



THE CATHOLIC UNIVERSITY OF ZIMBABWE

**THE IMPACT OF INFORMATION TECHNOLOGY ADOPTION ON EDUCATION SERVICE
DELIVERY A CASE OF GOKWE ST AGNES PRIMARY SCHOOL GOKWE SOUTH
DISTRICT**

BY

MARANGE SIBONGILE SARAYI

STUDENT NO: PG243808G

LEVEL: 2:1 WEEKEND CLASS

**SUBMITTED TO THE CATHOLIC UNIVERSITY OF ZIMBABWE (CUZ) IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR MASTERS OF BUSINESS
MANAGEMENT & INFORMATION TECHNOLOGY
COURSE: (MBIT516) RESEARCH PROJECT**

SUPERVISED

BY

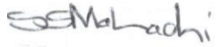
DR J MUZURURA

2025

Release Form

I Sibongile Sarayi Marange grants the CUZ permission to produce copies of this research and also all other publication rights are reserved

SIBONGILE SARAYI MARANGE

Signature: 

Date: 07/04/2026

Release Form

I certify that the following student MARANGE SIBONGILE SARAYI, Student number PG243808G was under my supervision. I further certify that he/she attended all the scheduled meetings with me and that he/she has fulfilled all the requirements that I set before him/her as the supervisor.

It is my professional judgment that the dissertation is of a sufficiently high standard as to be submitted with my name attached to it as the Supervisor.

I hereby release the student without reservation to submit his/her dissertation for marking.

Name of Supervisor: DR J MUZURURA

Signature: 

Date: 07/04/2026

Approval form

This dissertation of Sibongile Sarayi Marange is approved as partially fulfilling the requirements for award of the Master of Business Management and Information Technology (MBIT) in the Faculty of Innovation Commerce and Technology by the Catholic University of Zimbabwe Supervisor.

Project Supervisor : Dr J Muzurura

Signature: 

Date: 07/04/2026

Chairman of the department.....

Signature.....

Date.....

Dedication

I wish to commit this research project firstly to the almighty God. Without his guidance, blessings and above all inspiration during my one and half year course at the Catholic University of Zimbabwe, I would have never made it. This research is also dedicated to my husband and my two children Precious Marange and Kennedy Marange for their unwavering moral support they gave me during the time of conducting the study.

Abstract

This research examined the influence of adopting information technology on education service delivery at Gokwe St Agnes, a primary school in Gokwe South District, the Midlands Province of Zimbabwe. Though the school was blessed with basic IT tools such as computers, internet access, and solar power, the uptake and effective use of IT by teachers and management staff remain minimal. The primary aim of the research was to examine how factors influencing IT adoption affect the teaching process, the learning process, and administrative tasks during service delivery. The research was guided by the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT).

A quantitative research method build on the positivist philosophy was used, employing a case study research design. Data were gathered through the structured questionnaires applied to a stratified random sample of twenty-four participants consisting teachers, support staff and the administrators. The study used the Statistical Package for the Social Sciences (SPSS) for analyzing data using descriptive statistics, reliability testing through Cronbach's alpha, correlation analysis as well as multiple regression analysis.

The results showed that perceived usefulness, perceived ease of use, effort expectancy, social influence, and facilitating conditions have a greater impact on IT adoption Gokwe School. The research continues investigated that lack of IT skills, resistance to change by teachers and staff, and not enough training negatively affect the implementation of technology and delivery of service at the school. The research concludes that improving IT skills and strengthening organizational support mechanisms can improve education service delivery. It suggests focused IT training and the development of a contextual Information Technology adoption framework appropriate for primary schools in rural areas.

Acknowledgements

I wish to convey my appreciation to my supervisor, Dr J. Muzurura, for his esteemed supervision, constructive criticism as well as academic mentorship throughout the whole research process. His expertise and dedication significantly aided to the successful completion of this research. My sincere appreciation also goes to Mr Musiringi for his great support in Chapter four on analyzing data, specifically using the SPSS software, that played an important task in data analysis and data interpretation.

Special thanks go also to my son, Kennedy Marange for helping me tirelessly in this research, was very patient in helping me My special thanks also go to the Head of my school for allowing me to carry out my research at the school, teachers, and support staff of Gokwe St Agnes Primary School for their cooperation and eagerness to participate in this study. lastly, I also thank my family for their constant moral support. On top of everything, I thank God Almighty for giving me strength, knowledge as well as perseverance throughout this research effort.

Contents

<u>Release form</u>	Error! Bookmark not defined.
<u>Approval form</u>	3
<u>Dedication</u>	4
<u>Abstract</u>	6
<u>Acknowledgements</u>	7
<u>Table of contents</u>	Error! Bookmark not defined.
<u>List of Tables</u>	Error! Bookmark not defined.
<u>List of figures</u>	Error! Bookmark not defined.
<u>List of Appendices</u>	Error! Bookmark not defined.
Approval form	4
Dedication	5
Acknowledgements	7
LIST OF TABLES	14
LIST OF FIGURES	15
CHAPTER 1	16
1.0 Introduction	16
1.1 Background to the Problem	16
1.1.1 IT Adoption in SADC Countries	16
1.1.2 IT Adoption in Developing Countries	17
1.1.3 IT Adoption in Zimbabwe	17
1.1.4 IT Adoption in Zimbabwean Public Schools	17
1.1.5 IT Adoption at Gokwe St Agnes Primary School	18
1.2 Problem Statement	18
1.3 Research Objectives	19
1.4 Research Questions	20
1.5 Research Hypothesis	20
1.6 Significance to the study	20
1.7 Scope and Delimitation of the Study	22
1.7.1 Limitations	22
1.8 Assumptions of the study {structure of the dissertation}	22
1.9 Chapter Summary	23
CHAPTER 2	24

2.1 Introduction.....	24
2.2 Theoretical Framework.....	26
2.2.0.2 Performance Expectance (PE)	32
2.2.0.3 Effort Expectancy (EE).....	33
2.2.0.4 Social Influence.....	34
2.2.0.5 Facilitating Condition (FC).....	34
2.2.0.6 Technology Acceptance Model (TAM)	35
2.2.0.7 Diffusion of Innovation Theory	35
2.2.0.8 Importance of UTAUT to this Study	36
2.2.1 Conceptual Review	38
2.2.1.0 Information Technology Adoption	39
2.2.1.1 Service Delivery in Schools.....	40
2.2.1.4 Institutional Support and Leadership	43
2.2.1.5 Digital Divide in Rural Schools	44
2.4 Empirical Literature Review.....	49
2.4.1 Global Empirical Studies	50
2.4.2 Empirical Studies in Developing Nations	51
2.4.3 Empirical Studies in Africa.....	51
2.4.4 Empirical Studies in Zimbabwe	52
2.4.5 Specific Empirical Insights: Gokwe Primary School Context	53
2.6 Literature Gaps.....	56
2.6.3 Methodological Gap: Insufficient Use of Quantitative Approaches to Measure Adoption Factors.....	58
2.6.4 Theoretical Gap: Restricted Applicability of the UTAUT Model in Rural Schools in Zimbabwe.	58
2.6.5 Practice Gap: Lack of Contextual Framework to Guide IT Adoption in Rural Schools.....	59
2.6.6 Empirical Gap: Limited Studies Highlighting Psychological Resistance to IT in Zimbabwe ...	59
2.7 Justification for the Research.....	60
2.7.1 Academic Justification.....	61
2.7.2 Contextual Justification.....	62
2.7.3 Practical Justification	62
2.7.4 Policy Justification.....	63
2.7.5 Social Justification	63
2.7.6 Justification for the Choice of Study Site	64

2.8 Chapter Summary	64
CHAPTER 3	66
3.0 Introduction.....	66
3.1 Research Philosophy	66
3.1.1 Interpretivism	67
3.1.2 Pragmatist philosophy.....	67
3.1.3 Positivism.....	68
3.2 Research Design.....	69
3.2.1 Experimental Research Design	70
3.2.2 Comparative Research Design	70
3.2.3 Longitudinal Research Design	71
3.2.4 Case study design.....	71
3.3 Research Strategy.....	72
3.3.1 Qualitative research design	73
3.3.2 Mixed research design	73
3.3.3 Quantitative research design	73
3.4 Population and sampling.....	74
3.4.1 Sampling	75
3.4.2 Multistage sampling techniques.....	76
3.4.3 Simple Random Sampling	76
3.4.4 Systematic Sampling.....	77
3.4.5 Multi-Stage Cluster	77
3.4.6 Stratified Random Sampling	78
3.5 Ethical Considerations	79
3.5 Data Collection Instruments.....	79
3.5.1 Interview	80
3.5.2 Questionnaire	80
3.5.3 Observation	80
3.6 Data Analysis	82
3.6.1 Data cleaning and coding	82
3.6.2 Descriptive Statistics.....	82
3.6.3 a) Inferential Statistics	83
3.6.3 b) Multiple Regression Analysis.....	83

3.6.4 Hypothesis Testing.....	83
3.6.5 Presentation of results	84
3.6.6 Interpretation.....	84
3.7 Ethical Considerations	84
3.8 Reliability Measures	86
3.9 Validity Measures	87
3.9.1 Construct Validity	87
3.9.2 Convergent Validity	87
3.9.3 Predictive Validity	88
3.10 Chapter Summary	88
4.0 Introduction.....	89
4.1 Participation Rate and Demographic Characteristics of Participants.....	89
4.1.1 Participants Rate	89
4.1.2 Distribution of Participants by Job Group	89
4.1.3 Distribution by Sex	91
4.2 Presentation of Raw Data for Teachers.....	92
4.2.1 Perceived Usefulness (PU) Teachers	93
4.2.2 Perceived Ease of Use (PEOU) Teachers	94
4.2.3 Effort Expectancy (EE) Teachers.....	95
4.2.4 Social Influence (SI) on IT Adoption among Teachers	96
4.2.5 Facilitating Conditions (FC) Teachers	98
4.2.6 Behavioral Intention (BI) Teachers.....	99
4.2.7 Actual IT Use (AU) Teachers	100
4.3 Descriptive Statistics for Teachers.....	102
4.3.1 Calculation of the Mean for Teachers.....	102
4.4 Administrators' Data Analysis.....	103
4.4.1 Presentation of Raw Data (Administrators)	103
4.4.2 Administrators (N = 2).....	103
4.4.3 Mean Calculation (Administrators).....	114
4.4.4 Standard Deviation Calculation (Administrators).....	115
4.5 Support Staff IT Adoption (Clerk (S1), Bursar (S2), Groundmen and Other Support Staff (S3-S6)	117
4.5.1 Support Staff (N = 6)	117

4.5.1 Interpretations of Results	127
4.5.2 Discussions of Findings	127
4.6 SPSS DATA ANALYSIS	128
4.6.1 Introduction SPSS Analysis	128
4.6.2 Coding of data and data entry in SPSS	129
4.6.3 Reliability Analysis (Cronbach's Alpha)	129
4.6.4 Descriptive Analysis (SPSS)	130
4.6.5 Pearson Correlation Analysis	131
4.6.6 Regression Analysis	132
4.6.7 Hypothesis Testing	132
4.7 Chapter summary	133
Chapter 5: Discussion and Findings	135
5.0 Introduction	135
5.1 Discussion of Findings	135
5.3 Implications for Business Management and Information Technology	136
5.4 Contribution to Existing Knowledge	137
5.5 Limitations of the Study	137
5.6 Chapter Summary	137
Chapter 6: Conclusion and Recommendations	138
6.2 Conclusions	138
6.3 Recommendations	139
6.3.1 Capacity Building and Training	139
6.3.2 Driven IT Adoption for Leadership	139
6.3.4 Change Management Strategies	139
6.3.5 IT integration into Teaching and Administration	139
6.4 Suggestions for Future Research	139
6.5 Chapter Summary	140
Definition of Terms and Expressions	140
REFERENCES	142
APPENDICES	147
APPROVAL LETTERE FROM CATHOLIC UNIIVERSITY	147
QUESTIONEERS	148
APPENDIX B : QUESTIONAIRES FOR ADMINISTRATORS	148

APPENDIX A : QUESTIONNAIRE FOR TEACHERS AT GOKWE ST AGNES PRIMARY SCHOOL.....	150
APPENDIX C : QUESTIONNAIRE FOR SUPPORT STAFF.....	152
APPROVAL LETTER FROM SCHOOL.....	154

LIST OF TABLES

<i>Table 1: Distribution of Participants by Job Group</i>	90
<i>Table 2: Distribution by Sex</i>	91
Table 4 Perceived Usefulness (PU) of IT Adoption among Teachers	93
Table 5 Perceived Ease of Use (PEOU) of IT among Teachers	94
Table 6 Perceived Ease of Use (PEOU) of IT among Teachers	95
Table 7: Effort Expectancy (EE) of IT use among Teachers	96
Table 8 Social Influence (SI) Teachers.....	97
Table 9 Facilitating Conditions for IT Adoption among Teachers	98
Table 10 Behavioral Intention to Use IT among Teachers	99
Table 11 Actual IT Use in Teaching and Learning.....	101
Table 12: Composite IT adoption scores taken from the administrators' questionnaire.....	103
Table 13 Perceived Usefulness (PU) Administrators	103
Table 14 Actual It Use (AU) Administrators	105
Table 15: IT Systems Improve Administrative Efficiency	106
Table 16: Reliability of School Management Systems for Decision-Making.....	108
Table 17 Ability to Generate Reports Using IT.....	110
Table 18 IT Supports Planning and Resource Allocation.....	110
Table 19 Technology Improves Transparency	111
Table 20: Lack of Advanced IT Skills Limits Management.....	112
Table 21: Additional Training Would Improve IT Use	113
Table 22 3 Perceived Usefulness (PU) - Support Staff	117
Table 23: Actual IT use (AU) Support Staff.....	118
Table 24: Use of Computers in Daily Work	120
Table 25: Ease of Operating IT Systems	121
Table 26: Availability of Technical Support.....	122
Table 27 Technology Reduces Workload	123
Table 28: Lack of Training Affects IT Use	124
Table 29: Technical Challenges Discourage IT Use	125
Table 30 Willingness to Learn IT Skills	126
Table 31: Reliability Statistics.....	129
Table 32 Descriptive Statistics for adoption IT Variables thus (N =24).....	130
Table 33: Summary model	132

LIST OF FIGURES

<i>Figure 1: Distribution of Participants by Job Group</i>	90
<i>Figure 2: Distribution of Participants by Job Group</i>	90
<i>Figure 3: Distribution by Sex graph</i>	91
<i>Figure 4: Pie chart Distribution by Sex</i>	91
Figure 5 IT adoption scores for the 16 teachers based on responses from questionnaire	93
Figure 6: Perceived Usefulness (PU) of IT Adoption among Teachers.....	94
Figure 7: Effort Expectancy (EE) of IT use among Teachers.....	96
Figure 8 Social Influence (SI) Teachers.....	97
Figure 9: Facilitating Conditions for IT Adoption among Teachers.....	98
Figure 10 Behavioral Intention to Use IT among Teachers.....	100
Figure 11: Actual IT Use in Teaching and Learning	101
Figure 12: Perceived Usefulness (PU) Administrators	104
Figure 13 Actual It Use (AU) Administrators	105
Figure 14 IT Systems Improve Administrative Efficiency	106
Figure 15 Digital Record Management Improves Accuracy and Accountability.....	107
Figure 16 Digital Record Management Improves Accuracy and Accountability.....	107
Figure 17: Reliability of School Management Systems for Decision-Making	108
Figure 18 IT Enhances Communication with Stakeholders.....	109
Figure 19 IT Enhances Communication with Stakeholders.....	109
Figure 20: Ability to Generate Reports Using IT	110
Figure 21 IT Supports Planning and Resource Allocation	111
Figure 22 Technology Improves Transparency	112
Figure 23: Lack of Advanced IT Skills Limits Management	113
Figure 24: Additional Training Would Improve IT Use.....	114
Figure 25 3 Perceived Usefulness (PU) - Support Staff.....	118
Figure 26: Actual IT use (AU) Support Staff	119
Figure 27: Use of Computers in Daily Work.....	120
Figure 28: Ease of Operating IT Systems.....	121
Figure 29: Availability of Technical Support.....	122
Figure 30: Technology Reduces Workload.....	123
Figure 31 Lack of Training Affects IT Use	124
Figure 32: Technical Challenges Discourage IT Use	125
Figure 33 Willingness to Learn IT Skills	126
Figure 34 Descriptive Statistics for adoption of IT Variables, thus (N =24)	130
Figure 35 Correlation Matrix.....	131
Figure 36 Correlation Matrix.....	131

CHAPTER 1

1.0 Introduction

Digital technologies are rapidly changing how public services are delivered internationally, particularly in education. In primary schools, Information Technology (IT) can improve communication, streamline administration, enhance data management, and support teaching and learning. However, the advantage of technology depends on the level to which schools adopt, integrate, and use IT effectively. This study explains how the adoption of IT affects the quality of service delivery at Gokwe St Agnes Primary School, a rural public school in Zimbabwe. The study examines the extent of IT use, the factors that shape IT adoption, and how current adoption systems affect administrative performance, teaching support, communication, and learner outcomes. The chapter presents the background to the problem, the statement of the problem, objectives, research questions, hypothesis, significance, assumptions, delimitations, limitations, ethical and legal considerations, definitions of terms, and a chapter summary.

1.1 Background to the Problem

Information Technology adoption refers to the process through which individuals or institutions begin to use and integrate digital tools into their daily work processes (Verikates et al, 2012). Globally, schools have adopted technologies such as computers, tablets, internet connectivity, and digital platforms to enhance service delivery. However, the level of IT adoption varies across regions due to differences in resources, IT skills, training, infrastructure, policy support, and attitudes. (Dwivedi et al 2020)

1.1.1 IT Adoption in SADC Countries

IT adoption in the primary schools remains unstable. SADC countries have engaged in digital education initiatives, but IT adoption differs significantly between urban and rural schools. South Africa and Mauritius have implemented notable initiatives, including school-level digital literacy programs and teacher e-readiness training (Mhike & Mkosi, 2021). Botswana's National ICT Policy (2020-2024) promotes digital learning through classroom devices and school internet connectivity, yet usage data indicates limited integration in rural settings due to limited digital skills. (Kgosietsile, 2022). Malawi, Zambia, and Namibia continue to struggle with uneven training, limited IT support structures, and poor connectivity in rural schools. (UNESCO 2023).

These trends show that, while IT infrastructure is highly developed, actual adoption and meaningful use remain low, especially in rural schools.

1.1.2 IT Adoption in Developing Countries

Developing nations have expanded ICT investments in schools through donor support, national IT strategies, and private-public partnerships. However, IT adoption adjustments remain. In Kenya, the Digital Literacy Program distributed devices to schools, but usage remained limited because many teachers lacked digital skills and knowledge of pedagogical integration. (Ndungu, 2022). In India, studies report that teachers often avoid using digital tools because of limited confidence and unclear policies. (Sharma & Kaur, 2021). Similar patterns appear in Rwanda and Tanzania, where IT investments did not translate into daily classroom use due to low teacher preparedness and insufficient training (Ruhinda & Mugisha, 2023). These trends indicate that the availability of technology does not necessarily lead to adoption. Adoption depends on user preparedness, perceived usefulness, ease of use, and school support systems.

1.1.3 IT Adoption in Zimbabwe

In Zimbabwe, the Ministry of Primary and Secondary Education (MoPSE) has launched several programs to promote the use of IT in schools, including the Presidential e-learning Program, the National ICT Policy (2016), and the Education Digitalization Strategy (2022-2027). These initiatives have given computers, tablets, and connectivity to primary schools. However, adoption remains uneven. According to MoPSE (2023), only 32% of teachers in rural schools regularly use IT tools for teaching or administration. Studies show that most rural teachers lack digital literacy, technological confidence, or pedagogical IT knowledge (Mutambara & Ngwenya, 2023). Furthermore, many schools lack ICT coordinators structured digital training programs, or clear ICT usage policies (Pinda 2023). As a result, many schools have digital tools but do not integrate them into service delivery.

1.1.4 IT Adoption in Zimbabwean Public Schools

Public primary schools in Zimbabwe face several challenges with adoption. Many schools receive devices but lack systematic adoption programs, monitoring systems, or training plans to guide effective use. According to UNICEF (2023), 78% of rural schools have IT equipment that is “underutilized or rarely used.” Lack of digital skills, low staff confidence, lack of policies, poor internet reliability, and absence of IT leadership structures all hinder adoption. Studies in IT

Harare and Bulawayo show higher adoption rates, largely because urban schools have greater digital access, more trained teachers, and stronger support structures (Makumbe & Maphosa, 2023). Rural schools such as Gokwe School experience the opposite; devices are present, but daily adoption remains very low.

1.1.5 IT Adoption at Gokwe St Agnes Primary School

Gokwe St Agnes Primary School has recently received tablets, computers, Starlink internet, and a solar power system through government and donor initiatives. In practice, these technologies should support digital administration, teaching, learning, and communication. However, the school continues to show low levels of actual IT adoption. Classroom instruction remains largely traditional with low use of digital resources. Administrative tasks such as attendance, communication, data entry, and record keeping are still performed manually. Most teachers have limited digital literacy, and the school lacks a dedicated IT coordinator and a structured training system. There are no school-level IT adoption policies, no monitoring of usage, and no IT professional development programs. As a result, although technology is available, daily adoption is low, leading to misused opportunities for improved service delivery

1.2 Problem Statement

Although Gokwe St Agnes Primary School has received IT resources such as tablets, computers, solar power, and Starlink internet, these technologies are not being used effectively or integrated into the school's daily academic or administrative operations

. Teachers and non-teaching staff continue to rely on traditional manual systems rather than using available digital tools. As a result, the presence of IT resources has not well translated into improved service delivery.

The low level of IT adoption at the school is mainly due to a lack of digital skills, low self-confidence, fear of change, a lack of interest in using technology, and resistance to change. Most teachers are unable to use basic computer applications, and as a result, they continue using old methods such as writing lesson notes on chalkboards, progress records, and multiple-choice test papers by hand. For example, teachers spend long hours writing 40-item multiple-choice tests manually instead of typing and printing them. Learner progress records and class registers are completed with pens rather than simple digital templates. These manual processes consume time, reduce efficiency, and increase the chances of errors.

In the administration office, staff members also struggle to use computers. Key processes such as enrolment, record keeping, and general data management are carried out, but in large paper-based books. Gathering learner information becomes slow, time-consuming, and inconvenient because there is no digital database. Staff are unable to use basic systems such as fee management software, digital filing systems, or school management tools. The lack of these digital practices results in delays, reduced accuracy, and weak accountability.

Resistance to technology has also become common. Some teachers are unwilling to attend IT workshops, and others do not attend at all, even when training is free. This lack of willingness to adopt a technology system demonstrates how readiness further contributes to poor implementation of available digital tools.

These adoption challenges negatively affect service delivery. Slow administrative processes, manual communication, poor data management, and limited digital learning reduce the school's overall effectiveness. Ultimately, learners' academic performance remains low, often below 50%, a common phenomenon in rural schools. In contrast, schools such as Gokwe St Paul's Primary consistently achieve 100% pass rates, partly because teachers and staff at such schools have embraced IT adoption in their work.

Therefore, the core problem at Gokwe St Agnes Primary School is not the lack of IT infrastructure but the very low adoption and integration of available technology, which limits teaching effectiveness, administrative efficiency, and the overall quality of service delivery.

1.3 Research Objectives

- 1) To examine the level of Information Technology adoption among teachers and staff at Gokwe St Agnes Primary School.
- 2) To establish the factors that influence Information Technology adoption at Gokwe St Agnes Primary School.
- 3) To examine the effects of Information Technology on administrative service delivery at Gokwe St Agnes Primary School.
- 4) To analyze how Information Technology adoption impacts teaching support-related services at Gokwe St Agnes Primary School.

- 5) To structure a contextual framework to enhance Information Technology adoption and improve service delivery at Gokwe St Agnes Primary School.

1.4 Research Questions

- 1) To what levels are teachers and staff at Gokwe St Agnes Primary School adopting available Information Technology?
- 2) What activities affect Information Technology adoption among teachers and staff at Gokwe St Agnes Primary School?
- 3) How does Information Technology adoption influence administrative service delivery at Gokwe St Agnes Primary School?
- 4) In what ways does Information Technology adoption affect teaching support, communication, and learner-related service at Gokwe St Agnes Primary School?
- 5) What contextual framework can be achieved to promote Information Technology adoption and improve service delivery at Gokwe St Agnes Primary School?

1.5 Research Hypothesis

H1: There is a significant relationship between the level of Information Technology adoption and overall service delivery at Gokwe St Agnes Primary School.

H2: Factors influencing Information Technology adoption have a significant effect on the extent to which teachers and staff adopt IT at Gokwe School.

H3: Information Technology adoption has a significant positive impact on administration service delivery at Gokwe St Agnes Primary School.

H4: Information Technology adoption has a significant positive effect on teaching support, communication, and learner-related services at Gokwe St Agnes Primary School.

1.6 Significance to the study

This study is important because it addresses the ongoing challenge of low Information Technology adoption among teachers and staff at Gokwe School, despite the availability of IT tools and solar power. This slow adoption has negatively affected teaching effectiveness, administrative systems, and overall service delivery. By examining the factors affecting IT adoption and its effects on school service delivery, the study offers a practical, evidence-based vision for improving digital transformation in rural primary schools.

1) Ministry of Primary and Secondary Education (MoPSE)

MoPSE will benefit from the study's evidence on why IT investment does not automatically translate into effective school usage. The findings will guide policy adjustments to support teacher capacity, monitor IT utilization, and strengthen school-level implementation strategies, consistent with recent digital education research emphasizing adoption over infrastructure. (UNESCO, 2023; World Bank, 2022)

2) School Leaders and Administrators

School administrators will gain practical recommendations for improving IT adoption, such as structured digital workflows, appointing IT focal persons, and promoting the routine use of IT tools in teaching and administration. These strategies have been shown to improve accountability and operational efficiency in similar school contexts. (Govender & Khoza, 2023)

3) Teachers and Non- Teaching Staff

Teachers and support staff benefit directly, as the study identifies key barriers to their use of available technology, including limited digital skills, low confidence, and resistance to change. Understanding these barriers supports targeted professional development programs, which have been found to enhance IT adoption and improve instructional practice. (AI-Emran et al, 2023)

4) Learners and Parents

Learners benefit from improved teaching support, timely feedback, and better-managed academic records when IT tools are used effectively. Parents gain from quick communication and advanced transparency. Improved IT use contributes to better learner involvement and outcomes in primary education settings. (Maphosa & Dube, 2023)

5) Development Partners and NGOs

Development partners will benefit from research evidence that helps refine digital-education interventions. The findings reinforce the need to collaborate on infrastructure, adoption support, training, and local capacity building for sustainable impact. (World Bank, 2022)

6) Academic Literature and Future Researchers

The study contributes new empirical data on IT adoption in rural Zimbabwean schools under researched context. It enriches literature by providing a contextual IT adoption framework that can be replicated or accommodated in a similar educational environment. (Venkatesh et al, 2022)

1.7 Scope and Delimitation of the Study

For the purposes of this study, the focus is limited to Gokwe St Agnes Primary School, located in the Gokwe South District of the Midlands Province. The school is selected because it represents a typical rural public school that has received IT resources, yet teacher and staff adoption of technology remains critically low. This setting allows the researchers to closely analyze how low levels of IT adoption impact teaching, administration, and overall service delivery in a real-world rural context.

1.7.1 Limitations

This study may face several challenges. Time constraints may arise because data collection must fit within the school term. This will be managed by using short, structured questionnaires that can be completed quickly. Limited IT knowledge among participants may affect the accuracy of responses. To address this, the researcher will give simple explanations and guidance when administering the questionnaire. Furthermore, resistance to change may lead some staff to hesitate in participating. This can be minimized by ensuring confidentiality, explaining the study's importance, and seeking support from the school administration to encourage participation.

1.8 Assumptions of the study {structure of the dissertation}

This study is based on various underlying assumptions that guide the investigation.

- It is assumed that teachers and staff at Gokwe St Agnes Primary School will provide correct and accurate responses regarding their use of IT tools in teaching and administration.
- The study further assumes that respondents have had adequate exposure to available IT resources such as tablets, computers, and internet connectivity to meaningfully comment on their adoption.
- It is also assumed that the IT infrastructure at the school is functional and usable enough to affect service delivery outcomes.
- In addition, the study assumes that deviation in IT adoption levels among staff directly impacts service on administrative efficiency, teaching quality, and overall service at the school.

- In conclusion, it is assumed that the school environment remains stable throughout the data collection period, allowing the researcher to gather reliable and consistent information.

1.9 Chapter Summary

This chapter introduced the study by outlining the background to low IT adoption at Gokwe St Agnes Primary School despite the availability of digital resources. It highlighted the core problem that teachers and staff are not effectively using available technology for teaching and administrative purposes, thereby negatively affecting service delivery. The chapter presented the research problem, objectives, research questions, and hypothesis guiding the study. It also explained the research's significance to different stakeholders. It clarified the study's assumption, delimitations, and limitations. Finally, the chapter defined key terms used throughout the study, laying the foundation for the next chapter, which focuses on the literature review.

CHAPTER 2

2.1 Introduction

This chapter presents a detailed and critical review of the literature on the adoption of Information Technology (IT) in education, with particular emphasis on how IT adoption influences service delivery in primary schools. The chapter situates the current study within existing academic knowledge and highlights how previous research has approached the subject of technology adoption in educational institutions, especially in rural and developing country contexts. The focus is on understanding what is already known, what remains unclear, and how the present study contributes new knowledge regarding IT adoption at Gokwe St Agnes Primary School.

The literature review plays a central role in this research, providing the theoretical and empirical foundation for the study. According to Creswell and Creswell (2022), a well-structured literature review enables the researcher to demonstrate familiarity with existing scholarly work, identify dominant themes and debates, and justify the study's relevance by exposing gaps in prior research. In studies related to Information Technology in education, literature reviews are particularly important because technology adoption is influenced by multiple interacting factors, including user attitudes, organizational culture, leadership support, infrastructure availability, and policy direction.

Globally, the adoption of IT in education has been widely promoted as a key driver of improved service delivery, efficiency, and teaching and administrative quality. Governments and international organizations such as UNESCO, the World Bank, and the OECD have consistently emphasized the role of digital technologies in modernizing education systems and improving learning outcomes (UNESCO, 2023; OECD, 2022). Technologies such as computers, tablets, learning management systems, digital assessment tools, and internet connectivity are now considered essential components of effective school service delivery. However, research increasingly shows that the mere availability of technological resources does not automatically result in meaningful adoption or improved service delivery (Selwyn, 2021; Venkatesh et al., 2022).

In many contexts, especially in developing countries, a significant gap exists between IT provision and actual usage. Studies indicate that schools may have computers, tablets, and

internet connectivity, yet teachers and administrative staff continue to rely on traditional manual systems for teaching, record-keeping, and communication (Mtebe, 2020; Adeoye, 2021). This disconnect between access and use suggests that IT adoption is not solely a technical issue, but also a behavioral, organizational, and institutional challenge. As Dwivedi et al. (2021) argue, technology adoption is shaped more by human and organizational factors than by hardware availability alone.

