analysis, finding a Rho =0. 867 which determines that there is a positive and high linkage between the use of Tablet applications and the development of learning sessions, mentioning that the correct use of the Tablet, where tools and applications that favor the strengthening of student knowledge are used, is favorable for the correct development of the sessions. Then to develop the hypothesis contrast it has been convenient to analyze the value calculated as significance, where a 0.000 located below 0.05 was determined, allowing to be located in the region of significance and to confirm the hypothesis Hi, mentioning that there is enough evidence to reject Ho.

What was recorded is close to that evidenced by Cajo and Iquesi (2020) conducted a research with the objective of exploring how the use of mobile applications is related to learning, using a non-experimental, cross-sectional, descriptive-correlational, quantitative approach. A sample of 55 students was selected for the study. The results indicated that no significant correlation ($p = 0.182 > 0.05$) was found according to Spearman's Rho correlation analysis, leading to the conclusion that there is no significant relationship between the use of mobile applications and students' academic performance.

According to MINEDU (2021), the tablet is an electronic device that facilitates teachers and students to carry out educational processes, provides multiple resources and opportunities to foster the development of competencies, among the actions that can be carried out include: using virtual learning environments in a responsible manner, managing and organizing information, and communicating both in real time and in a deferred manner with other members to exchange ideas.

CONCLUSIONS

From the research conducted on the influence of the use of tablet applications in the development of learning sessions of primary school teachers in the district of Locroja - Churcampa in 2024, several significant conclusions were established, which are detailed below.

It was determined that the use of tablet applications showed a positive and high correlation with the development of learning sessions, with a Spearman's Rho correlation coefficient of 0.867. This relationship evidenced that an adequate use of technological tools contributed significantly to the strengthening of students'

knowledge, which underlines the importance of the integration of technologies in the educational process

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