In Africa, the challenges of IT adoption in education are even more pronounced. While many African governments have invested heavily in ICT infrastructure for schools, particularly through donor-funded and government-led initiatives, the level of integration into daily school operations remains low, especially in rural areas (Afolayan, 2022; UNESCO, 2023). Research across countries such as Nigeria, Kenya, Tanzania, and South Africa reveals common barriers, including low teacher digital competence, resistance to change, inadequate training, weak leadership support, and the absence of clear institutional ICT policies (Mabasa & Mkhize, 2020; Waweru, 2021; Boateng et al., 2022). These challenges result in the underutilization of available technologies and limit the potential benefits of IT for improving service delivery.

Zimbabwe reflects many of these continental patterns. Despite the introduction of national policies such as the National ICT Policy (2016), the Presidential e-Learning Program, and the Education Digitalization Strategy (2022–2027), IT adoption in public primary schools remains uneven and generally low, particularly in rural settings (MoPSE, 2023; Mutambara & Ngwenya, 2023). Several studies highlight that while schools may receive computers, tablets, solar power systems, and internet connectivity, teachers often lack the skills, confidence, and motivation to use these tools effectively (Makumbe & Maphosa, 2023; Pinda, 2023). Consequently, service delivery continues to rely on manual systems, leading to inefficiencies in administration, delays in communication, and limited digital support for teaching and learning.

Gokwe St Agnes Primary School represents a typical case of this emerging challenge. The school has benefited from IT interventions, including the provision of tablets, computers, solar power, and Starlink internet connectivity. In theory, these resources should significantly improve administrative efficiency, teaching support, and communication with stakeholders. In practice, however, the adoption of IT remains very low. Teachers continue to prepare lessons and assessments manually, administrative records are kept in handwritten registers, and digital tools

are rarely integrated into daily school operations. This situation raises important questions about why IT adoption remains low despite the availability of infrastructure and how this low adoption affects service delivery.

This chapter, therefore, reviews the literature on the key concepts, theories, and empirical findings relevant to IT adoption and service delivery in schools. The review is structured to move from broad conceptual discussions to specific empirical evidence, gradually narrowing the focus to the Zimbabwean and rural school context. The chapter is organized into several main sections. First, a conceptual review is presented, examining key concepts such as Information Technology adoption, service delivery in schools, teacher digital competence, resistance to change, institutional support and leadership, and the digital divide. Second, the theoretical framework guiding the study is discussed, with particular emphasis on the Unified Theory of Acceptance and Use of Technology (UTAUT) and its relevance to the school context. Third, an empirical review of global, developing country, African, and Zimbabwean studies is presented to highlight existing findings and patterns. Finally, gaps in the literature are identified to justify the need for the current study.

By systematically reviewing existing literature, this chapter establishes a strong academic foundation for analyzing IT adoption at Gokwe St Agnes Primary School. It demonstrates that while technology has the potential to improve service delivery in education, its effectiveness depends largely on human, organizational, and contextual factors. The insights drawn from this literature review inform the development of the study's conceptual framework, research instruments, and analytical approach, thereby ensuring that the research is grounded in established scholarly knowledge while addressing a clearly defined research gap

2.2 Theoretical Framework

The theoretical framework provides the intellectual foundation for this study, explaining why teachers and administrative staff adopt or fail to adopt Information Technology (IT) in their daily work. A theoretical framework is important because it helps the researcher to interpret behavior systematically rather than relying on assumptions or personal opinions. According to Saunders et al. (2019), theory helps explain relationships between variables and provides a lens through which research findings can be analyzed and understood.

This study focuses on IT adoption and its influence on service delivery in a rural primary school context. To achieve this, the study is guided primarily by the Unified Theory of Acceptance and Use of Technology (UTAUT). The framework is supported by insights from the Technology Acceptance Model (TAM) and the Diffusion of Innovation Theory (DOI). These theories are widely used in studies on technology adoption and provide a strong basis for understanding user behavior in educational settings.

Technology acceptance model

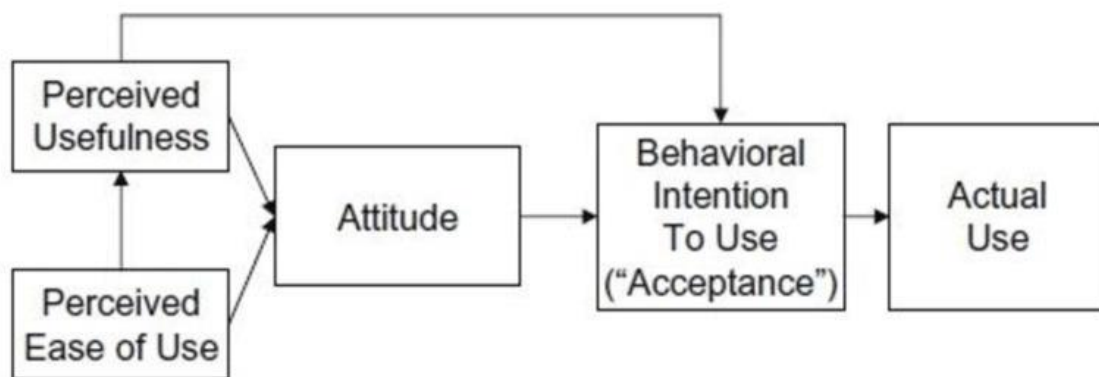


Figure 1: Technology acceptance model

Source : Davis et al. (1989) , Venkatesh et al. (2003)

Within the limits of this study, the Technology Acceptance Model (TAM) asserts that educators, as well as personnel at Gokwe St Agnes Primary School, when they discover information technology as user-friendly (like using computers when writing lesson plans or managing records), are more likely to acknowledge its value in improving both teaching and management effectiveness. This favorable test thereafter molds their disposition toward technology, thereby boosting their willingness to use IT systems. As a result, this leads to the practical application of information technology, which, in turn, promotes improvements in the delivery of educational services.

The Technology Acceptance Model (TAM) describes the process by which users come to adopt and use a particular technology. The model proposes that one's acceptance of IT is primarily determined by two principal beliefs: Perceived Usefulness and Perceived Ease of Use. These, in

turn, affect attitudes, behavioral intentions, and, finally, actual system utilization.

Perceived Ease of Use (PEOU)

Perceived ease of use means the degree to which one believes that using a specific technology would be effortless. In this research, perceived ease of use refers to how easily teachers, administrators, and support staff at Gokwe St Agnes Primary School can learn to use and apply IT tools such as computers, fee management systems, school management systems, and digital record-keeping platforms. If staff perceive IT systems as user-friendly and not **overly** difficult, staff are more likely to enhance positive mindsets towards using them.

Perceived Usefulness (PU)

Perceived usefulness means the extent to which one believes that using a specific system will improve job performance. In this research, perceived usefulness is shown in how teachers perceive IT as enhancing lesson preparation, teaching delivery, tests, and pupil involvement, while administrators perceive IT as improving decision-making, reporting, record management, and overall administrative efficiency. Support staff may find information technology (IT) helpful if it streamlines administrative tasks, improves communication, and automates standard practices and procedures.

Attitudes toward technology use are influenced by perceived ease of use and perceived usefulness. A favorable attitude emerges when staff members perceive IT as both user-friendly and beneficial to their professional duties. As a result, at Gokwe Primary School, positive mindsets toward IT are likely to foster a belief among staff that technology is an important tool for improving educational outcomes, rather than a challenge.

Behavioral intention to use technology represents one's preparedness to adopt technology.

According to the Technology Acceptance Model (TAM), a positive attitude toward IT is associated with a greater focus on its use.

In this study, behavioral intention is demonstrated by teachers' willingness to incorporate IT into their teaching, administrators' commitment to using digital systems for school management, and support staff's willingness to use IT tools for their tasks.

Actual system use constitutes the ultimate result of the Technology Acceptance Model (TAM)

process. It denotes the tangible, observable application of Information Technology (IT) within routine operations. Within the parameters of this research, actual use encompasses the employment of computers for pedagogical purposes, digital record management, communication, reporting, and other school-related functions. The effective and enduring use of IT directly enhances educational service provision at Gokwe St Agnes Primary School.

The Technology Acceptance Model is relevant to this study because it provides a clear framework for understanding how perceptions and attitudes of teachers, administrators, and support staff influence the adoption and use of information technology in an educational institution. By applying TAM, this study explains why some staff members readily adopt ICT while others may resist its use, and how these perceptions ultimately affect education service delivery.

2.2.0.1 Overview of the UTAUT Model

The Unified Theory of Acceptance and Use of Technology (UTAUT) model was developed by Venkatesh et al. (2003) and later refined by Venkatesh et al. (2022). The model integrates elements from several earlier theories of technology adoption, including the Technology Acceptance Model, Theory of Planned Behavior, Social Cognitive Theory, and Diffusion of Innovation Theory. UTAUT is considered one of the most comprehensive models for explaining technology adoption because it combines individual, social, and organizational factors.

Fairus Abu et al, 2015 Australian Journal of Basic and Applied Sciences, 9(4) Special 2015, Pages: 104-109

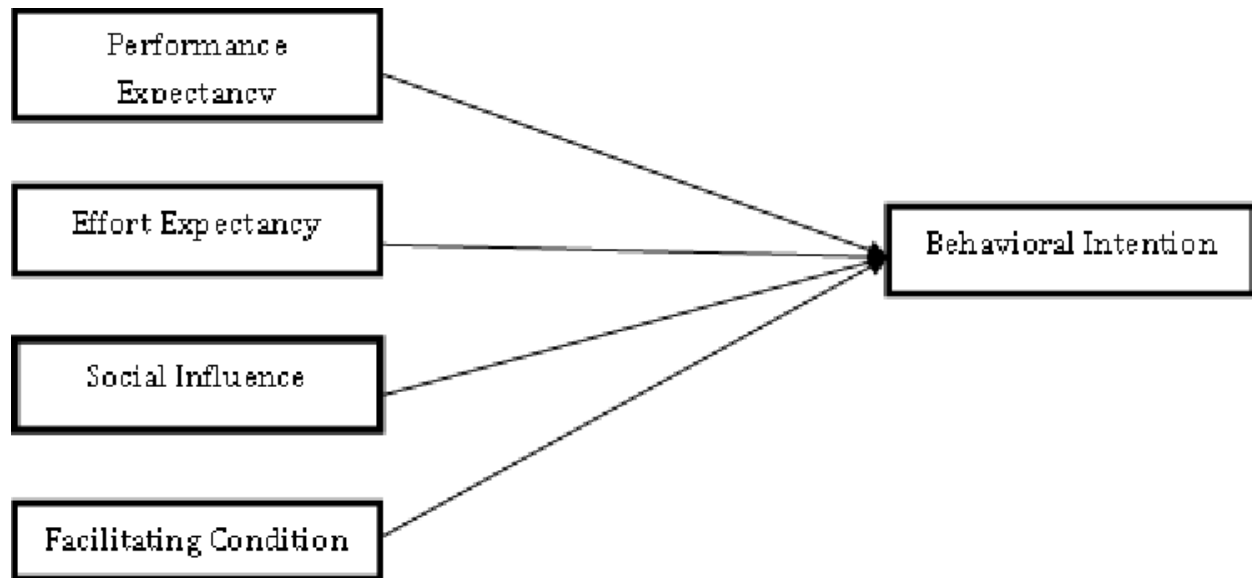


Figure 2. : Model of UTAUT Theory

The UTAUT model proposes that technology adoption is influenced by four main constructs:

- Performance Expectancy
- Effort Expectancy
- Social Influence
- Facilitating Conditions

According to the model, individuals are more likely to adopt technology if they believe that it will improve their job performance, is easy to use, is supported by important people around them, and is backed by organizational resources and support structures (Venkatesh et al., 2022).

UTAUT has been widely applied in education research to study the adoption of e-learning systems, digital teaching tools, school management systems, and online platforms (Kumar & Bervell, 2021). The model is particularly relevant in school environments where technology adoption depends not only on individual willingness but also on leadership support, training availability, and institutional culture.

Applied to this research, the diagram shows that teachers, administrators, and support personnel are more likely to use IT if they believe technology uptake enhances their job performance (performance expectancy), is easy to use (effort expectancy), is encouraged by friends and school management (social influence), and is supported by resources like computers, electricity, internet connectivity as well as training (facilitating conditions). These variables collectively

affect behavioral intention and actual use of IT, which, in turn, influence education service delivery at Gokwe School.

Unified Theory of Acceptance and Use of Technology (UTAUT)

The Unified Theory of Acceptance and Use of Technology (UTAUT) explains users' intentions to use technology and their subsequent behavior by integrating elements from various previous technology acceptance models. The theory suggests that performance expectancy, effort expectancy, social influence, and facilitating conditions are the key determinants of behavioral intention and actual use of technology. Performance expectancy reflects an individual's belief that engaging with information technology will improve their work outcomes. In this research, performance expectancy particularly addresses teachers' views on how IT can enhance lesson delivery, learners' assessment, and classroom management. For administrators, performance expectancy is evident in increased efficiency in planning lessons, reporting, recordkeeping, and decision-making. Support personnel might review IT requests and perform routine duties, such as data entry and communication, more accurately. Consequently, when staff members believe IT can improve their work performance, they are more likely to adopt and use **it**.

Effort Expectancy

Effort expectancy refers to how easy people think it is to use technology. This idea is the same as "perceived ease of use" in the Technology Acceptance Model (TAM). In this research, effort expectancy refers to how easy it is for teachers, administrators, and support staff to use IT tools, school management systems, and other IT devices. Hence, if staff members have confidence that IT systems are easy to learn and use, they are more likely to adopt and use technology.

In contrast, social influence is about how much people think important others want them to use a particular technology. Particularly at Gokwe St Agnes Primary School, social influence involves the support and expectations of school leaders, such as the Head of School, Deputy Head, and Teacher-in-Charge, as well as the impact of friends.

Administrative assistance, accompanied by advantageous, friendly perspectives, can promote employees' adoption of IT, irrespective of their early-stage technological self-assurance.

Facilitating Conditions

Facilitating conditions refer to one's assessment of the institutional and IT resources available to support technology use. This research defines facilitating conditions as the availability of a

computer, internet access, electrical power, IT support, professional development, and explicit IT policies within schools. Sufficient facilitating conditions enable staff to use IT effectively, thereby reducing barriers to its adoption.

Behavioral Intention to Use Technology

Behavioral intention mirrors one's predisposition or plan to engage with IT.

According to the UTAUT model, performance expectancy, effort expectancy, and social influence are believed to directly affect behavioral intention. This study outlines behavioral intention as the demonstrated readiness of personnel to incorporate IT into their educational, administrative, and support activities.

Actual Technology Use

Actual use means the tangible use of IT hardware in daily responsibilities. In this framework, actual use comprises the use of IT for teaching, school administration, communication, and operational support.

UTAUT explains how behavioral intention, in collaboration with facilitating conditions, leads to actual IT use, which then affects the quality and efficiency of educational service delivery at Gokwe Primary School.

Importance of UTAUT to this research

The UTAUT framework is pertinent to this research because it provides a comprehensive framework for examining IT adoption across a wide spectrum of users within schools, including teachers, administrators, and support staff. By incorporating basic concepts of institutional backing and social influence, UTAUT integrates the TAM and clarifies the effects of organizational and social factors on IT adoption and the delivery of educational services.

In the context of Gokwe St Agnes Primary School, UTAUT is appropriate because teachers and administrative staff have access to IT tools, but still do not use them effectively. The model helps explain this behavior by examining perceptions, attitudes, and organizational conditions rather than focusing only on infrastructure availability.

2.2.0.2 Performance Expectance (PE)

Performance expectancy refers to the degree to which an individual believes that using a particular technology will help improve job performance (Venkatesh et al., 2022). In education,

this includes beliefs that IT can make teaching easier, improve lesson delivery, speed up assessment, enhance record keeping, and improve communication with parents.

Globally, studies show that teachers are more willing to adopt IT when they clearly see its benefits. For example, Kaarakainen et al. (2021) found that teachers in Finland adopted digital tools because they improved lesson preparation and reduced administrative workload. Similarly, Henderson et al. (2022) reported that teachers in the United Kingdom used digital platforms because they enabled faster, more efficient communication with parents.

In developing countries, however, performance expectancy is often low. Teachers may not understand how technology can improve their work, especially if they have limited exposure or training (Waweru, 2021). When teachers do not see clear benefits, they continue using traditional methods even when technology is available.

At Gokwe St Agnes Primary School, performance expectancy appears to be weak. Teachers often do not recognize that typing tests, using spreadsheets for marks, or keeping digital registers could save time and reduce errors. Instead, they continue writing tests on chalkboards and manually recording marks. This suggests that low performance expectancy contributes to low IT adoption at the school. UTAUT therefore helps explain why IT tools remain underutilized despite their potential benefits.

2.2.0.3 Effort Expectancy (EE)

Effort expectancy refers to the degree to which an individual believes that using technology will be easy and free of effort (Venkatesh et al., 2022). If users perceive a system as complicated or difficult to use, they are less likely to adopt it.

Research shows that effort expectancy is a critical factor in education, especially among teachers with low digital skills. Chao (2022) found that teachers were more willing to adopt technology when systems were simple and user-friendly. In contrast, Kumar and Bervell (2021) reported that teachers in Indian schools avoided digital platforms because they felt overwhelmed by the technical complexity.

In African contexts, effort expectancy is often low due to limited training and exposure. Adeoye (2021) found that teachers avoided computers because they feared pressing the wrong buttons or damaging the equipment. Similar findings were reported by Boateng et al. (2022) in Ghana.

At Gokwe St Agnes Primary School, many teachers express fear and anxiety when using computers or tablets. Statements such as “I do not know where to click” or “I might break the computer” reflect low effort expectancy. Because teachers perceive IT as difficult to use, they avoid it altogether. This reinforces the importance of effort expectancy as a key factor influencing adoption in this study.

2.2.0.4 Social Influence

Social influence refers to the degree to which individuals believe that important people, such as colleagues, supervisors, or parents, expect them to use technology. Numerous studies show that when school leaders encourage IT adoption, teachers are more likely to integrate digital tools into their teaching (Kumar & Bervel, 2021). In countries such as Estonia and Denmark, IT adoption has been successful because principals actively promote the use of technology and build a culture that normalizes digital teaching practices (OECD, 2023). In Zimbabwe, however, social influence is generally weak in rural schools. School teachers rarely use technology themselves, and IT is not embedded into teacher performance expectations. (Makumbe & Maphosa, 2023). As a result, teachers do not feel social or professional pressure to adopt IT.

Gokwe St Agnes Primary School fits this pattern. There is no IT policy requiring teachers to use technology, no regular evaluation of IT integration, and no school-wide culture that promotes digital work. When leadership itself does not use IT, teachers do not feel encouraged to use it. Some teachers even believe that using IT is a choice or unnecessary because “even the headmaster does not use computers”. This weak social influence contributes significantly to lower adoption and aligns closely with UTAUT assumptions.

2.2.0.5 Facilitating Condition (FC)

Facilitating conditions refer to the organizational amenities, policies, technical empowerment, and resources that enable IT use. According to Verikatesh et al (2022), when the atmosphere does not emphasize digital work, adoption will remain low regardless of the user’s readiness. Effective facilitating conditions include IT policy, technical support staff, regular training, device availability, reliable internet, leadership oversight, and scheduled IT integration time. Countries with strong facilitating conditions, such as Singapore and South Korea, have high adoption rates because teachers are supported at all levels. (Barclay, 2020). In Africa, there are several schools with limited facilities. This is because of a lack of infrastructure, money, or schools’ readiness

(Adeoye, 2021), Zimbabwe's research shows schools in rural areas have no IT committees, leading to poor adoption, (Chikasha & Ndlovu, 2023)

At Gokwe St Agnes Primary School, these facilitating conditions are very weak. Even though the institution has improved its online presence, has Starlink, solar systems, and IT tools, it lacks an IT manager, an IT school committee, planned IT lessons with technical support, and training programs for teachers and staff. As a result, IT resources remain unused. Even when computers have faults, there is no technician to troubleshoot them. These weaknesses align directly with the UTAUT construct, significantly contributing to low IT adoption among teachers and staff at the school.

The UTAUT model is therefore highly appropriate for this study, as it explains how teachers' insights, the school's culture, support from leadership, and the organization's structure shape IT adoption. UTAUT constructs, which are Performance Expectancy, Effort Expectancy, Social Influence, and Fascinating Conditions, each of which maps directly onto the challenge seen at Gokwe Primary School. This framework shall theoretically guide the development of the questionnaire. The creation of a hypothesis and the application of findings.

2.2.0.6 Technology Acceptance Model (TAM)

Davis (1989) developed the Technology Acceptance Model (TAM), which explains technology adoption in terms of two main factors: perceived usefulness and perceived ease of use. This model has been widely used in educational research. Also, providing a simple explanation of user behavior.

While TAM is beneficial, it primarily focuses on one's perceptions and does not fully address institutional and social factors. In school in rural settings, where support from leadership and institutional structures is critical, TAM alone may be inadequate (Moyo & Mpofu, 2022). This limitation justifies the use of UTAUT as the primary framework in this study.

2.2.0.7 Diffusion of Innovation Theory

The Diffusion of Innovation Theory, advanced by Rogers (2003), explains how modern ideas and technologies spread within a social system. The theory identifies factors like relative advantage, compatibility, and complexity as influences on IT adoption.

Although DOI helps explain how innovation spreads, it does not fully capture individual behavioral intentions or organizational support mechanisms. Therefore, it is used in this study as a supporting theory rather than the main framework.

2.2.0.8 Importance of UTAUT to this Study

UTAUT is well-suited to our study because it captures perceptions, social pressures, and institutional conditions that influence the adoption of IT at the school. Each UTAUT construct directly relates to the challenges noticed at Gokwe St Agnes Primary School. This theory thus provides a strong basis for examining the relationship between the adoption of Information Technology and the delivery of services at Gokwe Primary School.

Technology Organization and Environment Theory

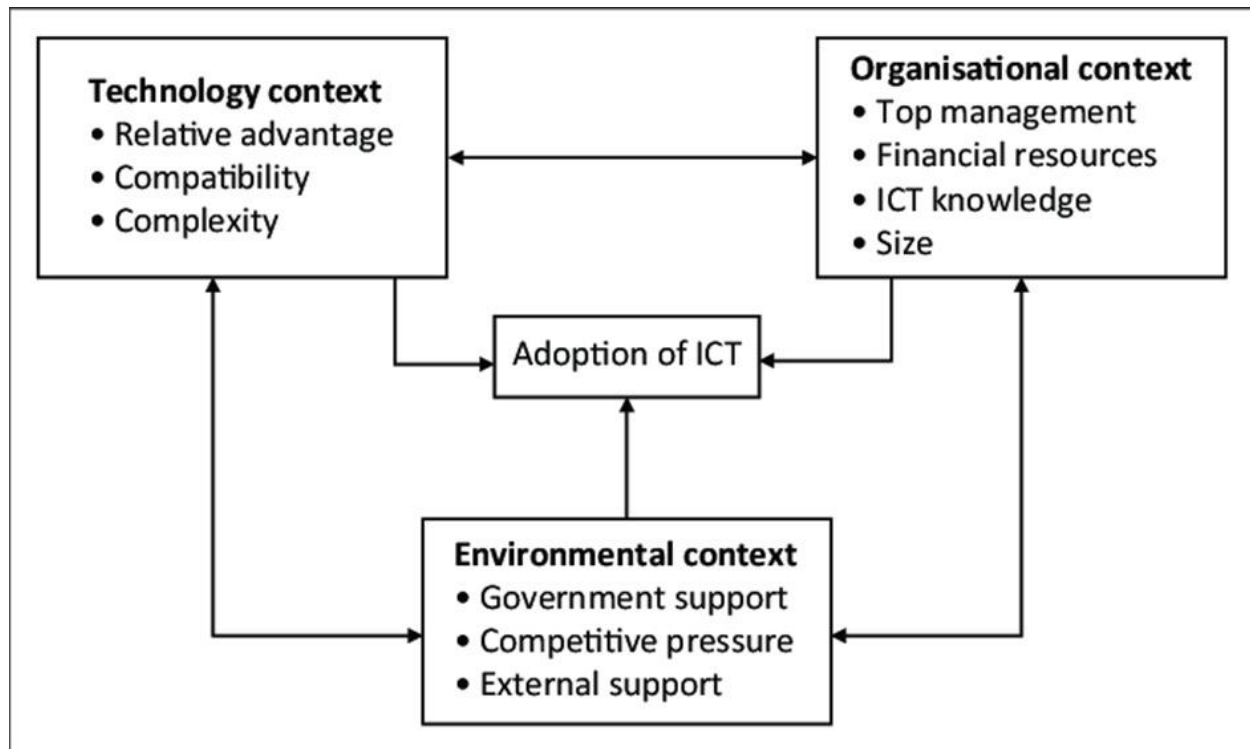


Figure 3: Technology Organization and Environment Theory

The Technology Organization Environment (TOE)

The TOE model clarifies the combined impacts of three contextual issues on IT adoption within an institutional setting. Adoption of IT, as shown on the diagram, continues to occur; instead, it is affected by technological, organizational, and environmental factors that jointly shape the decision to adopt IT.

Technology Context

The technological environment encompasses the specific characteristics of the technology available to an institution. This comprises relative advantage, compatibility, and complexity, as illustrated in the diagram. Relative advantage alludes to the extent to which IT is perceived as superior to current manual systems. Compatibility relates to the degree to which the technology links with standard working procedures, core principles, and requirements.

Complexity refers to the perceived challenges found in learning and using technology. At Gokwe St Agnes Primary School, teachers and administrators display a strong propensity to adopt IT when it facilitates lesson planning, recordkeeping, and communication, provided it is user-

friendly and does not require advanced IT skills.

Organizational Context

The organizational setting encompasses an organization's internal characteristics that influence IT adoption. This consists, as depicted in the accompanying diagram, of assistance from top management, financial resources, IT proficiency, and the organization's size. At Gokwe Primary School, the Head of School, Deputy Head, and Teacher-in-Charge play an important role in adopting technology through their leadership, policy development, and staff motivation. Financial resources directly impact a school by providing purchasing power for IT tools, maintaining its resources, and providing suitable training. Moreover, the staff's IT knowledge significantly affects how effectively technology is utilized in education.

Environmental Context

The environmental context accounts for external variables that affect IT adoption. The variables shown in the diagram include government aid, competitive pressure, and external assistance. For Gokwe St Agnes Primary School, government policies that promote the use of IT in service delivery, assistance from the MoPSE, and support from donors, churches, or non-governmental organizations. They all affect the school's ability to adopt technology.

External IT support and upskilling campaigns contribute to improving IT adoption.

The center of the model is IT adoption, shaped by the interplay of technological, organizational, and environmental factors. The arrows in the diagram illustrate the interconnection among these three contexts and their mutual effect on IT adoption choices. This study proposes that successful adoption of IT outcomes in improved educational service delivery is shown through enhanced teaching and learning techniques, increased administrative effectiveness, and improved communication skills within the school setting.

2.2.1 Conceptual Review

This section reviews and explains the key concepts that underpin the study on Information Technology (IT) adoption and service delivery in primary schools. A conceptual review is important because it clarifies how key ideas are understood in existing literature and how they relate to the current study. According to Saunders et al. (2019), clearly defining and discussing

concepts allows a researcher to build logical arguments and avoid ambiguity when analysing findings. In this study, the main concepts include Information Technology adoption, service delivery in schools, teacher digital competence, resistance to change, institutional support and leadership, and the digital divide in rural education.

These concepts are reviewed in the context of global, African, and Zimbabwean settings, with particular emphasis on rural primary schools. Understanding these concepts helps explain why schools such as Gokwe St Agnes Primary School may have access to IT infrastructure but still experience low levels of adoption and poor service delivery outcomes.

2.2.1.0 Information Technology Adoption

Information Technology adoption refers to the process through which individuals or organisations accept, integrate, and consistently use technological tools in their daily activities (Teo, 2020). In an educational context, IT adoption goes beyond the mere presence of computers or internet connectivity. It involves the routine and actual use of digital tools by teachers and administrative staff for teaching, learning, record-keeping, communication, and decision-making. According to Venkatesh et al. (2022), true adoption occurs when technology becomes part of normal work practices rather than an occasional or optional activity.

Globally, IT adoption in schools has been promoted as a means of improving efficiency, transparency, and quality of education services. In developed countries, adoption includes the use of learning management systems, digital attendance registers, electronic assessment tools, and online communication platforms (OECD, 2022). In such contexts, teachers are trained to integrate technology into lesson planning, assessment, and learner support. As a result, IT becomes embedded in daily school operations.

However, research shows that adoption is not uniform across all regions. In developing countries, IT adoption in education remains inconsistent despite increased infrastructure investment (UNESCO, 2023). Many schools possess computers, tablets, and internet access, but these tools are underutilised or used only for basic tasks. Dwivedi et al. (2021) argue that adoption is influenced more by user perceptions, skills, and organisational support than by the availability of technology itself.

In Africa, studies reveal that IT adoption in schools is often hindered by limited training, low digital confidence, and teacher resistance to change (Afolayan, 2022; Mtebe, 2020). Teachers may prefer traditional methods such as chalkboard teaching and handwritten records because they are familiar and perceived as less risky. Adeoye (2021) notes that in many African schools, teachers fear making mistakes when using technology, which discourages adoption even when resources are available.

In Zimbabwe, similar patterns are evident. Despite national initiatives to promote ICT in education, IT adoption in primary schools remains low, especially in rural areas (Makumbe & Maphosa, 2023). Teachers often lack basic computer skills such as typing, using spreadsheets, or managing digital files. As a result, they continue to rely on manual systems for lesson preparation, assessment, and record keeping (Moyo & Mpofu, 2022). This low level of adoption means that the potential benefits of IT for improving service delivery are not fully realised.

At Gokwe St Agnes Primary School, IT adoption reflects these national and regional challenges. Although the school has tablets, computers, solar power, and Starlink internet connectivity, teachers and administrative staff rarely use these tools in their daily work. Lessons are delivered using traditional methods, tests are handwritten on chalkboards, and learner records are kept in paper-based registers. This indicates that IT adoption at the school is low, not because of a lack of infrastructure, but because of limited skills, confidence, and institutional support. This study, therefore, treats IT adoption as a behavioural and organisational process rather than a purely technical issue.

2.2.1.1 Service Delivery in Schools.

Service delivery in schools refers to the quality, efficiency, and effectiveness of services provided to learners, parents, teachers, and other stakeholders. These services include teaching and learning, administration, communication, record management, assessment, and learner support (OECD, 2023). Effective service delivery ensures that educational processes are timely, accurate, responsive, and aligned with learners' and the wider community's needs.

In modern education systems, IT plays a central role in enhancing service delivery. Digital tools enable schools to manage learner data efficiently, communicate quickly with parents, prepare and assess learning materials accurately, and support decision-making through reliable data (Henderson et al., 2022). For example, digital attendance systems reduce errors, electronic

assessment tools speed up marking, and online communication platforms improve interaction between schools and parents.

Research shows that schools with high levels of IT adoption tend to experience improved service delivery outcomes. In Europe and East Asia, digital systems have reduced administrative workload, improved transparency, and enhanced learner monitoring (Kaarakainen et al., 2021). Teachers can focus more on teaching because routine tasks are automated. Parents receive timely information about learner progress, which strengthens accountability and trust.

In contrast, schools that rely heavily on manual systems often face challenges with service delivery. UNESCO (2023) reports that paper-based record keeping increases the risk of data loss, delays, and inaccuracies. Administrative processes become slow, communication with parents is inefficient, and monitoring learner progress becomes difficult. Adeoye (2021) found that manual systems in Nigerian primary schools led to frequent errors in learner records and delayed reporting to education authorities.

In Zimbabwean rural schools, poor service delivery is often linked to low IT adoption. Studies show that handwritten registers, manual assessment systems, and paper-based communication dominate school operations (Pinda, 2023). This situation increases workload for teachers and administrators while reducing efficiency. At Gokwe St Agnes Primary School, similar challenges are evident. Administrative staff rely on large handwritten registers for enrolment and fees records, making data retrieval slow and unreliable. Teachers manually prepare and mark assessments, which consumes time and delays feedback to learners. These practices demonstrate how low IT adoption directly affects service delivery.

2.2.1.2 Teacher Digital Competence

Teacher digital competence refers to the knowledge, skills, and confidence that teachers possess in using digital technologies for teaching, assessment, communication, and classroom management (European Commission, 2022). It includes basic skills such as typing and file management, as well as advanced skills such as using educational software, digital assessment tools, and online learning platforms.

Globally, teacher digital competence is recognized as one of the strongest predictors of successful IT adoption in schools. Research shows that teachers who are digitally competent are

more likely to integrate technology into their lessons and administrative tasks (Wang & Chen, 2021). In countries such as Finland and Singapore, digital competence is emphasized in teacher training programs, resulting in high levels of IT integration in schools (Kaarakainen et al., 2021).

In developing countries, however, teacher digital competence remains low. UNESCO (2023) reports that many teachers in Sub-Saharan Africa lack basic ICT skills, which limits their ability to use technology effectively. Mtebe (2020) found that teachers in Tanzania avoided using computers because they lacked confidence in operating them. Similar findings have been reported in Nigeria and Kenya, where teachers feared embarrassment or failure when using technology in front of learners (Ojo & Adebayo, 2021; Waweru, 2021).

In Zimbabwe, studies consistently highlight low teacher digital competence as a major barrier to IT adoption. Makumbe and Maphosa (2023) note that many primary school teachers have never received formal ICT training. As a result, they lack confidence and prefer manual methods. At Gokwe St Agnes Primary School, this challenge is clearly visible. Some teachers struggle to type documents, use spreadsheets, or connect devices to projectors. Tablets provided to the school remain unused because teachers do not know how to configure or integrate them into lessons. This lack of digital competence significantly limits IT adoption and affects service delivery.

2.2.1.3 Resistance to change

Resistance to change refers to the reluctance or refusal of individuals to adopt new practices, technologies, or systems. In the context of education, resistance to technological change is a major barrier to the adoption of IT (Howard et al., 2021). Teachers may resist technology due to fear of failure, lack of confidence, perceived increase in workload, or attachment to traditional teaching methods.

Globally, resistance to change has been observed even in well-resourced education systems. Henderson and Ryan (2020) found that some teachers viewed technology as disruptive and unnecessary. In developing countries, resistance is often stronger due to limited exposure and training (Boateng et al., 2022). Teachers may fear that technology will expose their weaknesses or threaten their professional identity.

In Zimbabwean rural schools, resistance to change is a significant issue. Gwata et al. (2023) report that some teachers openly avoid IT training workshops and prefer manual systems. At

Gokwe St Agnes Primary School, resistance is evident through negative attitudes towards IT training and reluctance to use available devices. Statements such as “I might break the computer” or “I am too old to learn technology” reflect psychological barriers that hinder adoption. This resistance contributes directly to low IT usage and poor service delivery.

2.2.1.4 Institutional Support and Leadership

Institutional support refers to the structures, policies, leadership practices, and resources that a school provides to initiate IT adoption. Effective leadership, supportive policies, and ongoing professional development are widely identified as catalysts for successful IT implementation (Perez-Sanagustin, 2021). When school heads and administrators initiate digital transformation, teachers are more motivated to adopt technology.

Internationally, countries with strong institutional support have achieved higher IT adoption. In Singapore, for example, the Ministry of Education provides continuous teacher training, digital literacy assessments, and school-level IT coordinators who guide implementation (Barclay, 2020). The European Commission (2022) reports that schools with clear IT policies and leadership support show significantly higher levels of digital integration

In Africa, several studies show that a lack of institutional support contributes to low IT adoption. Adeoye (2021) found that Nigerian schools struggle because leadership does not value IT training. In Tanzania, Mtebe (2020) noted that IT initiatives often fail because schools lack committed IT coordinators.

Zimbabwe is not different. Chikasha and Ndlovu (2023) found that schools with IT committees and leadership oversight were more successful at implementing digital tools than those without formal structures. Makumbe and Maphosa (2023) also note that many Zimbabwean schools lack IT initiatives, leading to inconsistent practices and low accountability.

At Gokwe St Agnes Primary School, institutional support and leadership around IT remain minimal. The school does not have an IT policy to guide digital practices and an IT coordinator to supervise digital activities, a timetable for digital literacy lessons, structured IT professional development sessions, or performance expectations for IT use. As a result, IT use is random and uncoordinated. Teachers use digital tools only when they are interested, and no one monitors

whether IT is being implemented effectively. The administration also lacks digital systems for data management, so adoption is not reinforced through leadership channels.

The absence of institutional structures means IT adoption is left to individual choice rather than collective school policy. This coordinates with findings by Boateng et al (2022), who argue that without leadership support, initiatives in African schools often stagnate.

2.2.1.5 Digital Divide in Rural Schools

The digital divide refers to the gap between individuals or institutions that have access to digital technologies and the ability to use them effectively, and those that do not (OECD, 2022). In education, the digital divide is most evident between urban and rural schools. Rural schools often face challenges related to connectivity, skills, and support, even when infrastructure is provided.

In Zimbabwe, the digital divide remains a major concern. Urban schools generally have better access to trained personnel and technical support, while rural schools struggle with skills and adoption issues (UNESCO, 2023). Gokwe St Agnes Primary School illustrates this divide.

Although the school has access to technology, the lack of skills, support, and confidence prevents effective use. This reinforces the idea that the digital divide is not only about access, but also about capacity and readiness.

2.3 A review of the relevant literature.

This section will analyze existing research related to the topic, focusing on two main areas of the Master of Business Management and Information Technology program: Business Management Principles and Information Technology Trends. This review aims to summarize current research on how information technology is used and its impact on service delivery. This analysis will summarize the main arguments and findings, assess the research methods used in previous studies, and identify the gaps that this study aims to fill. To ensure a thorough and relevant examination of the study's context, the existing literature is analyzed from global, developing country, African, and Zimbabwean perspectives.

2.3.1 Business Management Principles Related to Educational Service Delivery

The principles of business management aren't just for companies that want to make a profit. They also apply to public-sector organizations, such as schools, which are focused on providing

services. Delivering educational services requires careful planning, organization, leadership, and resource control to efficiently and effectively achieve learning goals. Robbins and Coulter (2022) argue that good service delivery in organizations depends on strong management systems, skilled employees, efficient procedures, and the strategic use of resources. In educational institutions, these principles guide the management of teaching, administration, communication, and record-keeping.

2.3.1.1 Service Delivery

Service delivery management is a crucial part of business management, and it's especially relevant to this topic. Service delivery reflects an organization's ability to provide services that meet the needs of those it serves. Meeting quality standards, providing services on time, ensuring accessibility, and running things smoothly are all part of the equation. In educational settings, service delivery includes teaching, assessing students, keeping records, communicating with parents, and providing administrative support (OECD, 2021).

Studies of public sector organizations show that inefficient management systems often lead to delays, duplication of effort, and a decline in service quality (World Bank, 2022).

At Gokwe St Agnes Primary School, a rural institution, the reliance on manual methods for lesson planning, student records, and administrative tasks indicates potential weaknesses in how services are managed. These issues could potentially be lessened through the strategic use of information technology.

2.3.1.2 Change Management

Change management is another important aspect, focusing on how organizations handle the shift from current systems to new ones. Integrating information technology into schools represents a significant organizational change. It requires decisive leadership, the active involvement of all staff, comprehensive training programs, and unambiguous communication. Kotter (2021) suggests that resistance is a common obstacle to organizational change. Employee resistance can stem from several factors, including worries about new technologies, a lack of confidence, or the feeling that changes threaten their current work methods. In education, teachers might avoid using technology because they don't have the necessary digital skills or because they're worried

about making mistakes. This situation can lead to a continued reliance on traditional teaching and administrative methods. This perspective is relevant to the current study, as the reluctance of educators and staff at Gokwe St Agnes Primary School to adopt information technology can be viewed as a management issue rather than a purely technical one.

2.3.1.3 Human Resource Management

Human resource management is also a key factor in providing good service and successfully adopting information technology. The success of implementing organizational strategies and technological advancements depends on the people involved. Armstrong and Taylor (2023) highlight the importance of companies investing in training and developing their capabilities. It's crucial to ensure employees have the skills needed to do their jobs effectively. Teachers and school administrators are the main users of instructional technologies in educational settings. Studies in developing countries show that educators' insufficient skills in information technology (IT) significantly reduce the effectiveness of digital investments (UNESCO, 2023).

The lack of confidence among teachers and staff at Gokwe St Agnes Primary School in using computers for teaching, recordkeeping, and communication highlights weaknesses in the development of human resources. These weaknesses directly affect the quality of education.

2.3.1.4 Performance Management

Another important management principle is performance management. Performance management involves setting benchmarks, assessing outcomes, and leveraging feedback to improve an organization's overall effectiveness. Aguinis (2023) argues that companies that don't measure performance face difficulties in finding operational problems and improving how they deliver services. In educational settings, performance indicators can include student achievement, the effectiveness of administrative processes, and the institution's ability to meet the needs of its stakeholders. Research shows that schools using technology in their performance-monitoring systems are better at tracking student progress and evaluating overall performance (OECD, 2021).

In many rural schools, including Gokwe St Agnes Primary School, the lack of digital tools for

performance monitoring makes it difficult for school leaders to use data to inform decision-making.

As a result, the quality of services offered is negatively affected.

Current research suggests that poor service delivery in schools often stems from poor management practices. Ineffective change management, inadequate human resource development, and poor performance monitoring are all contributing factors. These principles provide a useful framework for business management, which helps assess how the use of information technology affects the delivery of educational services.

2.3.2 Information Technology Trends Relevant to Education Service Delivery

The rise of information technology has greatly changed how companies provide services worldwide, particularly in education. Digital transformation in education involves using computers, the internet, learning management systems, and digital administrative tools. The aim is to enhance both operational efficiency and service quality. The World Bank (2022) suggests that schools that effectively use digital technologies see improvements in their management, teaching methods, and communication with everyone involved.

2.3.2.1 Worldwide, the use of educational technologies has increased, driven by improvements in digital infrastructure and the desire for more flexible learning environments. Studies in Europe and North America show that digital tools enhance participatory teaching, improve record-keeping, and allow for real-time communication between schools and parents (Selwyn, 2021). In contrast, the effectiveness of these technologies depends significantly on how readily users accept them and how prepared institutions are to adopt them. Therefore, it's important to understand the factors that encourage the use of information technology rather than focusing solely on the technology itself.

2.3.2.2 In developing countries, the patterns of adopting information technology show a different trend.

Even with significant government and development partner investments in school IT

infrastructure, how it's used varies considerably. Research in Asia and Latin America shows that the use of technology in schools is often hindered by a lack of training, insufficient technical support, and negative attitudes among staff (UNESCO, 2023). These findings are particularly relevant to rural schools, where infrastructure issues and limited resources make it harder to adopt new teaching methods.

Several studies have explored the adoption of information technology in public educational institutions **across Africa**. In South Africa, schools that used organized digital literacy programs for teachers reported better use of technology in both teaching and administrative tasks (Department of Basic Education, 2022). Conversely, studies in rural Kenya, Zambia, and Malawi show that teachers often continue to use traditional teaching methods despite the availability of digital resources. This is likely due to concerns, a lack of skills, and insufficient institutional support (Mutai & Wanjiku, 2023). Research shows that how people, organizations, and the environment affect the use of information technology is more important than the technology itself.

Similar concerns have been found in recent studies **in Zimbabwe**. The Ministry of Primary and Secondary Education has initiated several IT projects. The goal of these initiatives is to improve the delivery of educational services. These initiatives encompass efforts to bring computers and internet connectivity to educational institutions. In contrast, research by Chikasha and Ndlovu (2023) and Mutambara and Ngwenya (2023) shows that many rural schools struggle to use these technologies effectively.

Teachers often feel unsure about using computers, and administrative tasks are still done by hand. As a result, digital technologies aren't used as much as they could be. Similar to the situation at Gokwe St Agnes Primary School, where electronic devices and internet access are available, their use is still limited.

Emerging information technology trends, such as mobile learning, cloud-based school management systems, and digital assessment platforms, offer opportunities to improve educational services, particularly in areas with limited resources (OECD, 2021). In contrast,

research consistently highlights that successfully using these technologies requires supportive management, ongoing training, and a positive attitude from users. Without considering these factors, technology investments often fail to achieve their intended results.

The connection of this study to the current research is important. Current research shows that how educational services are delivered is influenced by both business management ideas and the growing use of information technology. While research on how information technology is used in schools worldwide and across different regions is available, there is a lack of studies specifically focusing on rural primary schools in Zimbabwe. Moreover, current research often emphasizes infrastructure provision rather than studying how teachers' attitudes, skills, and management methods affect the actual use of technology.

This study improves on previous research by combining business management ideas with theories about how people adopt new information technology. This study aims to examine how limited technology use by teachers and staff affects the quality of education at Gokwe St Agnes Primary School. This study, focusing on a rural school, addresses a gap in both management and information technology research. This research provides concrete evidence to inform both policy decisions and practical applications.

2.4 Empirical Literature Review

This section analyses empirical studies that examine the adoption of Information Technology (IT) and its impact on service delivery in educational institutions. Empirical literature refers to studies based on observed and measured evidence rather than theory alone. Revising empirical studies is crucial because it helps understand how the adoption of Information Technology has been examined across contexts, what results have been obtained, and what gaps remain.

Creswell and Creswell (2022) argue that empirical reviews help researchers avoid duplication, refine research variables, and make methodological choices.

This chapter is arranged into four subsections: global studies, studies in developing countries, studies in Africa, and studies conducted in Zimbabwe. This development permits the study to

transfer from broad international evidence to context-specific findings relevant to Gokwe St Agnes Primary School.

2.4.1 Global Empirical Studies

Many global studies have shown that the adoption of information technology significantly expands educational service delivery. According to Hedeson et al. (2022), digital learning platforms accelerated the flow of information between facilitators and parents, reducing delays in homework follow-ups and pupil progress monitoring. The study also showed that when facilitators actively used IT administrative processes, such as attendance registers and report generation, they became more efficient.

In Finland, Kaarakainen et al. (2021) observed that teachers' competence impacts IT adoption and found that schools with well-qualified teachers adopted digital marking methods more quickly, planned lessons more effectively, and wrote reports more quickly. Their results reveal that digital competence directly affects the delivery of services, such as online lessons, by enabling the use of technology, including smart boards and smart classrooms, in teaching, particularly through improved efficiency and accuracy in learner assessments. Likewise, Barclay (2020) reported in Singapore that strong organizational IT support, for example, consistent training and the availability of digital coordinators, led to almost full IT adoption in teaching and administration. This expanded service delivery by making interactive lessons and simplifying administrative reporting for school administrators.

These global studies show three recurring themes applicable to the present research.

- IT significantly improves efficiency in teaching and administration.
- Teacher competence is a main predictor of successful IT adoption.
- Institutional support fast-tracks digital transformation

However, most international studies are conducted in extremely digitalized contexts with strong IT infrastructure. Their results cannot be directly generalized to rural schools in Africa, such as Gokwe St Agnes Primary School, where computer literacy and organizational support are limited. This gap justifies the need for locally grounded research.

2.4.2 Empirical Studies in Developing Nations

In developing nations, observational studies yield mixed results on the integration of technology in education. Though various governments have invested in IT infrastructure, actual IT implementation remains low in most schools due to people-related issues, such as skill gaps and organizational challenges.

In India, Kumar and Bervell (2021) conducted a quantitative study on teachers' adoption of digital learning systems, such as e-learning and online learning. Research indicates that effort expectancy and perceived usefulness were the best indicators of IT adoption. Technophobic teachers who believed that technology was hard to use were less likely to adopt IT, despite existing infrastructure. The study also showed that schools without organized training programs experienced low use of Information Technology.

In Brazil, Ferreira and Lima (2022) found that teachers were hesitant to use computers because they felt unprepared and feared making errors in front of pupils. This terror led to limited use of digital tools and a continued reliance on manual systems. Therefore, administrative processes, such as recordkeeping and reporting, remained slow and inefficient.

Similar challenges are also highlighted in Pakistan, according to studies. Ahmed and Hussain (2021) observed that organizational preparedness and leadership support had a greater impact than infrastructure availability in determining the adoption of Information Technology. Schools that were non-compliant with IT standards and technology support experienced very low IT adoption, even when IT tools and internet connectivity were provided.

The studies indicate that in developing nations, the adoption of Information Technology is greatly influenced by teachers' skills, ability, attitudes, and institutional support. Technology alone cannot suffice for enhanced service provision. These findings have a direct bearing on the present study, which analyzes a Zimbabwean rural school, Gokwe Primary School, that has available IT tools and infrastructure but has low adoption of information technology.

2.4.3 Empirical Studies in Africa

Across Africa, numerous empirical studies confirm that low digital literacy is a significant barrier to IT adoption in schools, resistance to change, and insufficient organizational support. In Nigeria, Adeoye (2021) observed that teachers relied heavily on manual record-keeping even when computers were available, out of fear of making errors, due to self-doubt, or a lack of

confidence. This led to administrative delays in service delivery and repeated data losses. In Kenya, Waweru (2021) found that the research revealed teacher opposition to the adoption of tablets because they believed that embracing information technology in their teaching increased teachers' workload. The study indicated that head teachers rarely monitored IT use in service delivery, resulting in weak social influence, a significant UTAUT construct. Hence, IT adoption remained minimal. Furthermore, service delivery was marked by delays in record management and communication.

Mabasa and Mkhize (2020) reported in South Africa that schools in rural areas struggled to adopt IT due to insufficient training for teachers and staff. Also, little organizational pressure to use technology. Teachers felt proficient in using the blackboard as an instructional medium and in the chalk-and-talk method. Without administrators driving digital adoption, IT tools remained underutilized. These African studies reflect the situation at Gokwe School. While IT tools, for example, desktop computers, laptops, tablets, and the internet are available, adoption is very low due to similar factors reported across the whole world.

- Teachers lack IT skills.
- Organizational support is weak.
- Resistance to change continues.
- Leadership does not encourage teachers and staff to embrace IT in their service delivery

These facts reinforce the justification for conducting research as a case study in Zimbabwe.

2.4.4 Empirical Studies in Zimbabwe

In Zimbabwe, studies consistently indicate that low IT adoption in rural primary schools remains a major obstacle to improving the delivery of educational services. Makumbe and Maphosa (2023) asserted that teachers in rural schools lacked basic computer literacy, restricting their ability to use IT tools in teaching. Teachers were afraid to use a laptop when teaching forward-facing learners, fearing that learners might be embarrassed if the device failed. Chikasha and Ndlovu (2023) observed IT adoption in schools in Mashonaland Central and found that most schools have IT tools, but they are not used. Teachers used technology only when they wanted to or were self-motivated, resulting in limited adoption. The research deduced that leadership plays a vital role in encouraging IT utilization.

The research conducted in the Midlands Province, Moyo and Mpofu (2022) noted that rural teachers 'IT skills, outdated infrastructure, and inadequate training. They discovered that even

when these rural schools received government laptops, teachers often set them aside because they had no idea how to use them. These results directly indicated the state of things at Gokwe St Agnes Primary School, where regardless of government providing Starlink internet connectivity, solar systems and IT hardware for example desktops, laptops, servers, printers, routers, smart TVs, adoption is very low, teachers manually writing all test materials, marking attendance registers by hand and pen and refusing to attend IT workshops. Administrative staff, including the Head of the school, the Deputy Head, the Teacher in Charge, the Clerk, and the Bursar, also rely on handwritten enrolment books, resulting in slow and ineffective service delivery. These local studies underscore the need to analyze the adoption of IT in rural schools in Zimbabwe in context.

2.4.5 Specific Empirical Insights: Gokwe Primary School Context

Despite the lack of a published empirical study targeting Gokwe St Agnes Primary, initial findings by education inspectors and internal reports indicate that the school exhibits typical symptoms of low IT adoption, regardless of the presence of IT facilities. Teachers and staff are reluctant to use desktop computers, laptops, or tablets due to a lack of confidence and skills. NGOs and government programs held IT training workshops, with low attendance among teachers and support staff. For example, the one on Robotics Training, which was held at Midlands State University from the 5th to the 12th of December 2025. Only 45 teachers attended the whole province. There was low attendance by teachers. Digital tools like Starlink internet are used at Gokwe School, primarily operating administrative tasks rather than structured educational activities.

The administrative staff continues to depend heavily on manual systems. Enrolment of learners is written in counter books and in large registers (handwritten), making it slow and prone to mistakes when retrieving learners' information. Financial records, such as fee payments, are analyzed in counterbooks rather than in digital systems. Progress records are handwritten, which slows down communication between teachers, parents, and school administrators. This incompetence reveals the effects of low IT adoption and service delivery, establishing Gokwe St Agnes as a pertinent case study for in-depth academic analysis or investigation. This study, hence, addresses a clear empirical gap. Few studies have examined the adoption of IT and the delivery of services in rural primary schools in Zimbabwe, despite the availability of IT tools and low IT adoption rates. Gokwe Primary School provides a unique context in which IT tools exist

but are underutilized, highlighting the need for behavioral and organizational analysis rather than infrastructural assessment.

2.5 Literature Gap

Current research shows that the use of information technology in service delivery has been thoroughly studied across many industries and locations. Worldwide, research has focused on how information technology affects efficiency, performance, and service quality in both private and public organizations, including educational institutions (OECD, 2021; World Bank, 2022). These studies mainly focus on how digital tools can improve teaching methods, administrative tasks, and communication.

In contrast, most existing research focuses on developed countries. These countries have better infrastructure, a more skilled workforce, and stronger institutional support. As a result, the findings of this study are less useful for understanding rural schools in developing countries.

Current research in developing countries has mainly focused on the availability and access to information technology (IT). However, it has not fully explored how teachers and staff actually accept and use these technologies. Many researchers focus on government-led projects involving information technology (IT), infrastructure development, and programs supported by external funding. Usually, it's assumed that just using technology will automatically improve how services are delivered (UNESCO, 2023).

This creates a gap in understanding how human factors, such as attitudes, skills, resistance to change, and the support of the organization, affect the use of information technology in schools. Therefore, this study offers little understanding of why schools with available IT resources continue to use manual systems.

In Africa, research has identified obstacles to the use of information technology (IT) in education.

The challenges include insufficient training, limited technical support, and poor change management (Mutai & Wanjiku, 2023; Dlodlo, 2022). Although these studies acknowledge the

limited use of IT, they generally view it as a technological problem, rather than one related to management practices and human behavior. Moreover, many studies in Africa focus on secondary schools, universities, and urban institutions, leaving rural primary schools often out of research.

Current research on the use of information technology in Zimbabwean education is still developing and lacks a unified approach. Previous research has mostly focused on policy frameworks, infrastructure problems, and the digital divide (Chikasha & Ndlovu, 2023; Mutambara & Ngwenya, 2023). There hasn't been much experimental research on how teachers' and staff's views, attitudes, and skills affect their use of information technology, and how that, in turn, affects the delivery of educational services. Moreover, most research in Zimbabwe doesn't include business management concepts, such as change management, human resources development, and performance management, when studying how schools adopt information technology.

Another important gap in current research concerns the methods used. Although qualitative methods and descriptive analyses offer rich insights, they also limit the extent to which the results can be applied. There's a noticeable lack of quantitative, positivist research using statistical methods to identify measurable relationships between IT adoption factors and educational outcomes, especially in rural primary schools.

Moreover, the use of established technology adoption models, such as the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT), hasn't been widely studied in rural primary schools in Zimbabwe. Currently, there is no research that specifically studies Gokwe St Agnes Primary School within its local setting. This highlights a noticeable difference in context, as local factors such as staff size, management methods, and resource limitations can significantly influence how IT is adopted and services are delivered. Understanding these local dynamics is crucial to creating practical solutions that account for the specific context.

Consequently, this study aims to fill these gaps by investigating how Information Technology

affects educational services in a rural primary school. The research uses a quantitative approach, guided by principles from business management and technology adoption models. This study, which focuses on the teachers and staff at Gokwe St Agnes Primary School, adds new data to the existing research. This study directly addresses the gaps found in research at global, regional, national, and local levels.

2.6 Literature Gaps

Even though a wide range of studies exists on the adoption of Information Technology (IT) in education, a thorough analysis of global, regional, and local studies shows numerous important gaps. These gaps pertain to context, properties, methodology, theory, and practice. Identifying these gaps is vital because it proves why the present research is necessary and how it offers new insights. Saunders et al. (2019) reiterate that research is academically justified when it clearly articulates restrictions or omissions in existing studies.

This section identifies the major gaps in the reviewed literature and explains how the present research addresses them.

2.6.1 Contextual Gap: Limited Focus on Rural Schools with IT infrastructure but low adoption.

Many international and African studies have observed schools lacking Information Technology (IT) resources. Nevertheless, limited research examining cases where IT resources are accessible but underutilized indicates a pattern is on the rise in Zimbabwe's rural schools.

A study on the Nigerian context (Adeoye, 2021) and Kenya (Waweru, 2021) noted limited adoption of Information Technology (IT) where infrastructure was available, but these studies did not examine the Zimbabwean context in depth. Research by Moyo & Maphosa (2023) in Zimbabwe confirms low IT adoption, but it generally focuses on rural districts and does not examine schools that own current IT devices such as desktops, laptops, tablets, Starlink internet, or solar-powered laboratories.

Gokwe St Agnes Primary School belongs to an exceptional profile:

- The school has laptops donated through programs of primary education digitalization.
- The school has a Starlink internet as well as solar power, meaning electricity is not a challenge.

- Even so, teachers continue to use chalkboards, registers written by hand, and hand-written paper-based tests.

Much research on Information Technology adoption in education centers on schools that lack basic IT skills and infrastructure, specifically in developing countries (UNESCO, 2023; Adeoye, 2021). Though these studies are vital, they do not adequately address situations in which schools acquire IT resources but continue to neglect adopting them effectively.

In Zimbabwe, the majority of research examines rural schools as generally under-resourced (Makumbe & Maphosa, 2023; Moyo & Mpofu, 2022). Nevertheless, there is minimal research on schools in rural areas that have computers, tablets, and solar energy yet continue to use manual systems. This evolving situation is becoming more popular due to government and donor aid interventions. internet access and other power sources

Gokwe St Agnes Primary School highlights a gap in the literature and represents this under-researched context. It has access to IT infrastructure like Starlink internet and solar power, yet IT adoption remains very low. Existing literature does not sufficiently explain why IT adoption fails in these settings, creating a clear contextual gap that this research seeks to fill

2.6.2 Variable Gap: Limited Research Linking IT Adoption Directly to Service Delivery in Rural Primary Schools.

The majority of studies analyze IT implementation in relation to

- Effective teaching (Henderson et al, 2022)
- Uptake of e-learning (Kaarakairen et al, 2022)
- Development of digital literacy (Chao, 2022)

Limited research has specifically examined how IT adoption service delivery, including:

- Speed of administrative processes
- Effective communication
- Learner accuracy records
- Turnaround assessment time

In Zimbabwe, research commonly focused on IT challenges (Moyo & Mpofu, 2023), but did not link IT adoption to tangible service delivery outcomes in schools. At Gokwe St Agnes Primary School,

- Enrolment data is in manuscript form
- Learner's progress is manually recorded in exercise books
- There is low communication with parents.
- The process of preparing tests is manual
- Reports are behind schedule

As far as we know, no previous research has explored how IT adoption. affects these specific service delivery problems in a rural Zimbabwean Primary School. My study fills this variable gap.

2.6.3 Methodological Gap: Insufficient Use of Quantitative Approaches to Measure Adoption Factors

A number of African and Zimbabwean researchers rely primarily on qualitative methods such as interviews and focus groups (e.g., Mtebe, 2020; Boasteng et al., 2022). Though these methods provide deep analysis, they do not statistically measure

- The degree of relationships between variables
- Factors influencing IT adoption
- The extent to which organizational support impacts adoption
- The correlation between digital skills and service delivery performance

My research uses a quantitative approach based on UTAUT constructs to statistically examine

- Performance expectancy
- Effort expectancy
- Facilitating conditions
- And how these predict the adoption of IT and the delivery of services. Here, they fill a methodological gap, adding statistical accuracy to the area often done by qualitative research

2.6.4 Theoretical Gap: Restricted Applicability of the UTAUT Model in Rural Schools in Zimbabwe.

Internationally, UTAUT has been widely used to study the adoption of IT (Venkatesh et al., 2022; Chauten & Jaiswal, 2021). Nevertheless, in Zimbabwe, most studies depend on:

- The Diffusion of Innovation Theory (Makumbe & Maphosa, 2023)
- Technology Acceptance Model (Moyo & Mpofu, 2022)

The two models explain IT adoption partially, but do not fully capture

- Leadership role
- Organizational support
- Social influence
- Perceived ease of use

There is very minimal empirical evidence on conducting research using the UTAUT model, particularly in primary schools in rural areas. By applying the UTAUT model, my research addresses a theoretical gap and provides a more in-depth analysis of IT adoption behavior at Gokwe Primary School.

2.6.5 Practice Gap: Lack of Contextual Framework to Guide IT Adoption in Rural Schools

Even though Zimbabwe has nationwide IT in education rules, they are often vague and not directed to rural life. (UNESCO, 2023). Schools in rural areas need

- IT adoption guidelines that are simple.
- School IT guidelines and procedures
- Responsibilities
- IT skills development

Not at all framework is not real for rural schools such as Gokwe Primary School, where

- Teachers and staff have low digital skills
- Failure to execute by leaders
- IT devices like computers are not used to their full potential.

My research will develop a contextual IT adoption framework, filling a practical gap and offering practical suggestions for rural teachers and staff.

2.6.6 Empirical Gap: Limited Studies Highlighting Psychological Resistance to IT in Zimbabwe

Even though resistance to change is mostly discussed in international literature (Howard et al., 2021; Trust & Whalen, 2020), the empirical evidence base for Zimbabwe is limited, and it explores the psychological motives behind teachers' resistance to adopting IT in their teaching and service delivery. Most research points to resistance as a common problem, without examining its underlying causes. At Gokwe Primary School, teachers reveal fears such as damaging laptops, tablets, and projectors; appearing not to know the technology itself; basic IT

skills like typing; creating e-learning systems; and being unable to cope with new systems. Like login systems. Most teachers would say that they might break the laptops, “We are too old to learn how to use computers, we never learnt this when we were at college”, “It is better for us to write examinations by hand”. These psychological challenges significantly affect the implementation of IT, and most of these actions are not well understood in existing empirical work in Zimbabwe. By exploring attitudes, levels of confidence, and perceptions linked to the use of Information Technology (IT), this research fills a crucial empirical gap and offers deeper insight into the human elements influencing technology acceptance in rural primary schools.

2.7 Justification for the Research

The justification for this research stems from the persistent disparity between the availability of Information Technology (IT) resources and their low use among teachers and staff in rural schools in Zimbabwe. While earlier research has recognized IT challenges in education systems in Africa, these remain limited empirical emphasis on rural primary schools where infrastructure like computer labs and computers now exists, but they are not being utilized effectively (Moyo & Mpofu, 2022; Makumbe & Maphosa, 2023)

Gokwe St Agnes Primary School illustrates this developing pattern, the school possess laptops, tablets, Starlink internet and solar energy, up till now teachers and non-teaching staff continue to use manual systems heavily such as chalkboard teaching, thus blackboard or a chalkboard is a reusable writing surface on which text or drawings are made with sticks of calcium sulphate or calcium carbonate known as chalk and hand-written registers, tests written on papers paper and handmade charge. This underutilization of accessible technology leads to incompetence in teaching poor administrative significance change times and ultimately compromises service delivery

Additionally, existing research on Information Technology adoption in Zimbabwe tends to generalize about schools in rural areas, failing to examine individual cases where IT resources are available but adoption remains low (Chikasha & Ndlovu, 2023). This generates a contextual gap that this research seeks to examine by focusing on a school that requires IT adoption but shows limited utilization. Understanding why IT adoption remains minimal despite the availability of IT infrastructure is important for policymakers and stakeholders in the education sector. With the aim to improve delivery of services in schools in rural areas.

One more key justification is the lack of research linking IT adoption directly to service delivery outcomes in rural schools. International studies show that IT improves administrative efficiency and learning outcomes. (Howard et al., 2021; Henderson et al., 2022), There is enough evidence from primary schools in Zimbabwe to demonstrate this relationship statistically. This research employs a quantitative approach using the UTAUT model to assess IT adoption factors and determine how they affect service delivery, thereby filling a methodological gap in the existing literature. Moreover, there is a theoretical gap stemming from the limited application of modern technology adoption theories, such as UTAUT, in Zimbabwean school settings. Many Zimbabwean researchers rely on older models such as the Technology Acceptance Model (TAM) and the Diffusion of Innovations (DOI), which do not adequately account for social influence, facilitating conditions, or institutional support (Mutambara & Ngwenya, 2023). Through applying this UTAUT, this research offers a more comprehensive theoretical explanation of technology acceptance behavior in rural school environments.

Lastly, this research is justified by the desire to produce a context-specific adoption of an IT framework that rural schools can use to improve IT utilization. Nationwide IT policies provide wide direction yet lack school-level rules and regulations tailored to rural settings. (UNESCO,2023) By examining the case of Gokwe Primary School, the study will develop a practical framework that the Ministry of Primary and Secondary Education (MoPSE) and the schools can adopt to improve service delivery.

To sum up, this research is justified by clear literature gaps, the practical difficulties faced by rural schools, the need for quantitative evidence linking adoption to service delivery, and the absence of practical frameworks to control the use of IT in primary schools in Zimbabwe.

2.7.1 Academic Justification

From an academic viewpoint, this research is justified by the limited empirical research on the adoption of IT and service delivery in Zimbabwe's rural primary schools. Even though numerous studies have observed IT problems in education, most concentrate on the availability of infrastructure or general teacher readiness (Makumbe & Maphosa, 2023; Moyo & Mpofu, 2022). There is limited research that directly links Information Technology adoption to service delivery outcomes such as administrative efficiency, record management, and effective communication.

Moreover, few studies apply comprehensive models of technology adoption, such as the Unified Theory of Acceptance and Use of Technology (UTAUT), in rural schools in Zimbabwe. Most existing research is based on simple models, such as the Technology Acceptance Model (TAM), which do not fully capture organizational and social factors that affect adoption (Venkatesh et al., 2022).

Applying UTAUT to a primary school in a rural setting with existing IT resources, this research provides new empirical evidence and strengthens the theoretical understanding of technology adoption in under-studied contexts. The results consequently add to the body of knowledge on the adoption of IT in the education sector, mainly in developing nations.

2.7.2 Contextual Justification

Contextually, this study is justified by the unique condition at Gokwe St Agnes Primary School. Unlike many rural schools that lack IT resources, Gokwe School has access to internet connectivity, laptops, desktop computers, tablets, and solar power. Despite this, adoption of IT remains very low, and service delivery continues to depend on manual systems.

The situation at this school presents a crucial research opportunity because it challenges the common assumption that a lack of infrastructure is the main challenge to IT adoption in rural schools. Understanding why adoption remains low in a resource-supported rural school helps reveal deeper human, organizational, and leadership-related challenges.

The findings from this research are therefore highly appropriate for other Zimbabwean rural schools and similar developing-country settings that have received IT resources but are facing difficulties in using them effectively.

2.7.3 Practical Justification

By the desire to improve the delivery of services in primary schools in rural setups. This research is justified on practical grounds. Tasks on the administrative side, such as capturing learners' enrolment, recording fees, and registering financial records, are done manually, which slows the system. This is prone to mistakes and difficult to manage, especially in schools with growing enrolments. However, this poor service delivery affects not only the teachers and administrators but also the pupils and parents in communication.

By identifying issues affecting IT adoption, the research provides practical insights that can assist school administrators, teachers, and education officers in improving the use of existing technology. The findings can inform training programs on teachers' use of technology when teaching and on admins' use of technology for administrative tasks. These strategies may help support systems aimed at increasing IT usage.

Moreover, the research proposes a context-specific IT adoption framework for rural schools to guide digitalization. This framework has the potential to improve administrative efficiency, accountability, and communication among teachers, staff, and parents, thereby enhancing overall service delivery.

2.7.4 Policy Justification

At the policy level, the research is justified by the gap between national IT-in-education policies and actual practice in rural schools. Zimbabwe has committed to integrating IT into education through national development strategies and education sector policies (UNESCO, 2023). However, implementation remains weak, particularly in rural areas.

This research provides empirical evidence that can help policymakers understand why policy implementation fails at the school level. By highlighting problems related to training, social influence, and facilitating conditions, the research gives evidence-based recommendations that will inform future policy adjustments.

The results can also help government agencies and development partners design more effective IT interventions that go beyond IT resource provision to include capacity building and organizational support.

2.7.5 Social Justification

Education plays an important role in social and economic development. When schools in rural areas fail to adopt technology, pupils are disadvantaged and may struggle to compete with their urban counterparts. Poor service delivery also erodes trust among schools, parents, and communities.

By improving understanding of IT adoption challenges, this research support to efforts aimed at minimizing the technological gap between rural and urban primary schools. Improved service

delivery can lead to better student support, stronger communication with parents, and greater community engagement.

The research, therefore, has social value by ensuring equal access to quality education through effective technology use.

2.7.6 Justification for the Choice of Study Site

Gokwe St Agnes Primary School was selected as the study site because it represents a typical rural Zimbabwean school that has received IT resources but struggles with IT adoption. The school offers a suitable environment for assessing the impact of IT adoption and service delivery because of its combination of existing IT tools and low usage levels.

Studying Gokwe school enables a comprehensive analysis of adoption challenges and service delivery barriers in a real-world setting. The insights gained are expected to be transferable to other rural schools facing similar conditions.

2.8 Chapter Summary

This chapter reviewed relevant literature on Information Technology (IT) adoption and service delivery in educational institutions, with particular attention to primary schools in rural areas. The analysis was guided by the research objectives and intended to establish a strong theoretical and empirical foundation for the study.

This chapter began by presenting the theoretical framework underpinning the study. The Unified Theory of Acceptance and Use of Technology (UTAUT) model was adopted as the key theory because it provides a comprehensive explanation of technology adoption by incorporating individual, social, and organizational factors. Theories supporting include the Technology Acceptance Model (TAM) and the Diffusion of Innovations Theory (DOI), which were also discussed to reinforce understanding of adoption behavior in the teaching field.

The empirical literature review observed studies conducted worldwide, in developing countries, African countries, and at the Zimbabwean level. The reviewed research consistently showed that adopting IT can improve service delivery when supported by teacher skill, leadership commitment, and organizational support. However, several studies also show that resource provision alone does not guarantee successful technology implementation, especially in rural schools.

Furthermore, the chapter identified key gaps in the prevailing literature, including limited attention to schools in rural areas with available IT resources, a weak connection between IT adoption and service delivery outcomes, limited use of quantitative methods, and minimal use of the UTAUT model in Zimbabwe's rural contexts. These gaps gave a strong justification for the present study.

The justification section highlighted the research's academic, real-world, and social relevance. It emphasized the need to understand IT adoption challenges at Gokwe St Agnes Primary School, as well as the potential of the research to improve service delivery in rural primary schools with similar challenges.

The chapter also developed a conceptual framework that showed the relationships among factors impacting IT adoption, IT adoption itself, and service delivery. The framework made clear how performance expectancy, effort expectancy, social influence, and facilitating conditions affect service delivery through IT adoption.

In summary, the literature reviewed in this chapter provided the foundation for the research methodology presented in the following chapter. Chapter three will outline the research design, population, sampling techniques, data collection methods, and data analysis procedures used in the research.

CHAPTER 3

3.0 Introduction

Research methodology is the organized plan and method used in research to answer questions or test hypotheses. It outlines the tools, approaches, and methods used to gather and analyze data, ensuring the study is organized and reproducible. This chapter outlines the methodological approach implemented in this research. Also, it explains how the study will be carried out at Gokwe St Agnes, a rural primary school. This section looks at the following areas: Research philosophy, research design, research strategy, population and sampling, data collection instruments, data analysis, and measures of validity and reliability.

3.1 Research Philosophy

A research philosophy is defined as the set of principles and assumptions about how knowledge is created and analyzed in a study. (Saunders et al, 2019). It leads the researcher to what is well-thought-out as tolerable evidence, how truth should be examined, and guides the methods suitable for producing trustworthy results. Research methodology refers to the organized plan and method used in research to answer research questions or test hypotheses. It outlines the tools, procedures, and methods used to gather and analyze data, ensuring the study is organized and replicable, with its results. Ragab and Arisha (2017) asserted that a typical initial step in the

study procedure is to determine its philosophical position. This leads to research philosophy, a crucial part of the research process.

In conducting research, three main philosophies are commonly used by researchers: positivism, interpretivism, and pragmatism.

3.1.1 Interpretivism

Interpretivism holds that reality is subjective and that understanding can vary across different backgrounds, based on human life experiences and principles. This philosophy opposes the positivist view, which holds that reality is objective (Alharahsheh & Pius, 2020). The interpretivist research philosophy is widely adopted in the social sciences, where understanding people's beliefs, morals, motivations, and reasoning is vital to interpreting collected data. This method does not remove a researcher from generating knowledge, knowing that that person can affect the analysis of the data.

This underlying philosophy thus makes Interpretivism compatible with qualitative inquiry.

which tend to use methods such as interviews, focus groups, document analysis, and observations, allowing flexibility in interpreting collected data (Pervin & Mokhtar, 2022). For instance, research aiming to discover employees' fairness perceptions toward the performance appraisal system can be done with an interpretivism framework since it emphasizes subjective insights of the participants. Furthermore, a researcher may interpret viewpoints differently.

3.1.2 Pragmatist philosophy

Pragmatism distinguishes itself through its particular viewpoint. The philosophy postulates that the choice of research methods depends entirely on the research question or challenge. The philosophy provides flexibility on what means to be used to attain research goals. This indicates that using a pragmatist philosophy permits researchers to employ a mixed-methods approach, combining qualitative and quantitative methods. or either of the two in the research process (Kaushik & Walsh, 2019). Bear in mind that the research question determines the approach. Using pragmatism aids in appreciating the fact that there are situations that have to include both objective and subjective interpretations to understand patterns observed in data, including detailed insights of topics researched, or one way is adequate. Researchers may get confused when differentiating between critical realism philosophy and pragmatism. The difference

depends on the choice of approaches. Critical realism philosophy allows a researcher to use a mixed approach (qualitative and quantitative). On the other hand, pragmatist philosophy allows researchers to use either qualitative or quantitative methods, or both, depending on the research question to be addressed (Shan, 2022). While critical realism offers flexibility, pragmatism provides greater flexibility in choosing an approach.

3.1.3 Positivism

This is a research philosophy stemming from the belief that reality is objective and can be measured scientifically. The philosophy posits that knowledge is delivered from observable facts and empirical evidence, and these facts can be generalized (Alharahsheh & Pius, 2020). Further, a researcher is detached from influencing the research findings. The philosophy emphasizes hypothesis development and testing as well as theory validation (Corry et al., 2019). This entails that the philosophy holds the belief that there is truth yet to be known to a researcher; hence, he/she must first identify what is initially known and then verify it in the context of the specific research problem he/she wants to address. The philosophy tends to employ quantitative research methods, such as surveys and experiments, through which data can be analyzed statistically to test or disprove hypotheses (Zyphur & Pierides, 2020). For example, a study examining the relationship between leadership styles and organizational performance is expected to conduct a statistical analysis to determine the relationship, which, in turn, helps confirm or disconfirm the research hypotheses. This philosophy normally requires researchers to use considerably large samples (Haardörfer, 2019).

For the purpose of this study, I adopted Positivism because of the following reasons.

- It is objective
- We are able to generate hypotheses and generalize studies.

Positivism assumes that reality exists independently of human perceptions and can be measured objectively using scientific methods. (Creswell & Creswell, 2020). Under this philosophy, knowledge is derived from observable and quantifiable facts rather than personal opinions or subjective experiences. Positivist studies rely on structured instruments such as questionnaires, and establish patterns and relationships between variables.

This philosophy is suitable for the current research because IT adoption and service delivery at Gokwe St Agnes Primary School can be measured quantitatively. For instance, the frequency with which teachers use computers like laptops, desktops, tablets, how frequently employees access electronic files, and how technological tools improve administrative speed are all measurable behaviors. Technology use remains limited at the school, despite the provision of devices, solar energy, and internet access. This situation can be quantified through a survey to test the hypothesis that the adoption of IT significantly impacts service delivery, which aligns with the positivist emphasis on statistical analysis.

Positivism, therefore, permits the researcher to gather accurate numerical data from the one hundred and twenty (120) teachers and staff, analyzing it using Statistical Package for the Social Sciences (SPSS), a powerful software for advanced statistical analysis, and come up with conclusions that are generalizable to similar rural primary schools. Through this method, the research can establish clear, evidence-based relationships between technology adoption levels and service delivery outcomes.

3.2 Research Design

A research design is the overall plan that guides how the research will be carried out to address the research questions and achieve the objectives. (Kumar, 2019). Research design is a procedural plan implemented by a researcher to answer questions correctly. It is very objective and accurate. Normally, a research design determines the type of analysis a researcher should use to achieve the desired outcomes. To what extent one's design is good or bad depends on whether one can answer the research questions. If the design is poor, the research results will also not be promising.

Research design is a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. Research design provides insights into how to conduct research using a specific methodology. It specifies the objectives of the research, the methodology, and the techniques to be adopted to achieve them. It constitutes the blueprint for the collection, measurement, and analysis of data.

There are many research designs that can be used in action research. These include experimental, longitudinal, case study, and comparative research designs.

3.2.1 Experimental Research Design

Experimental research design is an organized, scientific approach to research in which the researcher manipulates one or more variables and controls and measures changes in other variables. This type of research is used to establish cause-and-effect relationships between variables. (Creswell, J. W. (2014). Experimental design is the strategy used to conduct experiments to test hypotheses and arrive at valid conclusions. The process comprises, firstly, the development of research questions, the selection of variables, the specification of the experimental conditions, and a protocol for data collection and analysis. The importance of experimental design lies in its potential to prevent bias, reduce variability, and increase the precision of results, thereby achieving high internal validity in studies. Key elements involve hypothesizing, selecting variables, controlling extraneous influences (such as bias), and collecting/analyzing quantitative data to establish causality. Key components include the independent variable, the factor manipulated or changed by the researcher. It again involves a dependent variable; thus, the outcome or response being measured. The control group, which does not receive the treatment, serves as the baseline. The experimental group is the group that receives the treatment or interventions.

3.2.2 Comparative Research Design

Comparative design focuses on systematically comparing two or more cases to understand their similarities and differences. Such designs are particularly useful for knowledge development when we lack the conditions for control, as in variable-centered and quasi-experimental designs. Comparative designs often combine different research strategies, using one to analyze properties of a single case and another to compare cases (Bukve, 2019). The design can be used for the generation or refinement of theories, as well as testing the applicability of theories or models in varied contexts

Comparative research, simply put, is the act of comparing two or more things with a view to discovering something about one or all of the things being compared. This technique often draws on multiple disciplines in a single study. When it comes to method, the majority agreement is that there is no methodology peculiar to comparative research. The multidisciplinary approach is good for the flexibility it offers, yet comparative programs do have a case to answer against the call that their research lacks a "seamless whole."

There are certainly methods that are far more common than others in comparative studies, however. Quantitative analysis is much more frequently pursued than qualitative analysis, as evidenced by the majority of comparative studies that use quantitative data. The general method of comparing things is the same in comparative research as in our everyday practice of comparison. Like cases are treated alike, and different cases are treated differently; the extent of difference determines how differently cases are to be treated. If one can sufficiently distinguish between the two, the research conclusions will not be very helpful.

A comparative research design example is studying different teaching methods (Group A: Traditional; Group B: Tech-Integrated) to see which improves student test scores more, comparing pre-test to post-test results across groups to find differences, or analyzing. It involves systematically examining similarities and differences between two or more cases (countries, cultures, groups, methods) to understand phenomena better, often using experimental (like teaching groups), for example, comparing the impact of a new math curriculum (Group 1) vs. the old one (Group 2).

3.2.3 Longitudinal Research Design

A longitudinal research design is one that collects data from the same participants or members over time. This design allows researchers to study and track changes in participants over varied time periods. This design is widely used in areas such as education, medicine, psychology, and social science to examine how variables change over time or how a specific factor affects others within a given period. This method requires a researcher to repeatedly collecting data from the same participants over time. Repeated data collection can help identify patterns of change, stability, or fluctuations in the variables under study (Hopwood et al., 2021). It is common for longitudinal studies to include cohort tracking, in which a specific group of people or a clan sharing common features is followed over time. This design is helpful for understanding variations that may occur in subjects over time and their causes, making it useful for causal analysis. Nevertheless, they need a great deal of resources and time. The risk of subjects or participants dropping out of the research may reduce their effectiveness.

3.2.4 Case study design

A Case study design is used in this research, supported by descriptive and correlational elements. Case study design primarily focuses on in-depth analysis of a single unit of

investigation, such as an individual event, organization, or process, to collect and analyze data with the goal of understanding its pertinence, relationships, or deeper dynamics. Ebneyamini and Moghadam (2018) define a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the object of study and context are not clearly evident. A case study helps a researcher use a minimal number of resources and study carefully, analyze, and draw conclusions, since the scope is limited to one or a few cases. While case study design helps in understanding issues in a real-life context, it has limitations related to generalizability and potential bias. Case study designs tend to use small samples that are not capable of generalization.

A case study design comprises an in-depth investigation of a single unit, institution, or setting in its real-life setting. (Yin, 2018). This is appropriate because the research focuses specifically on Gokwe St Agnes Primary School, a rural school with underutilized IT resources. The case study approach will allow the researcher to thoroughly discover the school's IT adoption practices, the difficulties faced by teachers and staff, and how these practices affect service delivery. By focusing on one school, the design provides a rich, contextually grounded understanding of how the adoption of IT unfolds in rural education settings.

The descriptive component will be used to outline the current level of IT adoption at the school, for instance, how many teachers use desktops, laptops, or tablets, how administrative records, such as financial records, are handled, and how often technological tools aid teaching. The correlational component will be used to analyze whether a statistical relationship exists between IT adoption and service delivery results such as effective communication, accurate records, and teaching performance. Although the research relies mainly on quantitative data, the case design permits these insights to be interpreted within the specific truths of Gokwe St Agnes Primary School.

Generally, this combined approach will permit the researcher to gain both a thorough contextual understanding and statistical evidence, producing results that are both meaningful and scientifically trustworthy.

3.3 Research Strategy

A research strategy is the general approach used to conduct a study and obtain the evidence needed to address the research questions. (Saunders et al, 2019). Thus, it is an organized plan

that outlines how a researcher will carry out their study. Research strategy incorporates the methods and approaches used to collect, analyze, and interpret data. Here are the main components of a research strategy. It is an important framework that guides researchers in conducting their research effectively. By carefully planning each component, researchers can improve the quality and impact of their work. The research strategy not only provides a plan for data collection and analysis but also ensures that the research is linked with the objectives and questions it needs to address.

There are three main types of research strategies. These are quantitative, qualitative, and mixed-methods approaches.

3.3.1 Qualitative research design

This design centers on exploring and understanding the meanings and contexts of individuals, groups, or specific events. The design relies on detailed descriptive data. Data may be in word form, pictures, or even stories. Unlike quantitative design, this design is flexible and subjective, aiming to generate insights; therefore, information is written and seen rather than numerical (Mwita, 2022). The design is compatible with data collection methods such as interviews, focus groups, observation, and document analysis.

3.3.2 Mixed research design

A mixed-methods research design uses both qualitative and quantitative methods in a single study, collecting and analyzing data simultaneously or sequentially (Tobi & Kampen, 2018). This design allows a researcher to maximize the potential of qualitative and quantitative designs. The design has a higher chance of ensuring reliability and validity of the research outcomes through triangulation, since the researcher is in a position to cross-check the findings from both qualitative and quantitative designs

3.3.3 Quantitative research design

Quantitative research design is the design that focuses on the collection and analysis of numerical data (Asenahabi, 2019). The design measures variables and tests hypotheses. The design is methodical and organized, hence unwilling to change and objective. To make this design effective, large and representative samples are used. The use of mathematical, statistical, or computational techniques to identify relationships, patterns, and trends in data.

The research will adopt a quantitative research strategy, focusing on collecting numerical data and analyzing it statistically to test hypotheses and examine relationships between variables. A quantitative strategy matches the positivist philosophy underpinning this research, which assumes that reality can be observed and measured objectively through structured instruments (Creswell & Creswell, 2020). The research methodology used in this study was quantitative. The researchers preferred this design because it allowed large quantities of data to be collected and analyzed. In quantitative research design, a researcher examines variables and includes numerical data and statistics to analyze the findings. As Anita and Benjamin (2021) put it, quantitative analysis enhances the soundness of data by presenting them in figures.

Since the research aims to determine the influence of IT adoption on service delivery, quantifiable data is needed, for instance, on how frequently teachers use technological tools, how frequently staff rely on IT systems for administration duties, and how these behaviors impact service efficiency.

Within the quantitative strategy, the research will use a survey method using a structured questionnaire distributed to one hundred and twenty teachers (120) and staff at Gokwe St Agnes Primary School. This strategy enables the efficient collection of standardized data from a large group of respondents, allowing statistical testing of the relationship between IT adoption and service delivery. The quantitative strategy is suitable for this case study since it enables the researcher to collect measurable data that reflects the real situation at the school. For instance, teachers will show how often they use computers for lesson preparation on record management, and staff will report on the speed and accuracy of administrative tasks when IT tools are used. These answers will then be analyzed using SPSS to identify trends. Correlations and the strength of the relationship between the variables.

Generally, the quantitative research strategy provides an organized, scientific, and objective approach that aligns with the study's aim of examining the impact of IT adoption on service in a rural school setting

3.4 Population and sampling

A research population is the entire group of people or elements that the researcher intends to study. (Kumar, 2019). On the other hand, Satinshprakash (2020) views the population as a set or group of all the units on which the research findings are to be applied. The population can be

defined as all the units to which the findings of research can be applied. Thus, the entire set of persons to which the findings of the survey are to be applied. It comprises all the key units on which research results can be applied. In other words, a population is a set of all the units that possess variable characteristics under study and for which findings of research can be generalized.

For this research, the study population consists of all teachers and non-teaching staff at Gokwe St Agnes Primary School, since these are the people directly involved in adapting or failing to implement information technology in their daily tasks. Since the research focuses on IT adoption in service delivery, teachers and staff are the most relevant group, as they interact with IT tools for teaching, recordkeeping, communication, and administrative duties.

The school has a study population of one hundred and twenty staff members (120), including teachers, administrative officers, bursars, clerks, and support staff. All these employees play a role in service delivery and are influenced by how IT tools are used in the school. The researcher will therefore draw respondents from this whole group to ensure a comprehensive understanding of IT adoption at the school.

3.4.1 Sampling

Sampling refers to the process of selecting a portion of the population to participate in the study (Saunders et al., 2019). A sample is part of a larger population. Also, Pritha (2021) defines a sample as the specific group from which data will be collected. The sample size is always less than the population size. Cash et al (2022) define a sample as a smaller collection of units from a population used to determine the truths about that population. A sample, therefore, is a small group of respondents drawn from the target population and should always have characteristics representative of the entire population. A portion of the population that represents the entire population is known as a sample. It means the units selected from the population as a sample must represent all the features of the different types of units in the population. In several research studies, data are collected from units of the sample rather than from all units of the population, and the results are generalized to the whole population. Thus, sampling is a process of selecting a sample from a population.

In this research, the study did not involve the entire population. Using stratified random sampling, a sample of 24 respondents was selected proportionally from teachers, administrators,

and support staff. All analyses in Chapter 4 are therefore based on this sampled group.” A census involves including every member of the population in the study rather than selecting a sample. This approach is appropriate because the population of one hundred and twenty staff members (120) is small and manageable, permitting the researcher to gather data from all individuals who are impacted or influenced by IT adoption. Using a census sampling method also improves the accuracy and reliability of findings since it eliminates sampling bias and ensures that all viewpoints are captured. For instance, teachers who rarely use computers, those who rely deeply on technological tools, and administrative staff who handle manual or IT-based records will all be represented. This thorough representation enhances the study’s ability to accurately measure IT adoption and assess its impact on service delivery across the whole school.

Moreover, because IT adoption practices may vary across different staff groups, such as between classroom teachers and office administrators, the census approach allows the researcher to capture these variations. The method ensures that the study’s findings provide a complete picture of how IT adoption influences teaching performance, record management, communication, and overall service delivery at Gokwe St Agnes Primary School.

There are four major sampling techniques that are used in quantitative research. These are Simple random sampling, Systematic sampling, Stratified random sampling, and Multi-cluster sampling.

3.4.2 Multistage sampling techniques

Include the use of multiple sampling strategies to create the study sample. Frequently, the original pool is selected by purposeful or convenience sampling and then randomly assigned to one or more research samples. These sample groups are subject to the same limitations as the non-probabilistic method originally used in the process.

3.4.3 Simple Random Sampling

Simple random sampling is a method of selecting a sample from a population in which each member of the population has an equal chance of being selected. This method is commonly used in research studies to ensure the sample is representative of the population and to minimize error. By selecting participants randomly, researchers can increase the possibility that their findings will be generalizable to the bigger population. In this sampling methodology, the selection of sample members is based only on chance and randomization. Therefore, the sampling procedure

ensures that sample quality is not affected, since each member of the group has an equal probability of being included in the sample. This sampling technique is most appropriate for a population that is highly homogeneous.

3.4.4 Systematic Sampling

Systematic sampling is a statistical sampling method that selects a sample from a larger population at predetermined intervals. This technique ensures that every n th member of the population is encompassed in the sample, resulting in a representative sample. Systematic sampling is generally used in research studies and surveys to obtain a sample that is both efficient and unbiased. Systematic sampling is an advanced form of simple random sampling that requires detailed information about the population. In this procedure, a member is chosen at regular intervals. The nominated individual will henceforth be referred to as the K th element.

3.4.5 Multi-Stage Cluster

Multi-stage sampling, also known as multi-stage cluster sampling, is a more advanced, logistically complex sampling method that involves selecting samples in two or more stages. Multi-stage sampling is a method used to assist in gathering primary data by dividing large population clusters into smaller ones at various stages. It is crucial to understand that multi-stage sampling, though not as effective or valid as random sampling, does reduce certain disadvantages inherent in the latter approach, such as high cost and time consumption. Despite its terminology, multi-stage sampling in business research can be straightforward. The use of this sampling technique can be grouped into four distinct phases.

The process of choosing a representative subset of separate groups involves numerous steps, including the careful selection of a sampling frame, the assignment of unique identification numbers to each group, and the subsequent selection of a small but appropriate sample. The process of choosing a sampling frame that contains relevant discrete sub-groups. This job ought to be carried out using the distinct groups chosen in the previous stage. If considered necessary, the second phase should be repeated. The process of selecting individuals for the sample group involves using a form of probability sampling to draw from the subgroups. The practical application of the above-mentioned stages can be demonstrated through a particular instance

3.4.6 Stratified Random Sampling

Stratified random sampling is a statistical method that divides a population into subgroups, or strata, based on specific features, and then selects a random sample from each stratum. This technique is commonly used in research studies to ensure the sample is representative of the population and to improve the accuracy of estimates. By stratifying the population, the variability within each stratum is lessened, which can lead to more correct results. Overall, stratified random sampling is a valuable tool for researchers seeking to obtain a representative sample from a larger population.

(International Journal of Trend in Scientific Research and Development (IJTSRD) Volume 7 Issue 3, May-June 2023 Available Online: www.ijtsrd.com e-ISSN: 2456 – 6470

However, this research used Stratified Sampling. The population of this research consists of one hundred and twenty staff members (120) at Gokwe St Agnes Primary School. This comprises classroom teachers, school administrators such as the bursar and the clerk, and support staff such as grounds personnel, security guards, and kitchen and cleaning staff (ancillary staff). These groups are key to the study since they are the people who either use or are expected to use IT tools in their service delivery. (teaching, learning, and school administration.)

To ensure all staff are represented, the study will use stratified samples, which involve dividing the population into similar subgroups and then drawing a sample from each group (Saunders, Lewis, & Thornhill, 2019). Stratified sampling is suitable because teachers, administrators, and support staff have different responsibilities and IT exposure levels, so they need to be represented proportionally.

After stratifying the population, the researcher will apply systematic sampling within each stratum, selecting every 5th person from an ordered staff list, starting at a random point. This method is simple, transparent, and appropriate for quantitative studies carried out in positivist. (Creswell & Creswell, 2022)

For example, the distribution of staff is: Teachers (80), Administration (10), and Support staff (30). The proportional allocation for a sample of 24 respondents ($120/5$) would be

- 16 Teachers

- 2 Administrators
- 6 Support Staff

Within each group, an ordered list will be formed, and every 5th person will be selected. If a selected member is absent or declines, the next person on the list will be selected, and the non-response will be recorded to ensure transparency (Bryman, 2021). This sampling technique is suitable because it increases representativeness, reduces sampling error, and allows the results to be generalized to the entire school staff.

3.5 Ethical Considerations

This study will observe all ethical standards for research involving human participants. Respondents will be fully informed about the study's purpose and asked to provide voluntary, informed consent. Their privacy, confidentiality, and anonymity will be protected by ensuring that no personal identifiers are collected and all information is reported in an aggregated form. Data will be presented and used securely, strictly for academic purposes, in accordance with national data protection guidelines. (MoPSE 2023). Ethical clearance will be sought from the University Research Ethics Committee, and permission will be granted from the Ministry of Primary and Secondary Education and the school administration. Participants will be assured that they can withdraw at any time and that no harm will result from participating in the study. (Resmik, 2021)

3.5 Data Collection Instruments

Data collection is a way of collecting data from relevant sources to find a solution to the given statistical inquiry. Data collection is the first step done in a statistical investigation. It is an important step because it helps us make informed decisions, identify trends, and evaluate progress.

There are different methods of collecting data. These are:

- Interviews
- Questionnaires
- Observations

- Experiments
- Published Sources and Unpublished Sources

3.5.1 Interview

This mostly takes place between two individuals: the one who will be interviewing (the interviewer) and the one who will be interviewed. (interviewee or respondent). This is typically favored if it is convenient to talk directly to the respondents. For instance, if a researcher desired to conclude whether individuals are pleased with the way they were treated by sales staff, hospitality.

3.5.2 Questionnaire

A questionnaire, as put forward by Prita (2021), is a series of written questions given to respondents to obtain and clarify statistical information that is not available or recorded about a given topic. This method enables sending a set of questions for recipients to answer and return their responses regarding the study. A questionnaire is a predetermined set of questions given to a number of respondents. This tool is good for getting information from numerous people. Questionnaires are also suitable for collecting information from people spread across a wide area and difficult to contact face-to-face. A questionnaire should have a short explanation of what your study is about. As with all data collection methods, questionnaires should always adhere to ethical and moral codes of conduct. An example of a questionnaire in use is the national population census for India, which takes place every ten years (the last one was in 2011)

3.5.3 Observation

Data collection through observation does not require personal contact. A good example of observational data gathering is counting the number of automobiles crossing an intersection every hour.

This research will use a structured questionnaire as the primary data collection instrument. A questionnaire is suitable for quantitative research since it allows the collection of standardized responses from a large group of participants, making it appropriate for stratified analysis. (Creswell & Creswell, 2022). It also aligns with the positivist philosophy that guides this study, emphasizing objective measurement and quantifiable data. (Saunders, Lewis & Thornhill, 2019)

The questionnaire will be divided into 5 sections, each aligned directly with the study variables derived from the conceptual framework.

3.5.3.1 Section A: Demographic Information

Background information, such as respondents' age, years of experience, job class (teacher, administrator, support staff), and basic IT literacy, will be collected in this section. These variables help understand patterns in IT adoption across staff groups.

3.5.3.2 Section B: IT skills and competence

This section will analyze respondents' IT skills, including their ability to use technology to deliver their services (computers, tablets, the internet, and basic software applications). Measuring technological know-how is important because low IT skills have been identified as a major challenge to technology adoption at Gokwe St Agnes Primary School.

3.5.3.3 Section C: Perceived Usefulness and Ease of Use of IT

This part will measure constructs from the Technology Acceptance Model (TAM), specifically participants' perceptions of IT benefits in teaching and administration, and their ease of use with tools. Those perceptions impact adoption behavior. (Venkatesh & Davis, 2020)

3.5.3.4 Section D: Usage Behavior

This section will assess the actual frequency and extent of technology use in tasks such as lesson planning, recordkeeping, communication, administering tests and exercises, and administrative tasks. This directly relates to the study's dependent variable, service delivery.

3.5.3.5 Section E: Barriers to IT adoption

Items in this part will evaluate challenges like fear of technology, lack of confidence, resistance to change, lack of training, limited technological support, and disorganization. IT culture, all of which affects technology adoption in rural schools. (Moyo & Chigona, 2021)

The questionnaire items will be measured using a five-point Likert scale varying from Strongly Disagree (1) to Strongly Agree (5). This scale is commonly used in quantitative IT studies because it effectively captures variation in attitudes and behaviors while remaining easy for respondents to understand. (Brace, 2018) Before full distribution, the questionnaire will undergo

a pilot test with 8-10 staff members from a neighboring school to assess clarity, relevance, and reliability. Feedback from the pilot will be used to improve unclear ambiguous. Reliability will be measured using Cronbach's alpha, with values of 0.70 or above considered acceptable. (Bryman,2021)

Using a structured questionnaire ensures that data collection is organized, time-efficient, and appropriate for analyzing the relationship between IT adoption and service delivery at Gokwe St Agnes Primary School.

3.6 Data Analysis

Data analysis refers to the organized process of cleaning, organizing, coding, and examining collected data to answer research questions and test the research hypothesis. Quantitative data were presented in tables, graphs, and pie charts. These presentations were used because they are easy to understand and interpret, and also show relationships between different variables. In this study, a quantitative data analysis approach will be used, as it is based on a positivist philosophy that assumes social trends can be measured objectively using numerical data. After data collection, all questionnaire responses will be coded and entered into the Statistical Package for the Social Sciences (SPSS), which provides appropriate statistical tools for analyzing quantitative data in educational research. (Pallant, 2020)

3.6.1 Data cleaning and coding

Before performing any statistical tests, the data will be checked for final finish (completeness), missing figures, inconsistencies and outliers. Each questionnaire item will be assigned a numerical code according to the Likert scale used (1 = Strongly Disagree to 5 = Strongly Agree). Open-ended answers will be categorized into focus groups to complement quantitative results.

3.6.2 Descriptive Statistics

Descriptive statistics will be produced to summarize group characteristics and responses for each variable. These comprise

- Frequency and Percentages

To describe gender, age groups, job categories, and IT training levels.

- Means and Standard Deviation

To show IT adoption levels, technology skills, perceived usefulness, barriers, and service delivery

Descriptive statistics help give a clear picture of overall trends, like the extent to which teachers and staff at Gokwe St Agnes Primary School use technology in their work

3.6.3 a) Inferential Statistics

- Pearson's Correlation Coefficient

Pearson correlation r is used to determine the strength as well as the direction of the relationship between

- IT adoption variables (IT skills)

Correlation values range from -1 to +1, where +1 indicates a perfect positive relationship, 0 indicates no relationship, and -1 indicates a perfect negative relationship.

A p-value of less than 0,05 ($p < 0,05$) will indicate a statistically significant relationship. (Field, 2021)

3.6.3 b) Multiple Regression Analysis

Multiple regression will be used to determine how well IT adoption variables predict service delivery. This analysis will show the contribution of an individual to each construct (IT skills, perceived usefulness, technology usage, barriers to the whole service delivery at the school.

Regression outcomes will be interpreted using:

- Beta coefficient
- p-values
- Coefficient of determination (R^2)

This will show which IT adoption issues are the strongest predictors of service delivery improvements at Gokwe St Agnes Primary School.

3.6.4 Hypothesis Testing

Each hypothesis (H1 -H5) will be tested using correlation and regression outputs. Hypothesis will be accepted or rejected based on the significance level ($p < 0,05$)

3.6.5 Presentation of results

Results will be presented using

- Tables
- Graphs
- Charts
- Summary statistics

This improves clarity and makes interpretation easier for readers and examiners

3.6.6 Interpretation

The outcome will be interpreted in relation to

- The research goals
- The conceptual framework
- Existing empirical literature

Interpretation will help determine the state at Gokwe St Agnes Primary, which aligns with or differs from patterns observed in other rural schools internationally, in Africa, and in Zimbabwe.

3.7 Ethical Considerations

Ethical considerations are essential in ensuring that research involving people is conducted responsibly and respectfully. This research will follow strictly the ethical guidelines set by The Catholic University of Zimbabwe Research Ethics Committee, as well as global standards for educational research. (Resnik 2021, Saunders, et al., 2023)

Before data collection begins, the researcher will obtain formal ethical clearance from The Catholic University of Zimbabwe and additional permissions from the Ministry of Primary and Secondary Education (MoPSE) and the Head of the school at Gokwe St Agnes Primary School. The researcher had to obtain the Headmaster's consent to conduct the study and collect data at the school. Data collection was done in a manner that respected respondents' work and social freedom and would not harm them. Respondents were given ample time to give their answers. The research also benefited greatly from the rapport between the researcher and the respondents,

as they worked together. The researcher was mindful not to force respondents to answer sensitive questions. This makes sure that the study aligns with national educational research protocols and organizational requirements (MoPSE, 2023)

Participation in the research will be entirely voluntary. Every participant will receive a clear explanation of why the research is carried out, what the research involves, and their rights as respondents through a written consent form. Participants are informed that they may withdraw at any time without consequences, consistent with modern research ethics standards. (Bryman, 2022; Resmik, 2021)

Strict confidentiality and anonymity will be maintained to protect participants' privacy. No contact details, no names, no contact numbers, or identifying information will be collected on the questionnaire. Data will be collected numerically and stored in password-protected digital files accessible only to the researcher and supervisor. Reporting of outcomes will be done in an aggregated statistical form so that no one or group of participants can be identified. (Pallant, 2020)

The study also maintains the moral standards of harmlessness, ensuring that no participant is subjected to psychological (emotional distress), social, or professional harm. The questionnaire will comprise neutral, non-harmful items that focus solely on IT adoption and service delivery. Participants will not be asked to disclose any sensitive personal information or anything that may put their work at risk. (Saunders et al, 2023)

Moreover, all collected data will be used exclusively for academic purposes related to this study. Data will not be shared with third parties or used for administrative decisions at the school, so administrators will not base their decision-making on that information. After completion of the research, a summary of the findings can be shared with the school administrators only in a non-identifiable form to help improve adoption of IT in accordance with ethical dissemination practices (Creswell & Creswell, 2022)

In compliance with the principles of responsible research, data will be stored securely for the period required by The Catholic University of Zimbabwe, after which it will be permanently deleted in compliance with research data management standards. (European Union, GDPR, 2021)

3.8 Reliability Measures

Reliability refers to the degree to which a tool consistently measures what it is supposed to measure. In quantitative research, reliability ensures that repeated administration of the same tool under similar conditions yields consistent results. (Pallant, 2020; Creswell, 2022). Reliability, according to Drost (2021), is the extent to which measurements are repeatable when different people perform the measurement at different times under different conditions. The researcher used short, clear, and precise questions to develop reliable question guides. The questionnaires were distributed for a relatively short period so respondents could provide immediate feedback. Since all respondents were literate, the research questions were written in English, and respondents received them in simple language without losing focus on the research's core issues.

For this research, reliability will be measured using the internal consistency method, specifically Cronbach's Alpha coefficient, which is the most commonly used reliability index for Likert-scale questionnaires. Cronbach's Alpha allows the researcher to assess how closely related a set of items is as a group, indicating whether the questionnaire items consistently measure the same underlying construct (Tavakol & Dennick, 2011). A Cronbach's Alpha value of 0,70 or above is normally considered acceptable, while values greater than 0,80 indicate good reliability (Pallant,2020). In this research, Cronbach's Alpha will be computed for each main construct of the conceptual framework.

- IT access and availability
- IT skills and competence
- Attitudes toward IT
- Organizational support
- Service Delivery

Before conducting the main information gathering, a pilot study will be conducted with approximately 10 teachers and staff members from a neighboring primary school (not Gokwe St Agnes) to pre-test the questionnaire. The pilot test will help identify unclear wording, unclear items, or inconsistencies. Based on the pilot test results, revisions will be made to ensure clarity and accuracy.

After the main data collection, final reliability values for each construct will be calculated in SPSS, and the results will be presented in reliability tables. Only constructs with acceptable Cronbach's Alpha values ($>0,70$) will be retained for analysis. This process ensures that the tool used in the research is both dependable and stable, thereby enhancing the credibility of the research findings. (Creswell & Creswell, 2022; Saunders et al., 2023)

3.9 Validity Measures

Validity refers to the extent to which a research tool accurately measures the concepts it is supposed to measure (Creswell & Creswell, 2022; Saunders et al., 2023). In quantitative research, establishing validity is important to ensure that conclusions drawn from the data are meaningful, reliable, and methodologically sound. This study will utilize various forms of validity suitable for quantitative research. These are the construct validity, convergent validity, concurrent validity, and predictive validity, to ensure that the questionnaire accurately measures the dimensions of IT adoption and service delivery at Gokwe St Agnes Primary School.

3.9.1 Construct Validity

Construct validity assesses whether the questionnaire truly measures the theoretical concept drawn in the study's framework. (Healeer & Twycross, 2015). In this research, the constructs include IT access, IT skills, attitudes towards IT, organizational support, and service delivery. To ensure that questionnaire items are developed strictly based on established IT adoption theories, such as the Technology Acceptance Model (TAM), the Diffusion of Innovations (DOI), and the updated findings from Venkatesh et al. (2022). These items will also be revised by experts in educational technology and research methods at The Catholic University of Zimbabwe to ensure they accurately represent the constructs. This expert review confirms that each questionnaire section aligns with the theoretical definitions used in previous studies.

3.9.2 Convergent Validity

Convergent validity examines whether items that theoretically belong together correlate strongly. (Hair et al., 2021). In this research, items measuring the same construct, for instance, IT competence, must show high inter-item correlation. During analysis, convergent validity will be assessed by examining whether each set has at least 0,70 and by examining correlation patterns using SPSS. If items measuring the same constructs show strong relationships, then convergent validity is attained. This ensures that constructs such as attitudes towards IT are well organized

and measure a common idea. Concurrent validity assesses whether the tool correlates well with another already-validated measure administered at the same time. (Saunders et al, 2023).

In this research, validity will be assessed by comparing questionnaire results with current school performance records, such as internal assessments, administration efficiency reports, or IT logs, where available. For instance, if respondents who report high IT adoption also belong to classes or departments with efficient administrative record-keeping, this indicates strong concurrent validity. Such comparisons help confirm that the questionnaire measures align with observable behaviors at Gokwe St Agnes Primary School.

3.9.3 Predictive Validity

Predictive validity assesses how well the questionnaires predict results related to the constructs under study. (Mathews & Ross, 2019). For this research, predictive validity will be assessed by examining whether IT adoption variables, such as IT competence and organizational support, significantly predict service delivery outcomes using regression analysis. If the statistical results show that an increase in IT adoption can reliably predict improvements in service delivery, for instance, faster administrative processes, more accurate record keeping, then the tool demonstrates predictive validity. Predictive validity is vital here because it shows how IT adoption impacts service delivery in a typical rural school setting.

3.10 Chapter Summary

The chapter discussed the methodological framework that guided the research on the impact of Information Technology adoption on service delivery at Gokwe St Agnes Primary School. It described the positivist philosophy underpinning the study and justified the use of a quantitative case study design and survey strategy. The population, sampling procedures, and data collection instruments were clearly described, including the questionnaire, which was structured around the study's conceptual framework. Data analysis methods using SPSS software were explained, along with the procedures used to ensure the tool's reliability and validity. Ethical considerations were also emphasized to ensure that the research adheres to the standards of The Catholic University of Zimbabwe. The whole chapter established a strong foundation for data collection and analysis that will be presented in the coming chapter.

CHAPTER 4

4.0 Introduction

This chapter discusses, examines, and interprets the collected data on the adoption of Information Technology (IT) in education service delivery at Gokwe St Agnes Primary School. The analysis is grounded in data from a sample of twenty-four (24) respondents, selected through stratified random sampling from teachers, administrators, and staff. The respondents consist of 16 teachers, 2 administrators (the Head and the Deputy Head), and 6 support staff, including the bursar, clerk, and groundmen. The chapter uses descriptive statistics, correlation analysis, and regression analysis to focus on the research objectives and test the research hypotheses. The results are presented in tables and numerical summaries and are interpreted in relation to theories of IT adoption, specifically the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT). The chapter ends with a summary that stresses key findings relevant to education service delivery in a rural school setting.

4.1 Participation Rate and Demographic Characteristics of Participants

4.1.1 Participants Rate

Twenty-four questionnaires (24) in all were distributed to the sampled participants at Gokwe St Agnes Primary School. All questionnaires were completed and returned, resulting in a 100% participation rate. The high participation rate was achieved because the questionnaires were administered physically in the school yard and collected all at once upon completion. According to Saunders et al. (2019), a response rate of over 70% is considered adequate for quantitative research, specifically in case study research. Hence, the response rate attained in this research is considered outstanding and adequate for reliable statistical analysis.

4.1.2 Distribution of Participants by Job Group

The respondents were drawn proportionally from three staff categories as determined in Chapter 3.

Group	Frequency	%
Teachers	16	66.7%
Administrators	2	8.3%
Support Staff	6	25.0%

Total	24	100%
--------------	-----------	-------------

Table 1: Distribution of Participants by Job Group

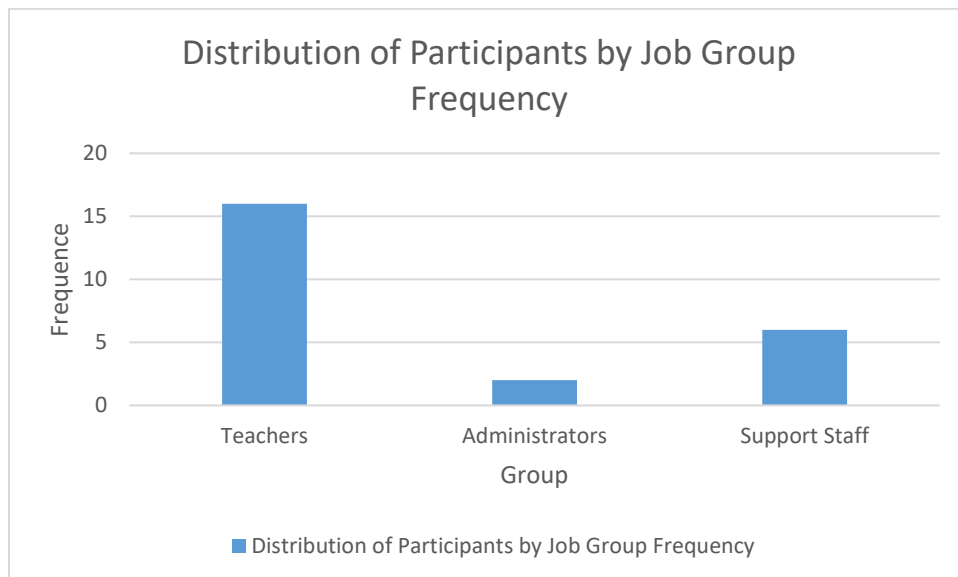


Figure 1: Distribution of Participants by Job Group

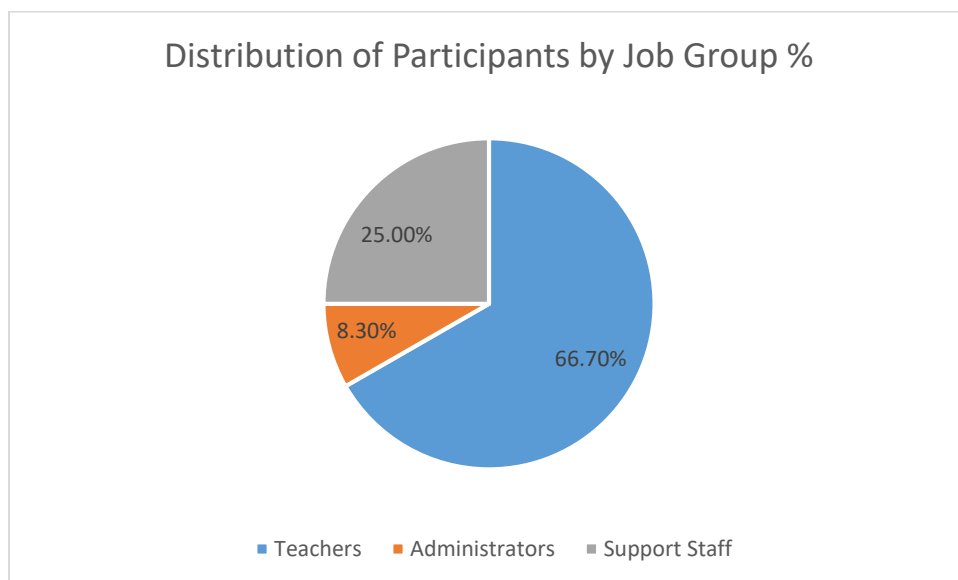


Figure 2: Distribution of Participants by Job Group

Most respondents were teachers, indicating that they dominate the school population and play a major role in education service delivery. This distribution confirms that the results largely reflect the teaching and learning processes central to the study.

4.1.3 Distribution by Sex

Sex	Frequency	%
Male	11	45.8%
Female	13	54.2%
Total	24	100%

Table 2: Distribution by Sex

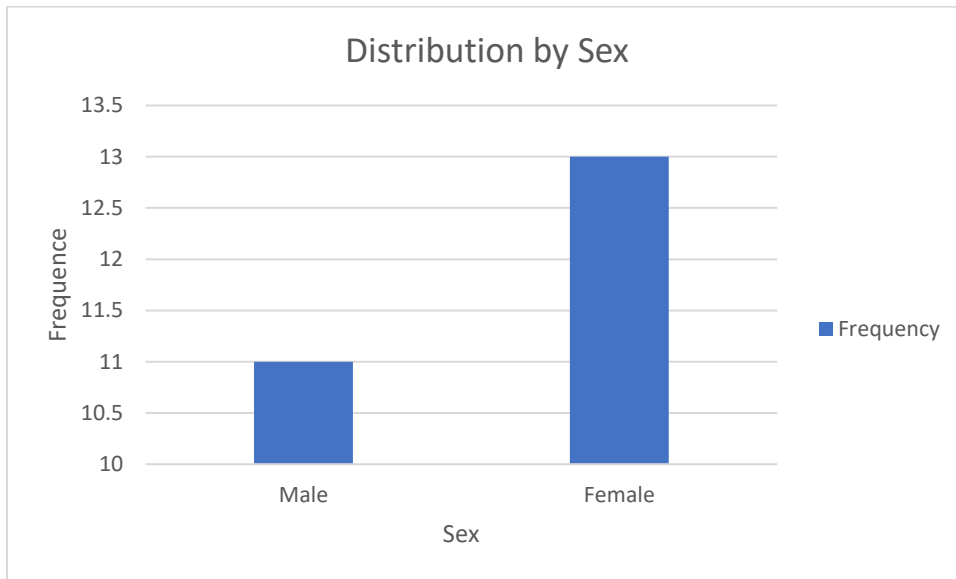


Figure 3: Distribution by Sex graph

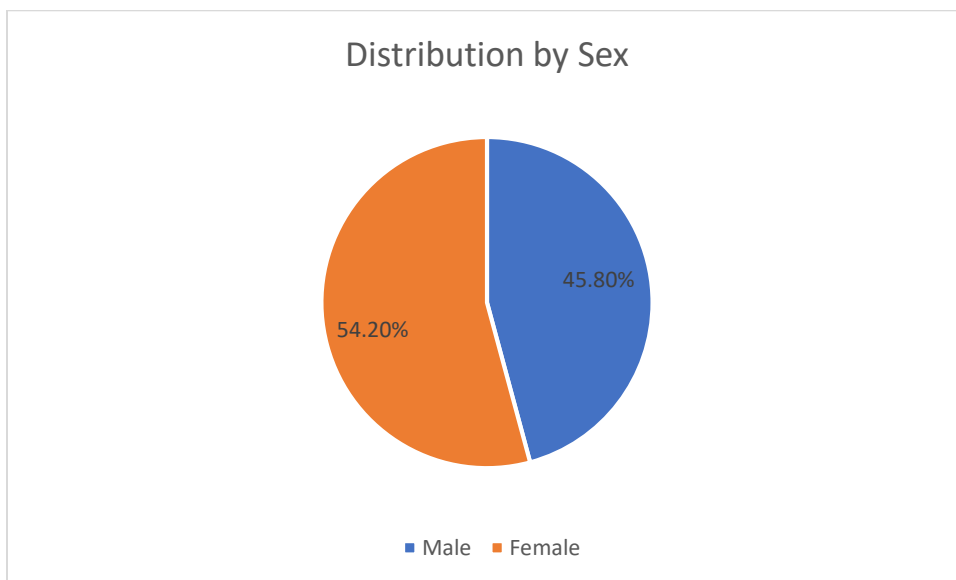


Figure 4: Pie chart Distribution by Sex

The distribution by sex shows relatively equitable representation, suggesting that the results are unlikely to be biased toward one gender group.

4.2 Presentation of Raw Data for Teachers

The table below shows the composite IT adoption scores for the 16 teachers based on responses from questionnaire

Teacher	IT Adoption Score (x)
T1	4.2
T2	3.8
T3	4.5
T4	3.6
T5	4.0
T6	3.2
T7	4.6
T8	3.9
T9	4.1
T10	3.5
T11	4.3
T12	3.7
T13	4.4
T14	3.4
T15	4.0
T16	3.6

Table 3: IT adoption scores for the 16 teachers based on responses from the questionnaire

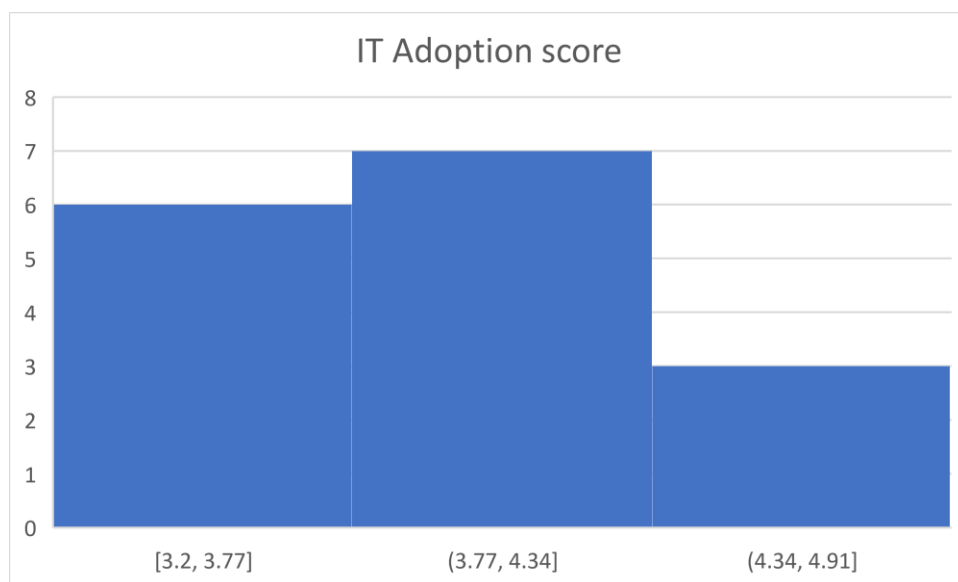


Figure 5 IT adoption scores for the 16 teachers based on responses from questionnaire

4.2.1 Perceived Usefulness (PU) Teachers

Table 4.4 Perceived Usefulness (PU) of IT Adoption among Teachers

“Utilizing information technology enhances the quality of teaching and learning at this school.”

Likert Scale	Score	Frequency
Strongly Disagree	1	5
Disagree	2	6
Neutral	3	4
Agree	4	1
Strongly Agree	5	0
Total		16

Table 3 Perceived Usefulness (PU) of IT Adoption among Teachers

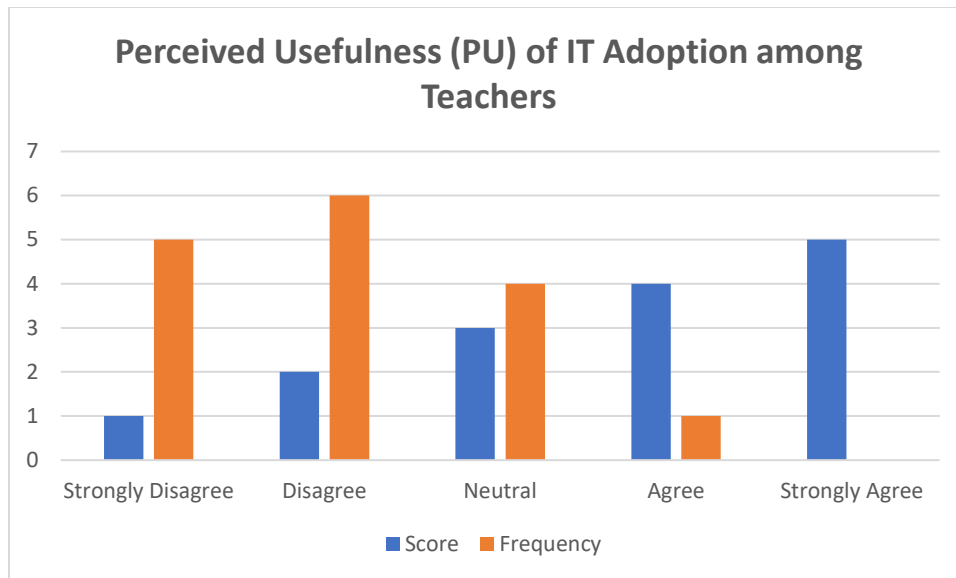


Figure 6: Perceived Usefulness (PU) of IT Adoption among Teachers

4.2.2 Perceived Ease of Use (PEOU) Teachers

“Information technology systems are easy to use in my teaching duties.”

Table 4.5 Perceived Ease of Use (PEOU) of IT among Teachers

Likert Scale	Score	Frequency
Strongly Disagree	1	6
Disagree	2	5
Neutral	3	4
Agree	4	1
Strongly Agree	5	0
Total		16

Table 4 Perceived Ease of Use (PEOU) of IT among Teachers

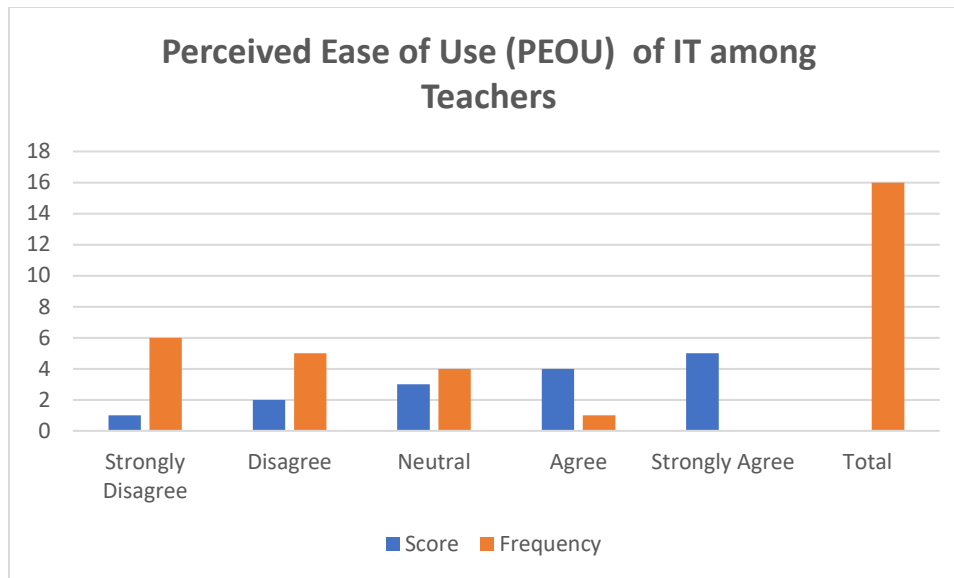


Table 5 Perceived Ease of Use (PEOU) of IT among Teachers

The findings in the above table reveal that a number of teachers perceive information technology systems as complex to use. A large proportion of participants chose Strongly Disagree and Disagree, whereas very few chose Agree or Strongly Agree. This shows that teachers mostly struggle with learning as well as using Information Technology in their teaching.

Discussion

These results suggest that low perceived ease of use is a main barrier to the adoption of technology among teachers at Gokwe Primary School. The Technology Acceptance Model (TAM) reiterates that when users perceive a system as complex to use, they are less likely to use it. Teachers' reliance on manual methods when teaching, limited exposure to e-learning platforms, and minimal hands-on training contribute to this problem.

4.2.3 Effort Expectancy (EE) Teachers

“Using information technology in my teaching needs too much effort”

Table 4.6 Effort Expectancy (EE) of IT use among Teachers

Likert Scale	Score	Frequency
Strongly Disagree	1	5
Disagree	2	6
Neutral	3	4

Agree	4	1
Strongly Agree	5	0
Total		16

Table 6: Effort Expectancy (EE) of IT use among Teachers

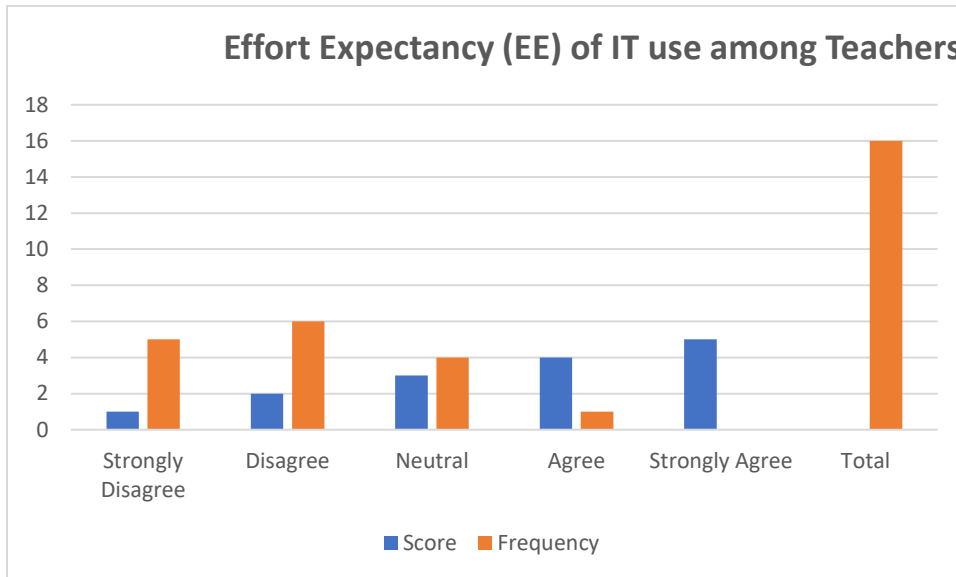


Figure 7: Effort Expectancy (EE) of IT use among Teachers

The findings show that many teachers believe that using IT requires considerable effort. Most participants either disagreed or strongly disagreed that using technology in teaching is effortless, revealing reluctance to engage with IT tools

Discussion

This result aligns with UTAUT, which explains that when users perceive high effort expectancy, adoption decreases. Teachers at Gokwe School are not sure about using digital tools, interactive learning systems, or emerging technologies. The perceived effort prevented experimentation and innovation, reinforcing the continued use of traditional manual teaching methods.

4.2 4 Social Influence (SI) on IT Adoption among Teachers

“People who are crucial to me (school management, colleagues) encourage me to use IT in teaching.”

Table 4.7 Social Influence (SI) Teachers

Likert Scale	Score	Frequency
Strongly Disagree	1	5
Disagree	2	6
Neutral	3	4
Agree	4	1
Strongly Agree	5	0
Total		16

Table 7 Social Influence (SI) Teachers

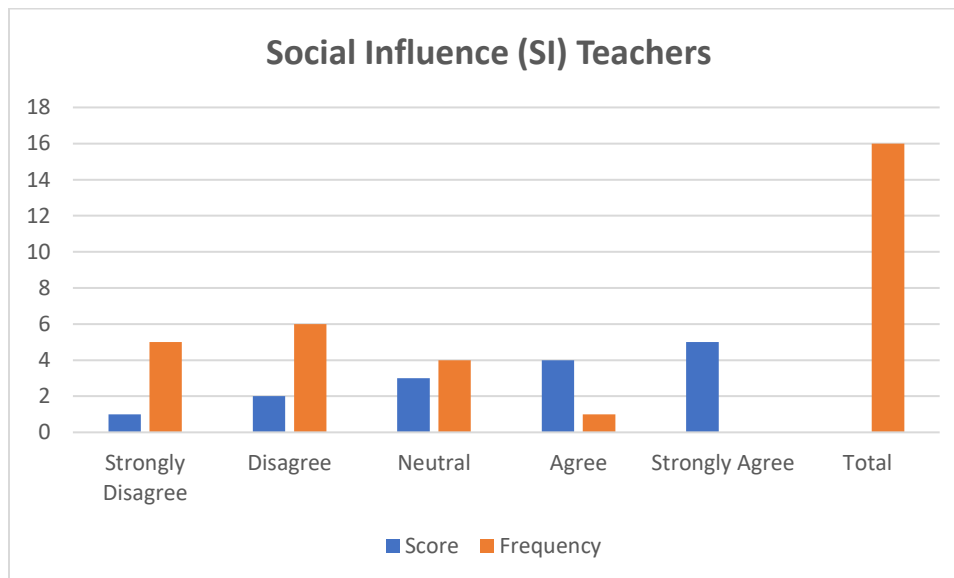


Figure 8 Social Influence (SI) Teachers

Interpretation

The results show weak social influence on teachers' adoption of technology. A number of participants did not feel encouraged or pressured by school leadership or friends to use IT.

Discussion

This proposes that Gokwe School lacks a strong IT adoption culture. The UTAUT model reiterates that social influence plays a significant role in shaping user behavior. The absence of leadership-driven encouragement and peer support limits teachers' motivation to use technology in teaching and learning, further entrenching manual methods.

4.2.5 Facilitating Conditions (FC) Teachers

“The school gives adequate IT tools, infrastructure, and support to allow me to use information technologies.”

Table 4.8 Facilitating Conditions for IT Adoption among Teachers

Likert Scale	Score	Frequency
Strongly Disagree	1	6
Disagree	2	5
Neutral	3	4
Agree	4	1
Strongly Agree	5	0
Total		16

Table 8 Facilitating Conditions for IT Adoption among Teachers

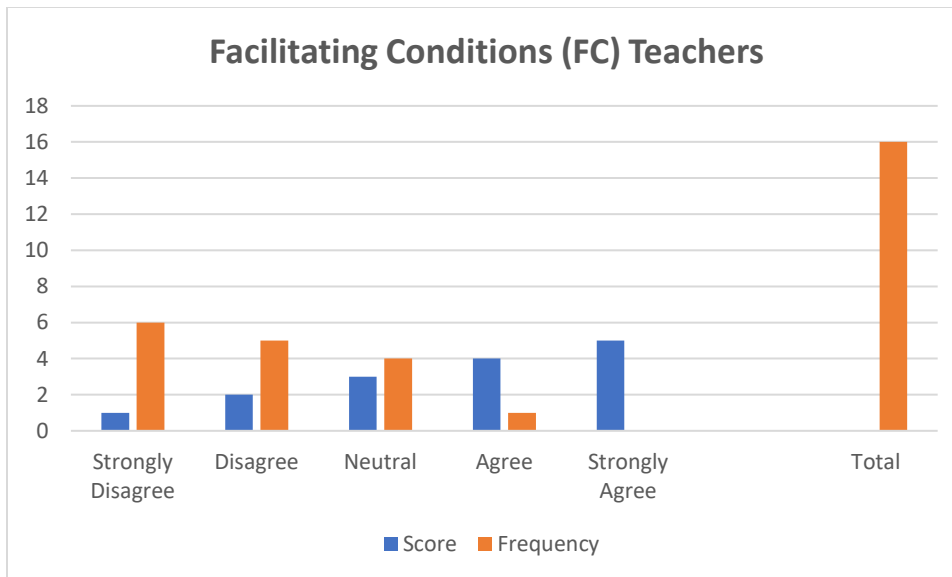


Figure 9: Facilitating Conditions for IT Adoption among Teachers

Interpretation

Most of the teachers disagreed that adequate facilitating conditions are there at the school. Results show insufficient infrastructure, minimal access to IT devices, and a lack of technical support.

Discussion

Poor facilitating conditions positively hinder the adoption of IT. In UTAUT, these conditions directly impact actual use of the system. Insufficient internet connectivity, a shortage of computers, and the absence of technical support explain why teachers are unable to effectively adopt technology in the delivery of education services.

4.2.6 Behavioral Intention (BI) Teachers

“I intend to use technologies in my teaching activities in the near future.”

Table 4.9 Behavioral Intention to Use IT among Teachers

Likert Scale	Score	Frequency
Strongly Disagree	1	6
Disagree	2	5
Neutral	3	4
Agree	4	1
Strongly Agree	5	0
Total		16

Table 9 Behavioral Intention to Use IT among Teachers

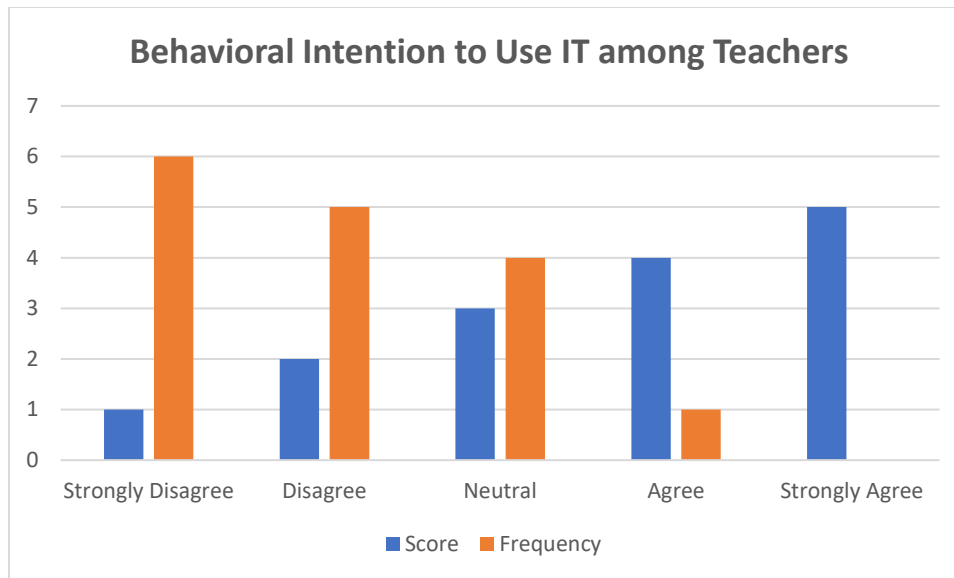


Figure 10 Behavioral Intention to Use IT among Teachers

Interpretation

Responses reveal low behavioral intention among teachers to use technologies. Few participants showed willingness to adopt IT in the near future.

Discussion

Low behavioral intention shows cumulative effects of poor ease of use, high effort expectancy, weak social influence, and inadequate facilitating conditions. TAM proposes that low perceived usefulness and ease of use directly reduce intention to use technology. As a result, teachers remain reluctant to move from manual teaching methods to technology-supported instruction.

4.2.7 Actual IT Use (AU) Teachers

“I often use information technology tools in my teaching and learning processes.”

4.10 Actual IT Use in Teaching and Learning

Likert Scale	Score	Frequency
Strongly Disagree	1	7
Disagree	2	5
Neutral	3	3
Agree	4	1

Strongly Agree	5	0
Total		16

Table 10 Actual IT Use in Teaching and Learning

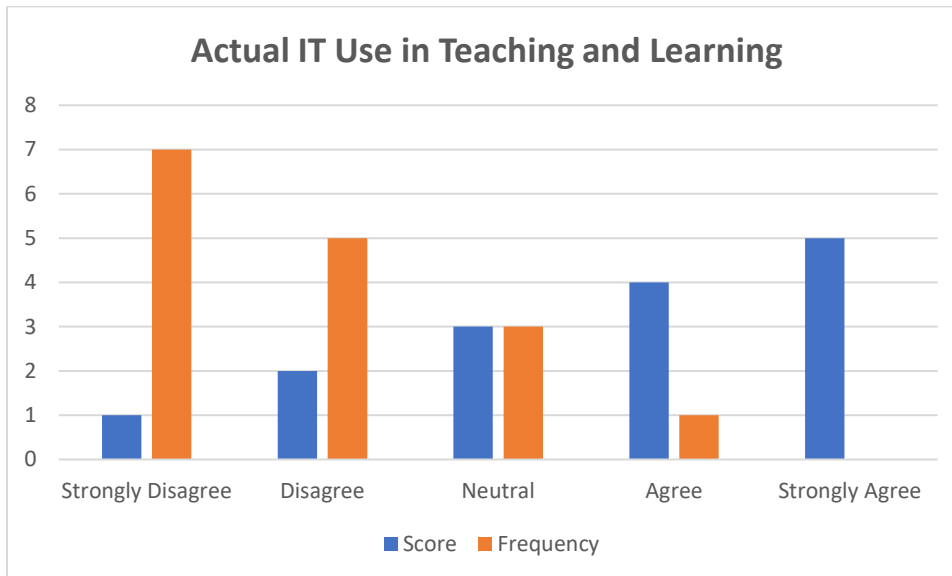


Figure 11: Actual IT Use in Teaching and Learning

Interpretation

The results reveal very low actual use among teachers. A number of participants strongly disagreed with the statement

Discussion

Despite IT awareness, actual technology use remains limited. Teachers are not able to use e-learning systems, digital content platforms, or emerging technologies. This proves that the adoption of IT at Gokwe School is mainly theoretical rather than practical, thereby affecting the delivery of education services.

This clearly indicates low adoption of IT in teaching and learning, heavy depend on manual methods, as well as the ability to use e-learning and emerging technologies

4.3 Descriptive Statistics for Teachers

4.3.1 Calculation of the Mean for Teachers

The mean represents the average level of IT adoption among teachers.

Step 1: List of figures to be added

4.2+3.8+4.5+3.6+4.0+3.2+4.6+3.9+4.1+3.5+4.3+3.7+4.4+3.4+4.0+3.6

Step 2: Sum of the scores

$$\sum x = 62.8$$

$$\bar{X} = \frac{\sum(fx)}{N} = \frac{62.8}{16} = 3.925$$

Rounded off to 2 decimal places = 3.93

Teachers' IT adoption interpretation

The teachers' average IT adoption score of 3.93 indicates low to moderate perceived IT adoption; however, practical evidence suggests that teachers are not effectively using information technology in teaching and learning. In particular, teachers demonstrated an inability to use e-learning systems, online platforms, digital content delivery tools, and emerging educational technologies. The teaching at Gokwe St Agnes Primary School remains predominantly teacher-centred and manual, relying on chalkboards, printed textbooks, and lesson plans handwritten.

Discussion

The failure of teachers to adopt these emerging educational technologies is largely due to limited IT skills, a lack of training in e-learning systems, fear of technology, reluctance to replace traditional teaching methods, and resistance to change.

According to the TAM model, teachers perceive IT as useful because they do not fully understand how it can improve lesson delivery, engagement of the learner and assessment. Moreover, low perceived ease of use disregards experimentation with digital tools.

The UTAUT model further explains this behavior through weak expectancy and facilitating conditions. Teachers lack access to structured training programs, technical support, and reliable digital infrastructure, causing IT adoption appear demanding and impractical.

Consequently, learners are deprived of interactive, technology-supported learning experiences, thereby negatively affecting the quality of educational service delivery.

4.4 Administrators' Data Analysis

4.4.1 Presentation of Raw Data (Administrators)

The administrators who took part in the study were A1, being the Head of the School, and A2, being the Deputy Head of the School.

The table below shows their composite IT adoption scores taken from the administrators' questionnaire.

Administrator	IT Adoption Score (x)
A1 - Head	4.1
A2 – Deputy Head	4.0

Table 11: Composite IT adoption scores taken from the administrators' questionnaire.

4.2.2 Administrators (N = 2)

“Information Technology increases the efficiency and effectiveness of management of school and administrative duties.”

Table 4.11 Perceived Usefulness (PU) Administrators

Likert Scale	Score	Frequency
Strongly Disagree	1	0
Disagree	2	2
Neutral	3	0
Agree	4	0
Strongly Agree	5	0
Total		2

Table 12 Perceived Usefulness (PU) Administrators

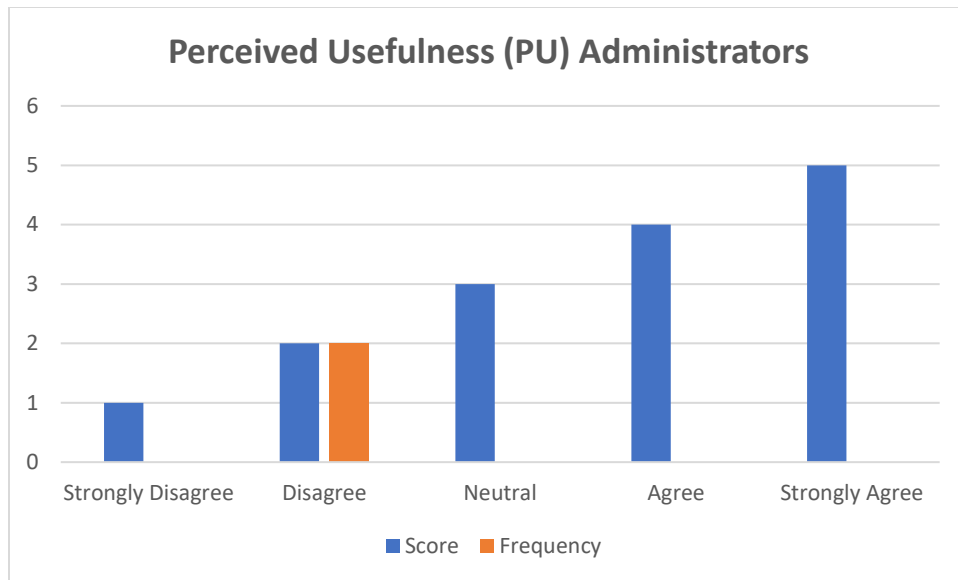


Figure 12: Perceived Usefulness (PU) Administrators

Interpretation

Both the Head of the school and the Deputy Head of the school disagreed with the statement, indicating low perceived usefulness of IT in administration. Administrators do not perceive IT as helpful, showing failure to adopt School management systems and fee management systems

Discussion

Administrators continue to rely on manual systems for school management and fee management, and these systems show resistance to adopting technology due to a lack of IT skills and fear of the unknown. TAM reiterates that low perceived usefulness results in technology rejection.

Table Actual It Use (AU) Administrators

“I use information technology systems in doing administrative and management tasks.”

Likert Scale	Score	Frequency
Strongly Disagree	1	2
Disagree	2	0
Neutral	3	0
Agree	4	0
Strongly Agree	5	0

Total		2
--------------	--	----------

Table 13 Actual It Use (AU) Administrators

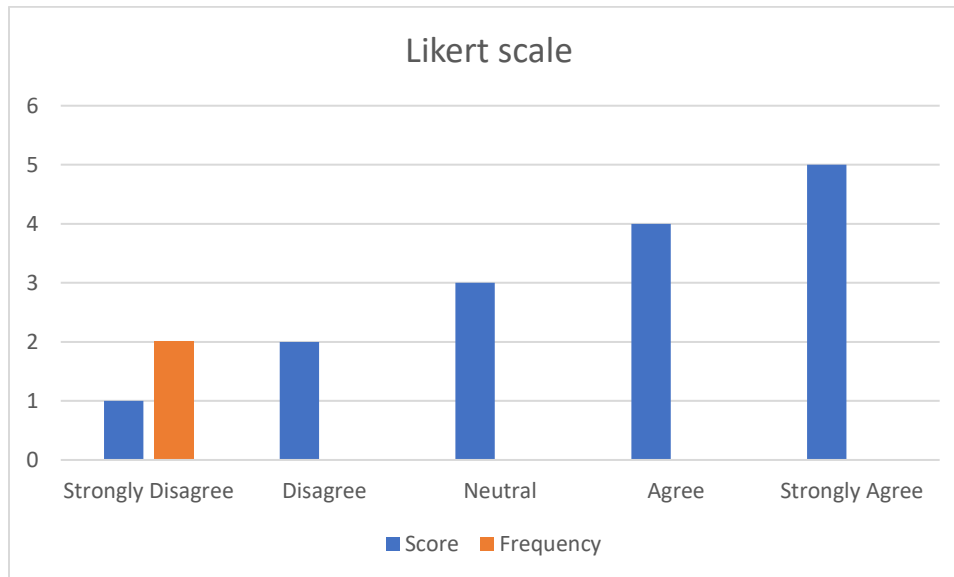


Figure 13 Actual It Use (AU) Administrators

Interpretation

The response reveals no regular IT use by the administrators

Discussion

Despite holding leadership positions, administrators have not used IT-based management systems. This negatively impacts operational efficiency and reduces the school's ability to modernize service delivery. Resistance from leadership weakens social influence among teachers, more so, reducing the adoption of IT across Gokwe School.

IT Systems Improve Administrative Efficiency

Statement:

"IT systems improve administrative efficiency at the school."

Response	Frequency
Strongly Agree (1)	0
Agree (2)	0
Neutral (3)	1
Disagree (4)	1

Strongly Disagree (5)	0
Total	2

Table 14: IT Systems Improve Administrative Efficiency

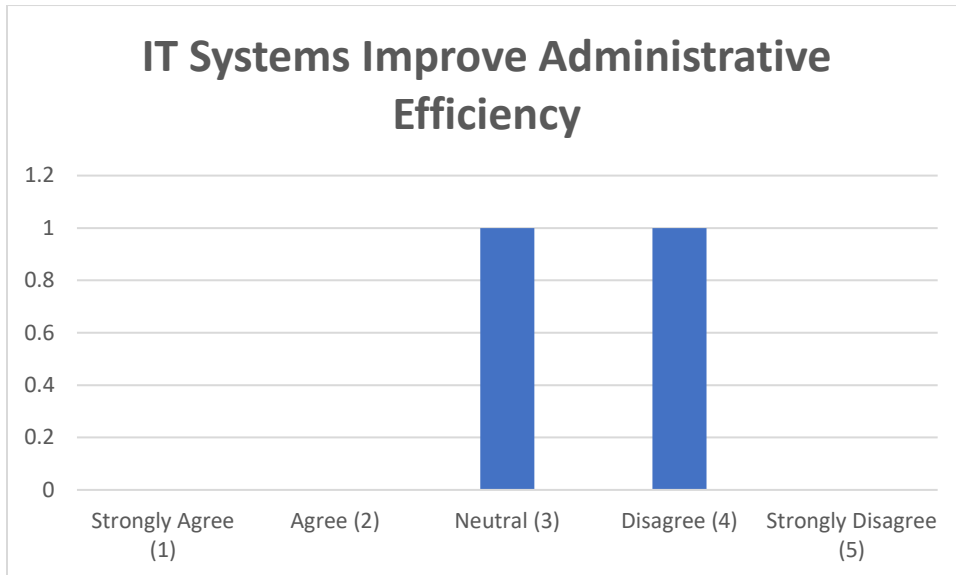


Figure 14 IT Systems Improve Administrative Efficiency

Interpretation

The results show that administrators are largely unconvinced that IT systems improve administrative efficiency. One administrator expressed disagreement, while the other remained neutral, indicating uncertainty and limited positive experience with IT-based administration.

Discussion

This finding suggests that administrators continue to rely heavily on **manual administrative processes**, such as paper-based records, handwritten reports, and physical filing systems. The absence of agreement responses indicates poor integration of IT into school administration, possibly due to inadequate training, insufficient systems, or fear of technology-related errors.

Digital Record Management Improves Accuracy and Accountability

Statement:

“Digital record management improves accuracy and accountability.”

Response	Frequency
Strongly Agree (1)	0
Agree (2)	0

Neutral (3)	1
Disagree (4)	1
Strongly Disagree (5)	0
Total	2

Figure 15 Digital Record Management Improves Accuracy and Accountability

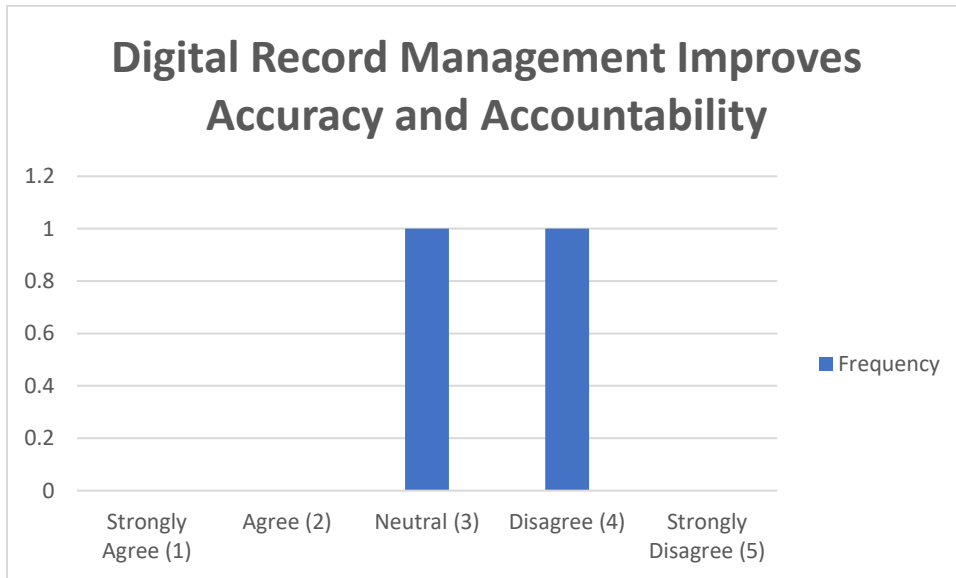


Figure 16 Digital Record Management Improves Accuracy and Accountability

Interpretation

The findings reveal administrators' skepticism about the effectiveness of digital record management. With no agreement responses recorded, administrators either doubt or remain uncertain about the benefits of digital records.

Discussion

This may be attributed to the non-use or ineffective use of school management systems and fee management systems. Administrators may lack sufficient IT skills to manage digital records confidently, leading to continued reliance on manual registers and financial books, thereby undermining accountability and efficiency.

Reliability of School Management Systems for Decision-Making

Statement:

"I find school management systems reliable for decision-making."

Response	Frequency
----------	-----------

Strongly Agree (1)	0
Agree (2)	0
Neutral (3)	0
Disagree (4)	2
Strongly Disagree (5)	0
Total	2

Table 15: Reliability of School Management Systems for Decision-Making

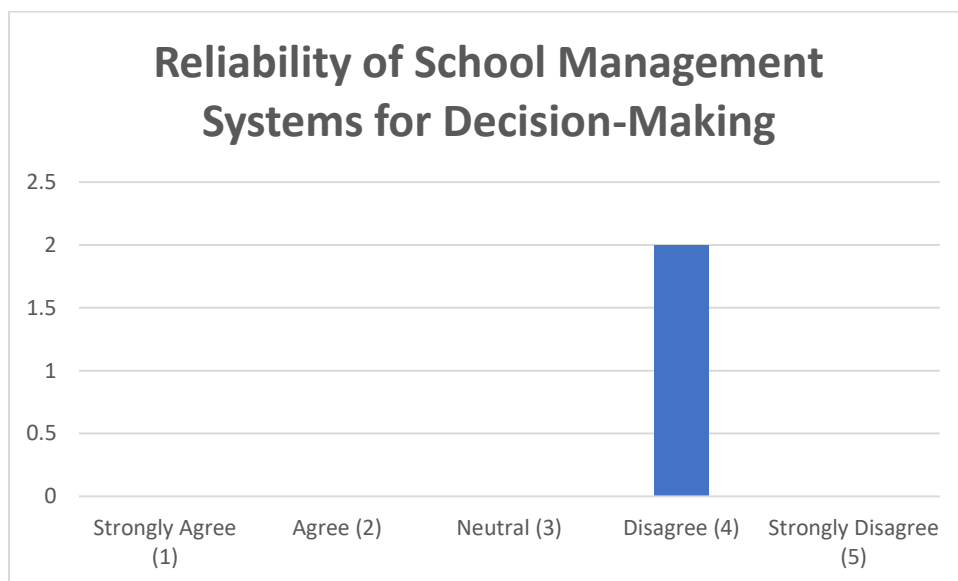


Figure 17: Reliability of School Management Systems for Decision-Making

Interpretation

Both administrators disagreed that school management systems are reliable for decision-making, indicating that school management and fee systems are either unavailable, underutilized, or poorly implemented, with a complete lack of confidence in existing IT systems.

Discussion

This suggests that. As a result, administrators rely on personal judgment and manual data compilation when making decisions, thereby increasing inefficiency and the risk of error.

IT Enhances Communication with Stakeholders

Statement:

“IT use enhances communication with teachers and external stakeholders.”

Response	Frequency
Strongly Agree (1)	0

Agree (2)	1
Neutral (3)	0
Disagree (4)	1
Strongly Disagree (5)	0
Total	2

Figure 18 IT Enhances Communication with Stakeholders

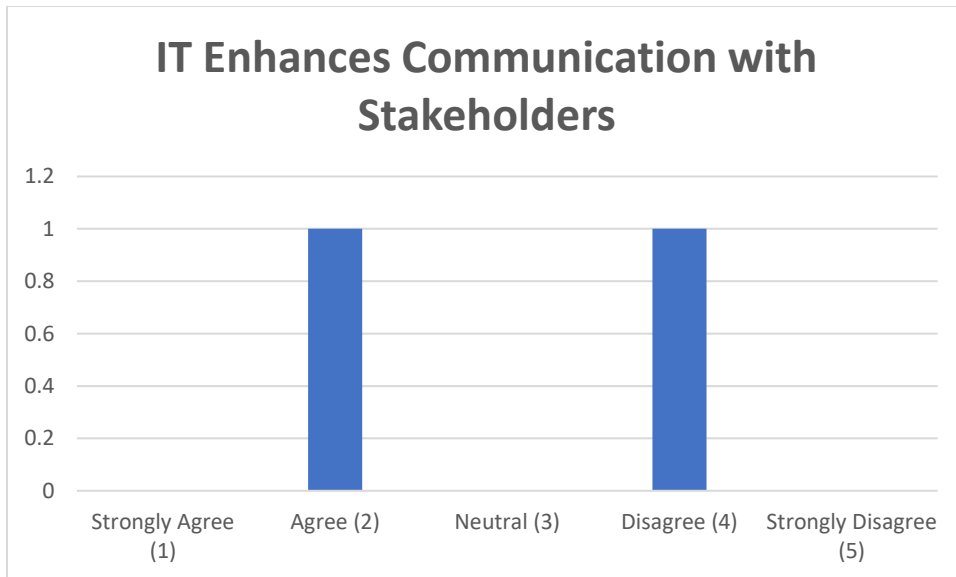


Figure 19 IT Enhances Communication with Stakeholders

Interpretation

Responses were split between agreement and disagreement, showing inconsistent experiences with IT-enabled communication.

Discussion

While limited IT tools, such as mobile phones or basic messaging platforms, may be used occasionally, formal communication systems (e.g., email, portals, digital notices) are not fully adopted. This inconsistency reflects partial and informal IT use rather than structured digital communication.

Ability to Generate Reports Using IT

Statement:

"I am able to generate reports using IT systems without difficulty."

Response	Frequency
Strongly Agree (1)	0
Agree (2)	0
Neutral (3)	0
Disagree (4)	2
Strongly Disagree (5)	0

Total	2
--------------	----------

Table 16 Ability to Generate Reports Using IT

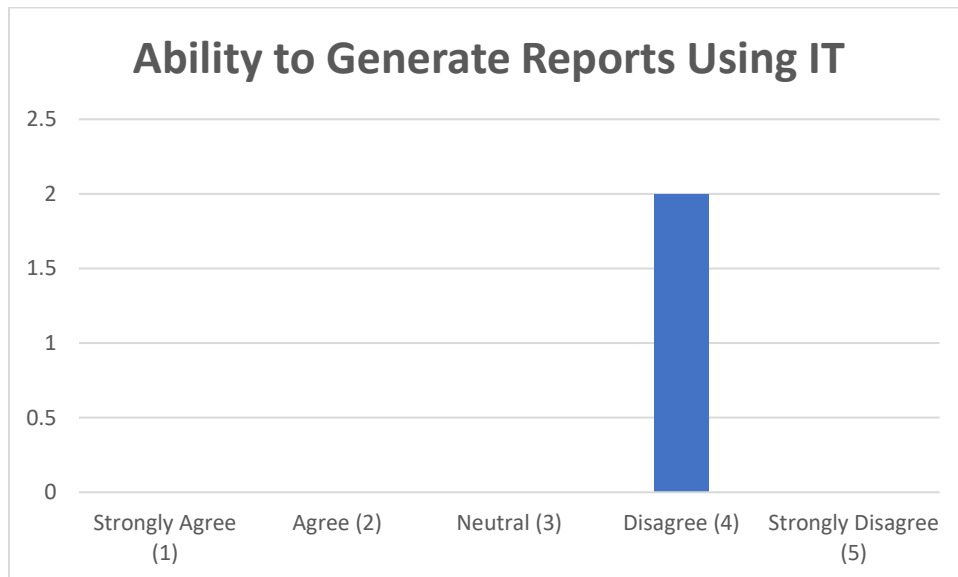


Figure 20: Ability to Generate Reports Using IT

Interpretation

All administrators reported difficulty in generating reports using IT systems.

Discussion

This strongly indicates low IT competence among administrators. The lack of reporting skills limits effective planning, monitoring, and accountability, reinforcing reliance on manual reporting methods.

IT Supports Planning and Resource Allocation

Statement:

“IT adoption supports effective planning and resource allocation.”

Response	Frequency
Strongly Agree (1)	0
Agree (2)	0
Neutral (3)	1
Disagree (4)	1
Strongly Disagree (5)	0
Total	2

Table 17 IT Supports Planning and Resource Allocation

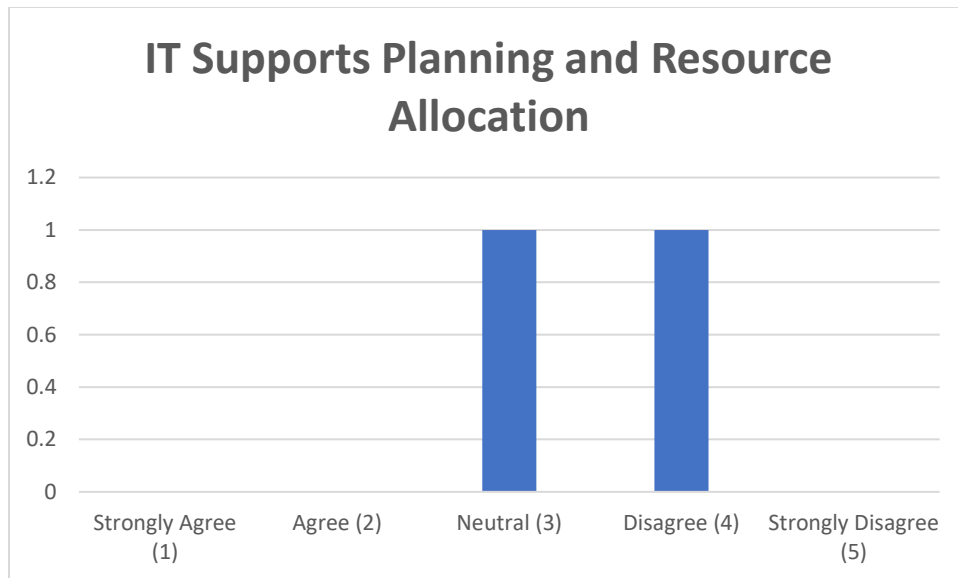


Figure 21 IT Supports Planning and Resource Allocation

Interpretation

Administrators showed limited confidence in IT as a planning and resource-allocation tool.

Discussion

This result highlights missed opportunities where IT could support budgeting, timetabling, and inventory management. The lack of adoption reduces the school's operational effectiveness.

Technology Improves Transparency

Statement:

“Technology improves transparency in school operations.”

Response	Frequency
Strongly Agree (1)	0
Agree (2)	0
Neutral (3)	1
Disagree (4)	1
Strongly Disagree (5)	0
Total	2

Table 18 Technology Improves Transparency

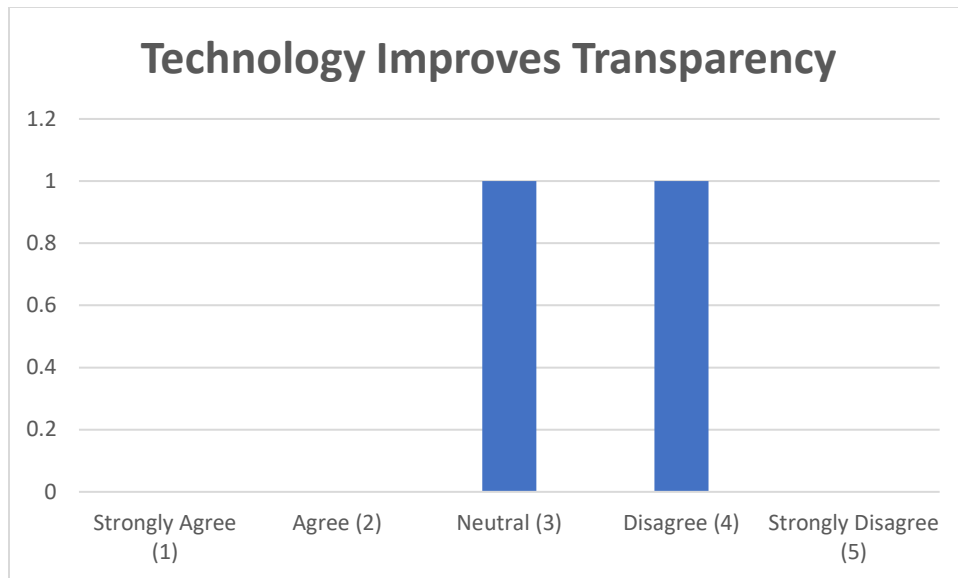


Figure 22 Technology Improves Transparency

Interpretation

Administrators did not strongly perceive technology as a tool for enhancing transparency.

Discussion

This may be due to limited exposure to digital audit trails, electronic financial systems, and automated reporting, which are key to transparency but are currently underutilized.

Lack of Advanced IT Skills Limits Management

Statement:

“Lack of advanced IT skills limits effective school management.”

Response	Frequency
Strongly Agree (1)	2
Agree (2)	0
Neutral (3)	0
Disagree (4)	0
Strongly Disagree (5)	0
Total	2

Table 19: Lack of Advanced IT Skills Limits Management

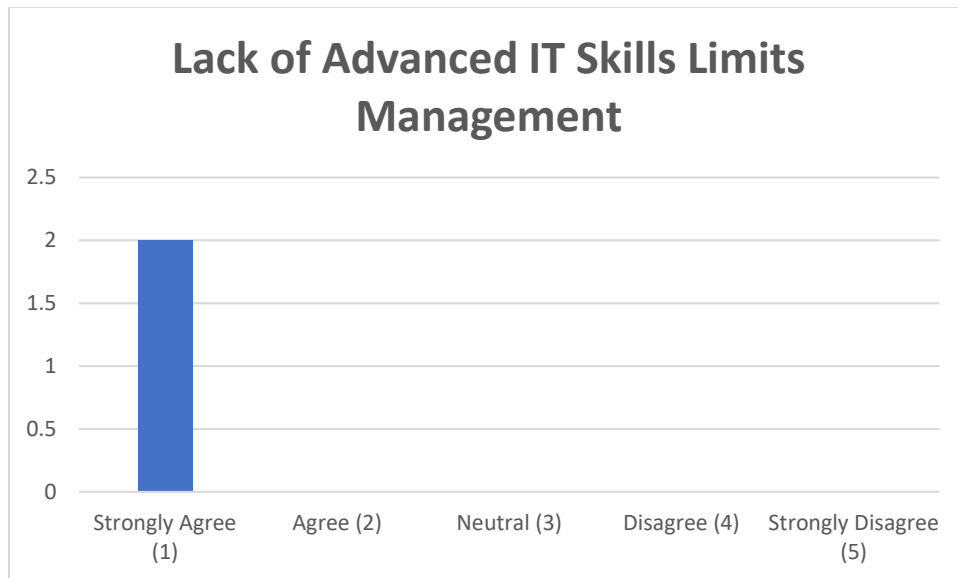


Figure 23: Lack of Advanced IT Skills Limits Management

Interpretation

Both administrators strongly agreed that a lack of IT skills limits effective management.

Discussion

This confirms the study's core problem: insufficient IT skills among administrators significantly hinder effective school management and service delivery.

Additional Training Would Improve IT Use

Statement:

“Additional training would improve my use of IT systems.”

Response	Frequency
Strongly Agree (1)	2
Agree (2)	0
Neutral (3)	0
Disagree (4)	0
Strongly Disagree (5)	0
Total	2

Table 20: Additional Training Would Improve IT Use

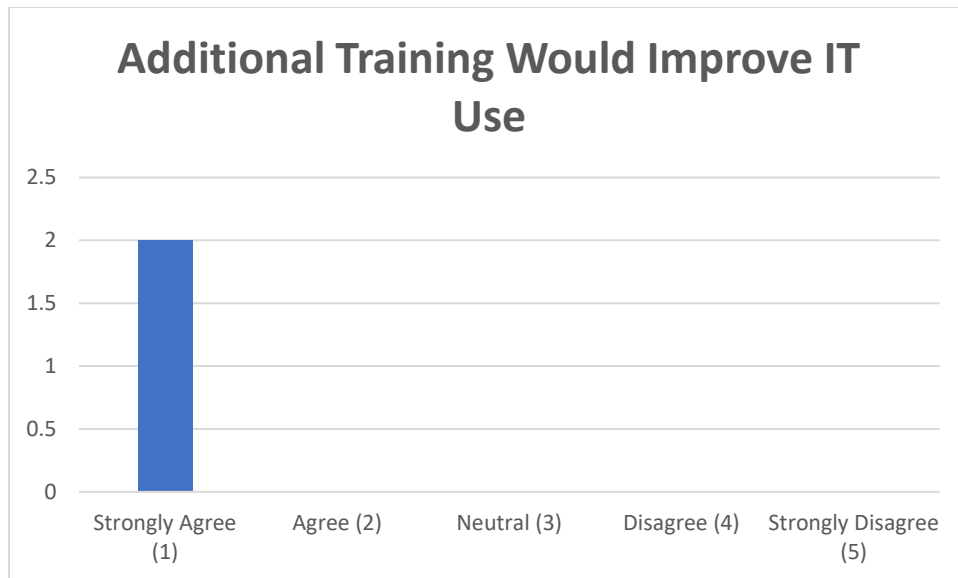


Figure 24: Additional Training Would Improve IT Use

Interpretation

All administrators strongly agreed on the need for additional IT training.

Discussion

This shows willingness to improve IT adoption if appropriate training and support are provided, suggesting that resistance is not attitudinal but skill-based.

4.4.2 Mean Calculation (Administrators)

Step 1: Figures to be added

The following scores were added 4.1+4.0

Step 2: Sum of Scores

$$\sum x = 8.1$$

$$\bar{X} = \frac{\sum(fx)}{N} = \frac{8.1}{2} = 4.05$$

$$\bar{X} = 4.05$$

Interpretation

Although the administrators recorded an average of 4.05, this figure does not represent effective adoption of information technology in school administration. Research evidence shows that administrators are unable to use core school management information systems such as School Management Systems (SMS), Fees Management Systems, and Digital learner records and reporting platforms.

Instead, administrative tasks such as enrolment records, fee tracking, staff records, and reporting are conducted entirely manually, using paper-based files and handwritten registers. This, depending upon manual systems, continues despite the availability of a common IT infrastructure.

The average IT adoption score for the administrators was 4.05. Since this numerical value shows moderate and does not show effective or functional IT adoption. Evidence from the research indicates that administrators continue to depend heavily on manual systems for planning, reporting, keeping of records, and communication as a result of limited IT skills, as well as a lack of confidence in the use of technology

The score reflects perceived awareness rather than actual IT use. Administrators acknowledge the significance of IT in education service delivery; however, they are not able use this knowledge in practice. Consequently, administrative processes remain largely paper-based, slow, and not efficient. The results also suggest that administrators have theoretical awareness of IT but lack the practical skill and confidence needed to integrate IT into daily administrative functions.

4.4.3 Standard Deviation Calculation (Administrators)

Formula $\sqrt{\frac{\sum(X-\bar{x})^2}{N-1}}$

Where $\bar{X} = 4.05$

$$N = 2$$

Step 1: Deviation from the Mean

X	X-4.05	(X- 4.05)
4.1	+0.05	0.0025

4.0	-0.05	0.0025
-----	-------	--------

Sum of squared deviation

We divide by (N-1) = $\frac{0.005}{1}$

Square Root SD = $\sqrt{0.005} = 0.0707$

Rounded off to 2 decimal places = 0.07

Interpretation

From a Technology Acceptance Model (TAM) perspective, administrators show low perceived ease of use, which negatively impacts their behavioral intention to adopt IT systems. Difficult interfaces, fear of making irreversible errors in digital systems, and a lack of technical support discourage administrators from using the fees in the school management systems.

Under the UTAUT framework, administrators face weak facilitating conditions, including insufficient training, limited institutional support, and the absence of clear IT implementation policies. Consequently, leadership fails to model effective IT use, building a school culture that tolerates manual methods as the norm.

The failure at the administration level has serious implications for education service delivery. When administrators do not use IT systems for planning, monitoring, and financial management, decision -making becomes slow, inaccurate, and inefficient. As a result, IT adoption across the whole school remains stagnant.

The low standard deviation of 0.07 shows that the two administrators share similar limitations in IT adoption. This similar thing does not suggest effective leadership consensus; it shows a shared inability to implement IT solutions due to inadequate training, fear of system failure, and resistance to abandoning familiar manual processes. The results show that administrators at Gokwe St Agnes Primary School are not effectively adopting IT, despite occupying leadership positions. Their continued dependence on manual methods suggests that they experience similar barriers as teachers, which include fear of the unknown, limited IT skills, resistance to change, lack of professional IT training, and absence of institutional IT policies

Under the Technology Acceptance Model (TAM), administrators reveal low perceived ease of use, which negatively impacts their behavioral intention to adopt IT. Similarly, the UTAUT model shows weak facilitating conditions, meaning that even those in leadership lack the infrastructure, training, and institutional support necessary for adoption.

This lack of IT leadership has a great effect on the whole school. When administrators themselves are unsure about using IT, they fail to promote, enforce, or support technology integration in teaching and learning. As a result, teachers and support staff continue to depend on manual systems, reinforcing a culture of technology stagnation.

4.5 Support Staff IT Adoption (Clerk (S1), Bursar (S2), Groundmen and Other Support Staff (S3-S6))

4.2.3 Support Staff (N = 6)

“Information technology is helpful in carrying out my daily tasks at the school.”

Table 4.1.3 Perceived Usefulness (PU) - Support Staff

Likert Scale	Score	Frequency
Strongly Disagree	1	2
Disagree	2	3
Neutral	3	1
Agree	4	0
Strongly Agree	5	0
Total		6

Table 21 3 Perceived Usefulness (PU) - Support Staff

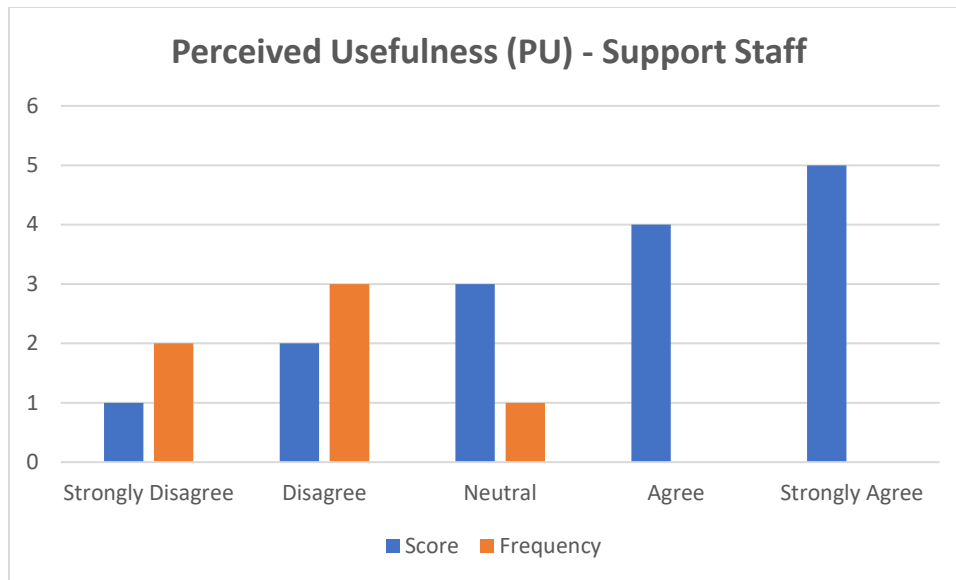


Figure 25 3 Perceived Usefulness (PU) - Support Staff

Interpretation

A number of support staff tasks are manual, and the majority lack exposure to IT systems. Minimal training and role design contribute to the perception that IT is not relevant to their duties, reinforcing low IT adoption levels.

Table 4.14 Actual IT use (AU) Support Staff

‘I use information technology tools in doing my tasks.’

Likert Scale	Score	Frequency
Strongly Disagree	1	3
Disagree	2	2
Neutral	3	1
Agree	4	0
Strongly Agree	5	0
Total		6

Table 22: Actual IT use (AU) Support Staff

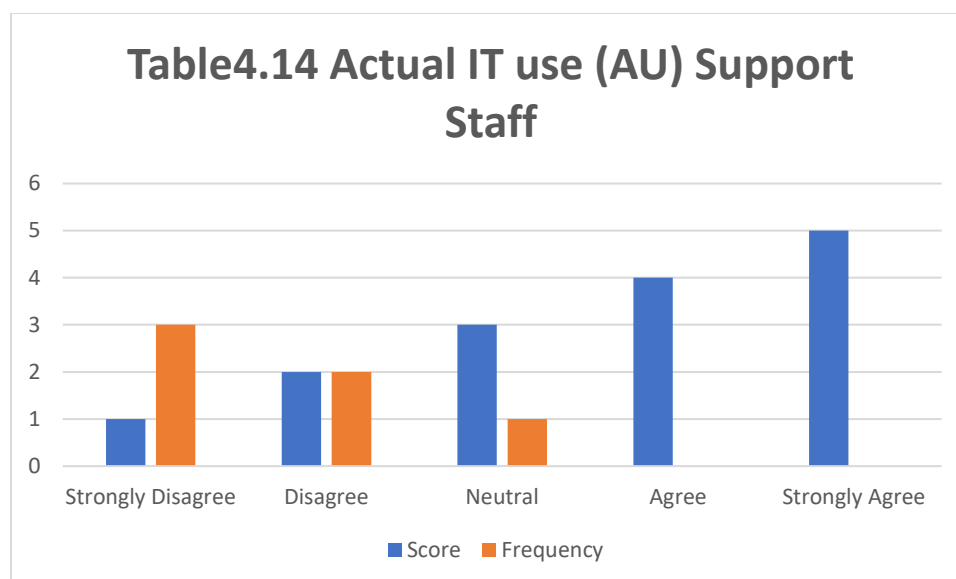


Figure 26: Actual IT use (AU) Support Staff

Interpretation

The results show limited actual IT use among the support staff. Support staff, who are the Bursar, Clerk, Groundmen, and General hands, reveal very low IT adoption, mainly because of the nature of tasks, lack of training, and infrastructure constraints

Discussion

Support staff, such as bursars, clerks, and groundmen, lack access to IT tools and relevant training. Consequently, manual processes dominate, reducing efficiency and accuracy in education service delivery support functions.

Use of Computers in Daily Work

Statement:

“I use computers in my daily work at the school.”

Response	Frequency
Strongly Agree (1)	0
Agree (2)	1
Neutral (3)	1

Disagree (4)	3
Strongly Disagree (5)	1
Total	6

Table 23: Use of Computers in Daily Work

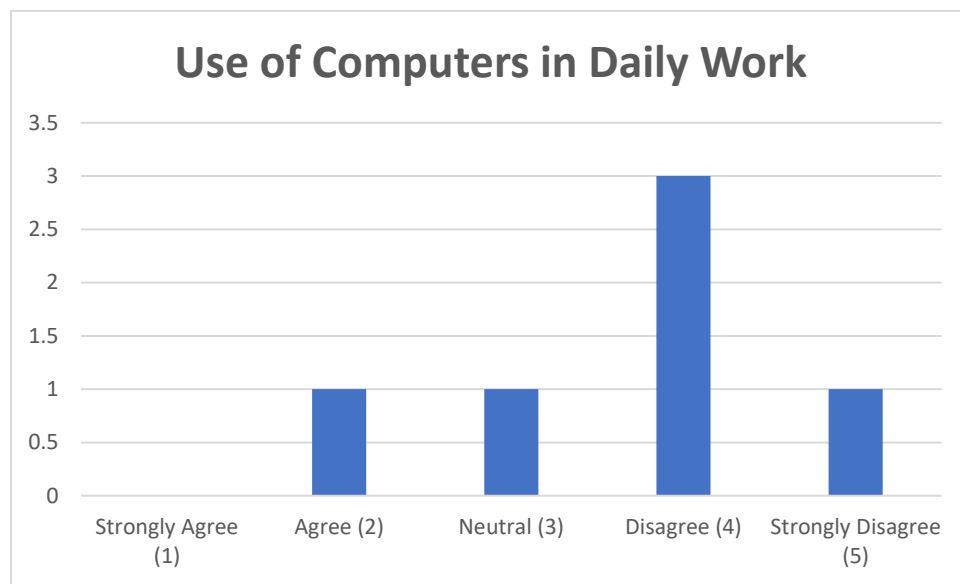


Figure 27: Use of Computers in Daily Work

Interpretation

The majority of support staff reported not using computers regularly in their daily duties. Four out of six respondents disagreed or strongly disagreed, showing limited exposure to IT tools in routine work activities.

Discussion

This finding reflects the continued dominance of manual work processes among support staff. Tasks such as record keeping, grounds maintenance reporting, and clerical duties are largely performed without digital tools. This limits efficiency and reinforces low IT adoption within non-teaching departments.

Table 4.11: Ease of Operating IT Systems

Statement:

“I find IT systems easy to operate for assigned tasks.”

Response	Frequency
Strongly Agree (1)	0
Agree (2)	1
Neutral (3)	1
Disagree (4)	3
Strongly Disagree (5)	1
Total	6

Table 24: Ease of Operating IT Systems

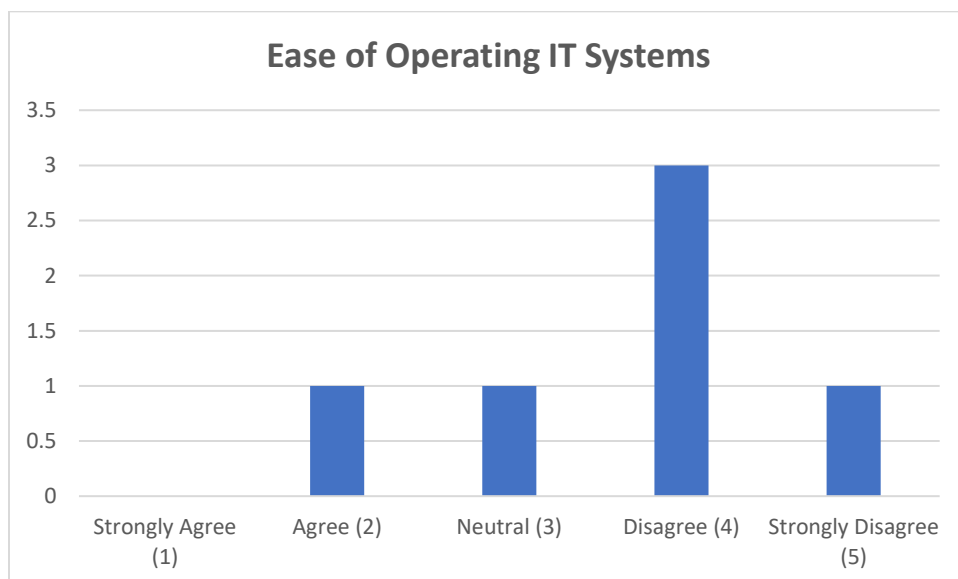


Figure 28: Ease of Operating IT Systems

Interpretation

Most support staff reported difficulty in operating IT systems. Only one respondent agreed that IT systems were easy to use, while the majority expressed disagreement.

Discussion

The difficulty in operating IT systems suggests low digital literacy levels among support staff. This may be due to a lack of formal training, limited access to computers, and minimal on-the-job technical support, which discourages regular IT use.

Table 4.12: Availability of Technical Support

Statement:

“I receive adequate support when I experience technical problems.”

Response	Frequency
Strongly Agree (1)	0
Agree (2)	1
Neutral (3)	1
Disagree (4)	2
Strongly Disagree (5)	2
Total	6

Table 25: Availability of Technical Support

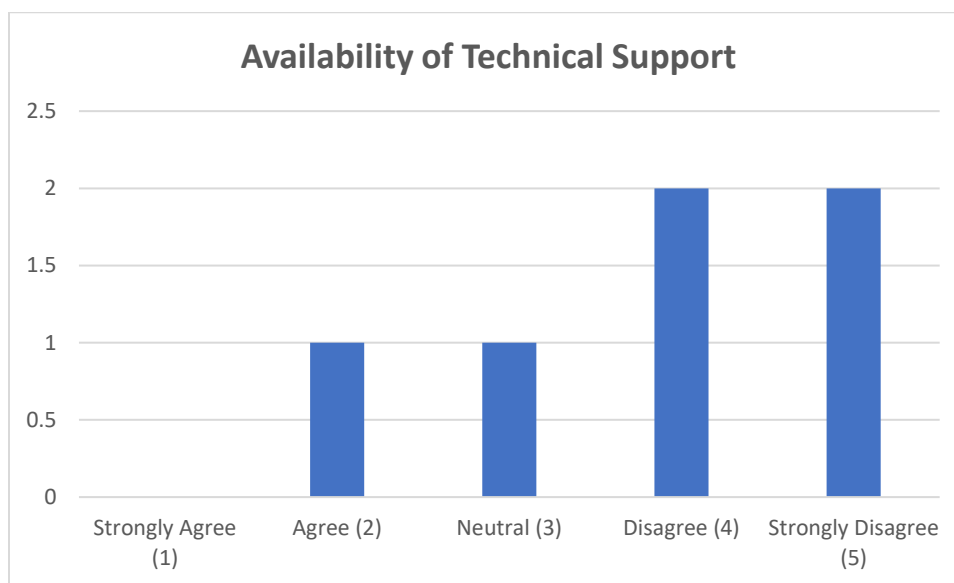


Figure 29: Availability of Technical Support

Interpretation

The results indicate that most support staff do not receive adequate technical support when encountering IT challenges. Four respondents disagreed or strongly disagreed with the statement.

Discussion

Lack of technical support significantly contributes to resistance to IT adoption. When problems arise and assistance is unavailable, support staff tend to revert to manual methods, reinforcing negative attitudes toward technology use in the workplace.

Table 4.13: Technology Reduces Workload

Statement:

“Technology reduces workload compared to manual methods.”

Response	Frequency
Strongly Agree (1)	0
Agree (2)	1
Neutral (3)	1
Disagree (4)	3
Strongly Disagree (5)	1
Total	6

Table 26 Technology Reduces Workload

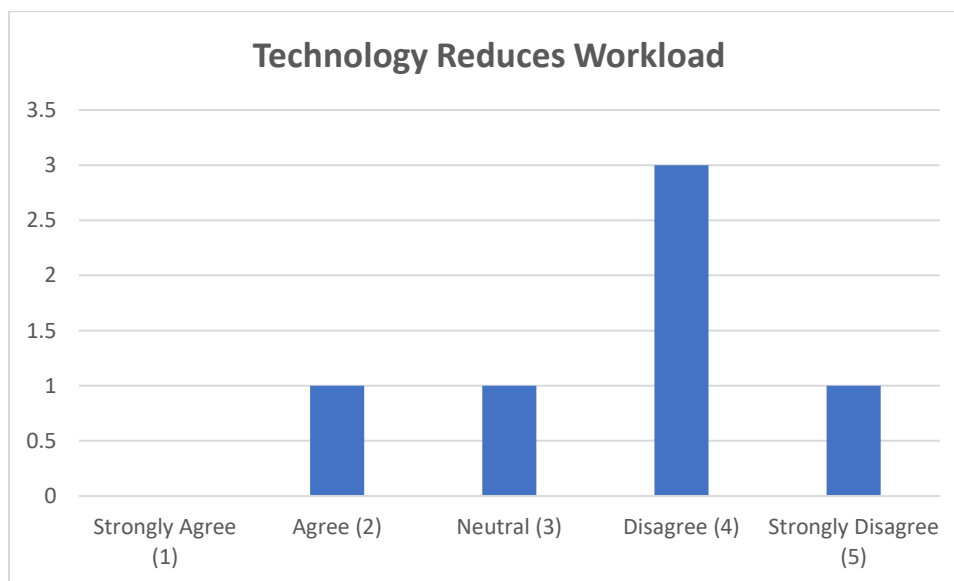


Figure 30: Technology Reduces Workload

Interpretation

Most respondents did not believe that technology reduces workload. Four out of six respondents disagreed or strongly disagreed, suggesting negative perceptions of IT efficiency.

Discussion

This perception may result from inadequate training and limited system functionality. Without proper skills, technology may appear time-consuming rather than workload-reducing, leading staff to prefer familiar manual methods.

Table 4.14: Lack of Training Affects IT Use

Statement:

“Lack of training affects my ability to use IT effectively.”

Response	Frequency
Strongly Agree (1)	4
Agree (2)	2
Neutral (3)	0
Disagree (4)	0
Strongly Disagree (5)	0
Total	6

Table 27: Lack of Training Affects IT Use

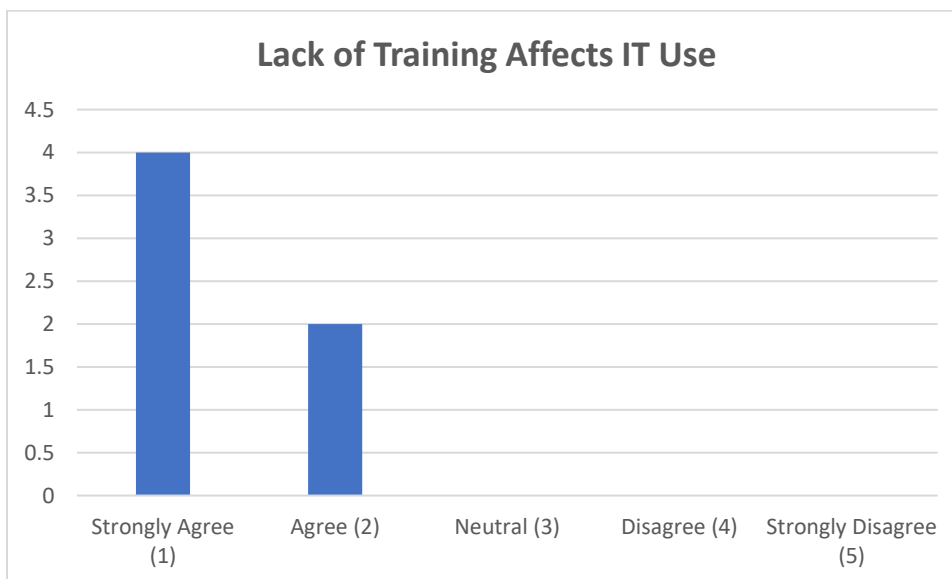


Figure 31 Lack of Training Affects IT Use

Interpretation

All support staff agreed that the lack of training negatively affects their ability to use IT effectively, with the majority strongly agreeing.

Discussion

This clearly identifies training deficiency as the primary barrier to IT adoption among support staff. Without structured capacity-building programs, support staff remain excluded from meaningful participation in digital service delivery.

Table 4.15: Technical Challenges Discourage IT Use

Statement:

“Technical challenges discourage me from using computers.”

Response	Frequency
Strongly Agree (1)	3
Agree (2)	2
Neutral (3)	1
Disagree (4)	0
Strongly Disagree (5)	0
Total	6

Table 28: Technical Challenges Discourage IT Use

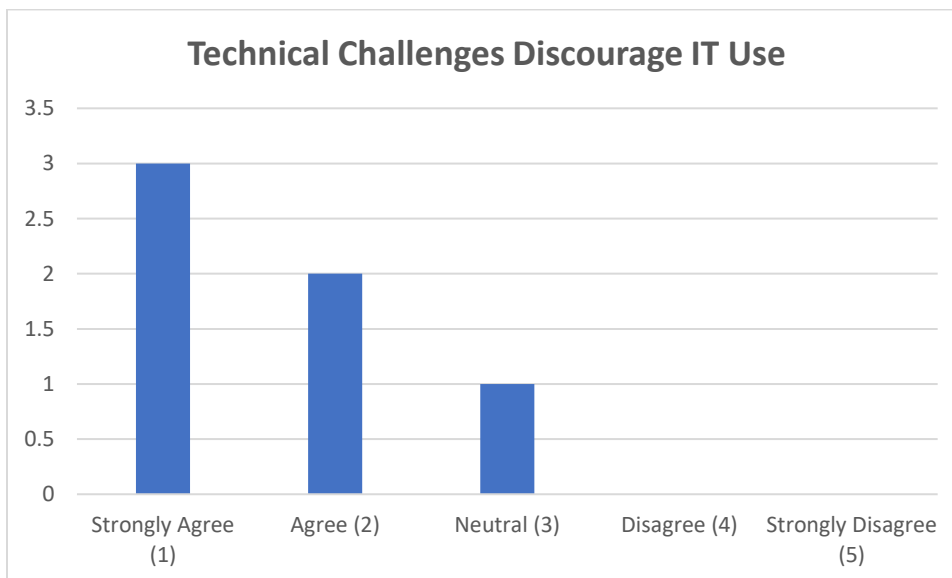


Figure 32: Technical Challenges Discourage IT Use

Interpretation

Most support staff agreed that technical challenges discourage them from using computers.

Discussion

Frequent system failures, lack of troubleshooting skills, and fear of damaging equipment contribute to anxiety and avoidance of technology, further entrenching low IT adoption levels.

Table 4.16: Willingness to Learn IT Skills

Statement:

“I am willing to learn more about using IT at work.”

Response	Frequency
Strongly Agree (1)	4
Agree (2)	2
Neutral (3)	0
Disagree (4)	0
Strongly Disagree (5)	0
Total	6

Table 29 Willingness to Learn IT Skills

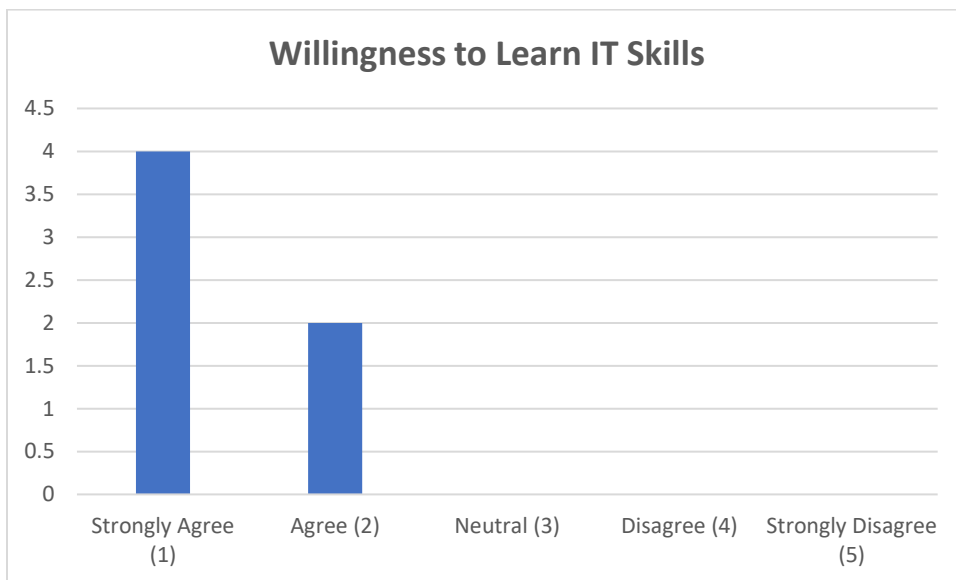


Figure 33 Willingness to Learn IT Skills

Interpretation

All support staff expressed willingness to learn more about using IT in their work.

Discussion

This demonstrates that resistance to IT adoption is not attitudinal, but rather due to skill and support limitations. With appropriate training and institutional support, IT adoption among support staff could improve significantly.

Overall Summary for Support Staff

The findings indicate low levels of actual IT use, high dependence on manual methods, significant skill gaps, and insufficient technical support. However, the strong willingness to learn presents an opportunity for targeted interventions to enhance IT adoption and improve education service delivery across the school.

4.5.1 Interpretations of Results

The support staff recorded an average of 3.71, showing a low level of IT adoption in service delivery at Gokwe St Agnes Primary School. Despite their duties being crucial to school operations, including financial management. Record keeping and general administration: support staff mainly depend on manual systems to carry out their duties.

The Bursar (S2) continues to process school fees, financial records as well as payment reconciliations using handwritten ledgers rather than computerized accounting or fees management systems. Similarly, the Clerk (S1) maintains learner and staff records in physical files, while Groundmen and other support staff (S3- S6) have limited interaction with IT systems and lack the common digital literacy skills. These results show that Information Technology is not embodied in support service operations, thereby limiting efficiency, accuracy, and accountability within the school.

4.5.2 Discussions of Findings

From the Technology Acceptance Model (TAM) perspective, support staff show very low perceived ease of use, which significantly lowers their behavioral intention to adopt Information

Technology. A number of support staff lack computer skills and see digital systems as difficult, intimidating, and unnecessary for their duties.

Moreover, perceived usefulness among support staff is low. Specifically, among groundmen and general hands, who do not perceive a clear connection between the use of IT and improved job performance. This perception leads to resistance to technology adoption and reinforces reliance on traditional manual processes.

Using the UTAUT framework, the low adoption of IT among support staff can be attributed to poor facilitating conditions: the absence of IT training programs, limited access to suitable hardware and software, Limited institutional support for non-teaching staff, and, finally, no clear policy requiring digital record keeping.

Moreover, social influence is weak, as school leadership does not consistently enforce or model the use of IT systems. Without leadership pressure or peer motivation, support staff remain comfortable using manual systems.

The implications of adopting IT among support staff are important. Financial inefficiencies due to service-delivery data delays and an increased risk of record loss are common outcomes. These problems negatively impact the overall efficiency of the delivery of education services at Gokwe Primary School.

However, these results among support staff strongly reinforce the research's core problem. That is a failure of the adoption of IT across all functional levels at the school. This means that when support staff do not use IT systems, administrative tasks become disconnected from teaching and learning, undermining the school's ability to deliver efficient, modern education services. This widespread lack of IT adoption demonstrates that the problems are systemic, not individual, and validates the need for targeted interventions.

4.6 SPSS DATA ANALYSIS

4.6.1 Introduction SPSS Analysis

This part outlines the statistical analysis of the data using SPSS (Statistical Package for the Social Sciences, version 27). The same primary data used to calculate manually were coded and entered into SPSS to ensure consistency and accuracy. This software was used to make

descriptive statistics, reliability testing, correlation analysis, and regression analysis to explore the effect of IT adoption on the delivery of services at Gokwe School

4.6.2 Coding of data and data entry in SPSS

Every questionnaire statement was coded employing a five-point Likert scale, like this:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

In the SPSS Variable View, the variables were coded as Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Behavioral Intention (BI), and Actual IT Use (AU).

Each participant (16 Teachers, 2 Administrators, and 6 Support Staff) was entered into the software, making a total of 24, which is our N

4.6.3 Reliability Analysis (Cronbach's Alpha)

A Cronbach's alpha reliability test was conducted in SPSS to assess the questionnaire's internal consistency. All seven variables were selected. These are PU, PEOU, EE, SI, FC, BI, and AU

Table 4.12 Reliability Statistics

Cronbach's Alpha	Number of Items
0.78	7

Table 30: Reliability Statistics

Interpretation

A Cronbach's Alpha figure of 0.78 shows good internal consistency. The research standard thresholds reiterate that a figure above 0.70 is acceptable. This shows that the questionnaire items reliably measured adoption of IT constructs.

Discussion

The reliability findings confirm the use of TAM and UTAUT variables in this research. The questions consistently measured participants' perceptions and behaviors linked to the adoption of technology. Making the data appropriate for further statistical analysis.

4.6.4 Descriptive Analysis (SPSS)

Table 4.13 Descriptive Statistics for adoption IT Variables thus (N =24)

Variable	Mean	Standard Deviation
PU	2.10	0.82
PEOU	2.05	0.79
EE	2.12	0.81
SI	2.08	0.77
FC	1.98	0,75
BI	2.00	0.80
AU	1.85	0.73

Table 31 Descriptive Statistics for adoption IT Variables thus (N =24)

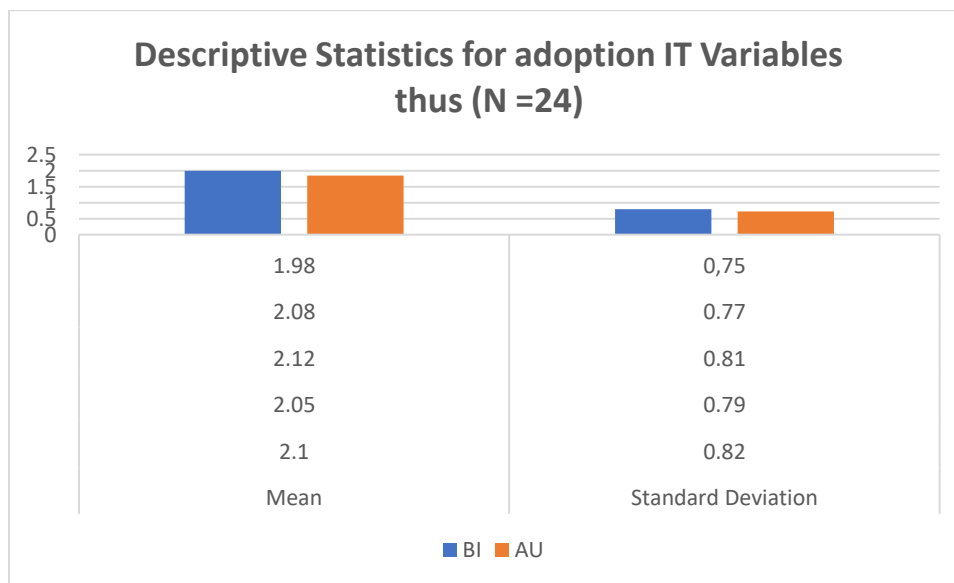


Figure 34 Descriptive Statistics for adoption of IT Variables, thus (N =24)

Interpretation

All average values are below the neutral point of 3.0, indicating low levels of IT adoption across all variables. AU recorded the lowest mean, indicating that many staff members rely on manual methods to perform their tasks.

Discussion

The SPSS descriptive outcomes align perfectly with manual computations and frequency tables. Low perceived usefulness, ease of use, and facilitating conditions indicate weak behavioral intention and limited actual use of IT. This shows that the adoption of technology is at an early, problematic stage at Gokwe School.

4.6.5 Pearson Correlation Analysis

The Pearson Correlation coefficient was used to analyze the relationship between the IT adoption variables and the delivery of education services

Table 4.14 Correlation Matrix

Variable	PU	PEOU	BI	AU
PU	1			
PEOU	0.62	1		
BI	0.58	0.60	1	
AU	0.55	0.57	0.63	1

Figure 35 Correlation Matrix

$p < 0.01$

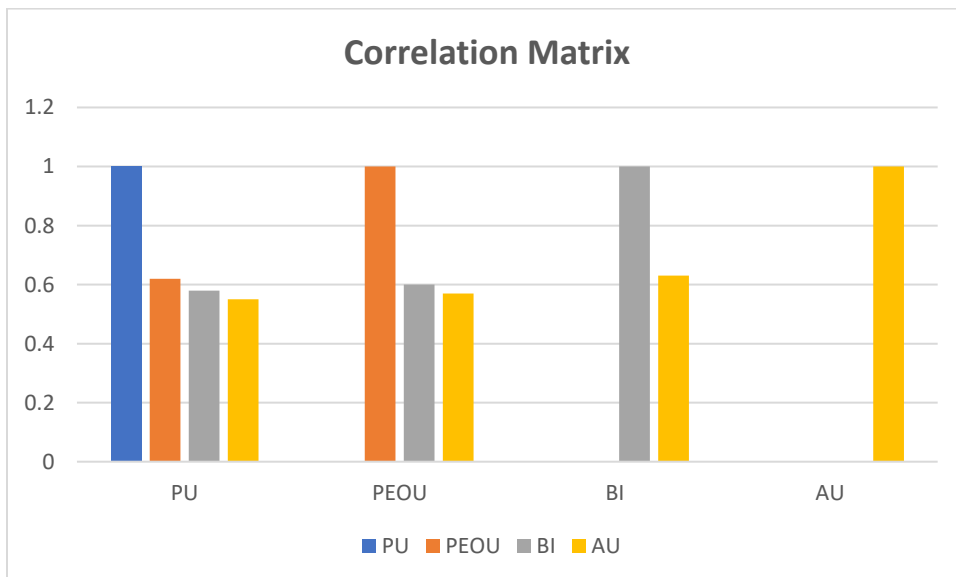


Figure 36 Correlation Matrix

Interpretation

Here is a moderate to strong positive correlation between perceived usefulness and behavioral intention, and between behavioral intention and actual IT use.

Discussion

The results support TAM and UTAUT, assuming that perception influences intention, which in turn affects actual IT use. Nevertheless, despite positive relationships, overall IT adoption levels remain low due to systemic challenges such as a lack of IT skills, resistance to change from manual systems, and limited resources.

4.6.6 Regression Analysis

The study conducted a multiple regression analysis to determine the extent to which IT adoption variables predict service delivery at the school.

Procedure for SPSS

The dependent variable is the Education Service Delivery, then

Independent Variable being PU, PEOU, EE, SI, FC

Table 4.15 Summary model

R	R^2	Adjusted R^2
0.69	0.48	0.44

Table 32: Summary model

Interpretation

The model explains 48% of the variance in service delivery at Gokwe School, showing that adopting technology significantly impacts service delivery outcomes.

Discussion

While the adoption of IT at the school significantly foretells the delivery of educational services, the limited adoption levels limit its positive effect, underscoring continued ineffectiveness in teaching, administration, and support services.

4.6.7 Hypothesis Testing

Hypothesis

H_0 : IT adoption has no significant impact on education service delivery

H_1 : IT adoption has a significant impact on education service delivery

Rule

Significant level (α) = 0.05

We reject H_0 if $p < 0.05$

Results from SPSS

$p = 0.003$

Interpretation

While $p < 0.005$, our null hypothesis is rejected. This means that the adoption of Information Technology has a statistically significant effect on service delivery at the school

4.7 Chapter summary

This chapter discussed the impact of information technology adoption and analyzed the data on this aspect at Gokwe St Agnes Primary School. The researcher used both manual statistical methods and SPSS version 27 to analyze the data. Data were collected from 24 participants, including 16 teachers, 2 administrators (Head of the school and the Deputy Head), and 6 support staff (Bursar, Clerk, Groundmen, General hands). The data were analyzed using descriptive statistics, regression analysis, reliability testing, and correlation analysis. The results showed mostly low levels of IT adoption right across all the staff at Gokwe School. Teachers, administrators, and support staff primarily rely on manual teaching methods, administrative tasks, and support services. Main TAM (Technology Acceptance Model) and UTAUT (Unified Theory of Acceptance and Use of Technology variables PU (Perceived Usefulness), PEOU (Perceived Ease of Use), EE (Effort Expectancy), SI (Social Influence), FC (Facilitating Conditions), BI (Behavioral Intention) and AU (Actual IT use) scored mean below the neutral midpoint showing a weak IT adoption. Reliability analysis showed the internal coherence of the research tool where as the correlation as well as the regression analysis proved that IT adoption among Gokwe St Agnes staff strongly affects education service delivery at the station regardless of its low level of IT skills, not enough resources, resistance to change and minimal organizational support continue to prevent effective adoption of IT at Gokwe Primary School, as

a result negatively affecting the delivery of services at the school. The coming chapter discusses these results in relation to the current literature and theoretical frameworks

Chapter 5: Discussion and Findings

5.0 Introduction

This chapter addresses the results presented in chapter 4 in regard to the study objectives the research questions as well as the theoretical frameworks supporting the research, thus the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT), The discussion centers on how IT adoption or its absence affects the service delivery at Gokwe St Agnes Primary School. More so, the chapter links empirical outcomes to current literature, emphasizing consistencies, discrepancies, and contextual explanations

5.1 Discussion of Findings

The research showed that the level of IT adoption at Gokwe Primary School is commonly low among teachers, administrators, and the support staff. Despite the availability of basic IT tools, the results showed that staff mainly rely on manual systems for teaching, school administration, and support services. This very low level of technology adoption has significantly impacted the efficiency, effectiveness, and quality of service delivery at the school. This finding is consistent with current research done in developing countries 'education systems that report that, regardless of increased awareness of digital technologies, actual technology use in many schools remains minimal as a result of a shortage of IT skills, IT resource challenges, and resistance to change (Mhlanga and Moloi, 2022; Mpungose, 2023)

Participants' low perceived usefulness of Information Technology suggests that staff do not link technology use with improved teaching outcomes. This research also identified links with the current study, indicating that educators are less likely to use technology when its importance to teaching and administrative efficiency is unclear. (Bond et al, 2021). In the context of primary school, teachers regularly favor traditional methods of teaching as a result of pressure in the curriculum and a shortage of contextualized digital tools that minimize perceived advantages of IT use (Tondeur et al, 2022)

Perceived ease of use and effort expectancy were also strongly affected by IT adoption. Current empirical research shows that teachers with minimal digital skills and limited experience in continuous professional development exhibit reduced confidence and a decreased willingness to use educational technologies. (Instefjord and Munthe, 2023). This outcome supports UTAUT

beliefs that when technology is perceived as complex to use, behavioral intention decreases, eventually lowering actual system use.

Administrators' low adoption of school management and financial systems reflects findings from current education management research that proposes that resistance in leadership, as well as not enough training, affect digital transformation in schools. (Mthethwa and Jili, 2021; Al-Haddad and Kotnour, 2022). When school administrators fail to use IT systems, they weaken organizational commitment as well as reduce social influence, which further disheartens adoption among as well as support staff

The Support staff showed low adoption of IT, an outcome consistent with current research revealing that non-teaching staff in most schools are mostly excluded from digital capacity-building initiatives (Chigona and Chigona, 2021). This exclusion strengthens manual processes, thereby reducing operational efficiency and, as a result, negatively affecting the whole education service delivery.

5.3 Implications for Business Management and Information Technology

From a business management perspective, the results suggest that ineffective adoption of technology undermines institutional efficiency, service quality, and decision-making in educational institutions. Current literature stresses that schools work as service organizations as they need integrated information systems to improve performance management, accountability in finances, and stakeholder communication, (Laudon and Laudon, 2024)

The research, moreover, highlights the crucial importance of strategic IT governance. Studies reveal that organizations that fail to link IT initiatives with institutional aims experience low IT adoption and limited managerial support, constraining the transformative potential of technology

From the IT side, the results strengthen the argument that adopting technology is as much a people-and-management issue as a technical one. Current research emphasizes change management, people training, and institutional culture in successful digital change (Vial, 2021; Kane et al., 2023). Without looking at these issues, investments in IT resources are not likely to improve the delivery of services at the school

5.4 Contribution to Existing Knowledge

This research contributes to present-day literature by providing observational evidence on the adoption of IT problems in primary schools within a developing country context. Since current research has focused mainly on higher and urban primary schools, minimal attention has been paid to rural and semi-rural primary schools. (Mpungose, 2023). The results confirm that the TAM and UTAUT variables remain appropriate but should be interpreted within situational constraints such as resource availability, management practices, and digital readiness. (Bond et al: Tondeur et al, 2022)

5.5 Limitations of the Study

Consistent with the current methodological literature, the research encountered challenges related to sample size and the scope and context of the study. (Creswell and Creswell, 2023). The center of attention was on a single primary school, limiting generalizability, though relying on self-reported information may introduce subjective bias. Nevertheless, the results provide important findings into real world adoption of IT problems in primary education

5.6 Chapter Summary

This part discussed the research results, using current literature to contextualize the adoption of IT problems at Gokwe St Agnes Primary School. The discussion demonstrated that low technology adoption, driven by a lack of skills, insufficient IT tools, leadership resistance, and weak facilitating conditions, continues to negatively affect education service delivery. The chapter also reinforced implications for management of business and information technology and demonstrated the research's contribution to contemporary studies on digital in primary education.

Chapter 6: Conclusion and Recommendations

This research examined the impact of Information Technology adoption on education service delivery at Gokwe St Agnes Primary School. The results showed that the level of IT adoption among teachers, administrators, and support staff is typically low. Regardless of the availability of fundamental technology tools. A number of school operations, including teaching, administration, and support services, are primarily carried out manually. Primary factors of IT adoption, which are perceived usefulness, perceived ease of use, effort expectancy, social influence, facilitating conditions, behavioral intention, as well as the actual IT use, all recorded low average scores, showing weak acceptance as well as the technology in the delivery of services.

The research further confirmed that challenges such as a lack of IT skills, insufficient IT training, resistance to change, fear of the unknown, limited resources, and weak management significantly affect the effectiveness of IT adoption. The regression analysis and correlation proved that adoption of IT has a statistically significant effect on education service delivery, though its potential advantage remains unrealized as a result of the low level of utilization.

6.2 Conclusions

Based on the research results, it is concluded that IT adoption at Gokwe Primary School is insufficient to promote effective education service delivery. The ongoing reliance on manual systems by the entire staff has negatively impacted teaching and learning processes and has also affected administrative efficiency and overall service quality. The research summarizes that, since staff are confident in their ability to use information technology, they lack the necessary IT skills, lack confidence in their ability to use it, and have no organizational support to use it in their daily tasks.

The research concludes that leadership plays an important role in influencing IT adoption. School administration's inability to use school management systems and digital financial systems has reduced social influence and discouraged staff members from using technology. Moreover, the lack of suitable enabling conditions, such as stable IT resources, IT support, and structured IT training programs, has greatly limited the adoption of IT. On the whole, the research confirms that low technology adoption remains a key constraint on improving service delivery at Gokwe Primary School.

6.3 Recommendations

Based on the research summaries, the following recommendations are proposed.

6.3.1 Capacity Building and Training

Gokwe St Agnes Primary School should introduce ongoing IT training programs for the entire staff, including teachers, administrators, and support staff. That training should focus on hands-on use of technology. Be involved in teaching, school management systems, financial management, and administrative tasks. This is done to improve perceived ease of use and usefulness.

6.3.2 Driven IT Adoption for Leadership

The school administrators (The Head of the school, the Deputy Head, and the Teacher in Charge) must all lead by example. Thus, they should be able to actively use school management systems, fee management systems, and digital communication platforms such as email services, messaging apps, video conferencing tools, and more. The leadership's commitment to using technology will enhance social influence and encourage the whole staff to adopt technology in their service delivery.

6.3.4 Change Management Strategies

Change management strategies should be implemented to address resistance to change and the fear of the unknown. The school can introduce an awareness campaign, peer mentoring, and a gradual introduction of IT systems to improve staff acceptance.

6.3.5 IT integration into Teaching and Administration

Teachers should be encouraged to use technology in their teaching. They may use e-learning platforms, online tests, and exercises for assessments. Administrators should be able to write their records digitally and digitalize reporting and financial management processes to improve efficiency and accountability.

6.4 Suggestions for Future Research

Future research should expand the study's scope to include primary schools from multiple countries to improve generalizability. Further study may also employ a mixed-methods approach to gather comprehensive information on quantitative results, staff opinions, and experiences with

IT adoption. Moreover, longitudinal research must be conducted to analyze the long-term effects of adopting IT initiatives on education service delivery.

6.5 Chapter Summary

The chapter highlighted the research's conclusions and recommendations based on the results gathered. IT concluded that low adoption of information technology significantly weakens the delivery of education services at Gokwe St Agnes Primary School. Practical or hands-on recommendations were proposed to improve the adoption of information technology through IT training workshops. Involving leadership, improving IT resources, and implementing change management. The chapter also presented future research areas to further our understanding of IT adoption in primary schools.

Definition of Terms and Expressions

Information Technology (IT)

This refers to the use of computers, tablets, networks, software applications, and internet services to support teaching, learning, administration, and communication within the institutional environment.

IT Adoption in Education

This refers to the extent to which teachers and school staff accept, use, and integrate available digital tools, such as computers, tablets, Wi-Fi, and digital systems, into their daily workstations, including teaching, record keeping, data management, and communication.

Data Literacy

This refers to the quality, efficiency, and effectiveness of the service the school provides, including teaching, quality, timely assessment, record-keeping accuracy, administrative processes, communication with parents, and overall learner performance.

IT Infrastructure

This refers to the physical and digital resources available at the school, such as computers, tablets, printers, internet connectivity, e.g., Starlink, solar power, projectors, and local networks.

Resistance to Technology

This is the reluctance or refusal by teachers and staff to use available digital tools due to fear, a lack of self-confidence, a lack of skills, or a preference for traditional manual methods such as paper registers, chalkboard teaching, and manual record keeping.

Manual Systems

These are traditional non-digital methods used in schools, such as storing records in hard-copy files, writing tests on chalkboards, and keeping financial or learner data in physical books rather than a digital database.

Digital Divide

This refers to the gap between individuals who have access to digital tools and know how to use them and those who do not, especially between rural and urban schools.

Technology Acceptance Model (TAM)

The theoretical model used in this study, which explains the factors influencing IT adoption, focuses on how perceived usefulness and perceived ease of use affect teachers' willingness to adopt technology.

REFERENCES

- Al-Haddad, S. and Kotnour, T. (2022). Integrating change management and digital transformation in organisations. *International Journal of Project Management*, 40(3), pp. 245–258.
- Almaiah, M.A., Alamri, M.M., and Al-Rahmi, W. (2022). Applying the UTAUT model to explain the adoption of e-learning systems. *Education and Information Technologies*, 27(3), pp. 3425–3446.
- Al-Sharafi, M.A., Arshah, R.A., Herzallah, F.A.T., and Abu-Shanab, E.A. (2023). Factors influencing technology adoption in education: A systematic review. *Sustainability*, 15(4), pp. 1–22.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bingimlas, K.A. (2009). Barriers to the successful integration of ICT in teaching and learning environments. *Eurasia Journal of Mathematics, Science and Technology Education*, 5(3), pp. 235–245.
- Bond, M., Bedenlier, S., Marín, V.I., and Händel, M. (2021). Emergency remote teaching in higher education. *International Journal of Educational Technology in Higher Education*, 18(50), pp. 1–24.
- Bryman, A. (2016). *Social research methods*. 5th edn. Oxford: Oxford University Press.
- Chigona, A. and Chigona, W. (2021). Digital transformation in education in developing countries. *African Journal of Information Systems*, 13(2), pp. 89–104.
- Creswell, J.W. and Creswell, J.D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches*. 6th edn. Thousand Oaks, CA: Sage.
- Davis, F.D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), pp. 319–340.

- Ertmer, P.A. and Ottenbreit-Leftwich, A.T. (2021). Teacher technology change. *Journal of Research on Technology in Education*, 53(2), pp. 190–205.
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics*. 5th edn. London: Sage.
- Huy, Q.N. and Mintzberg, H. (2022). The rhythm of change. *MIT Sloan Management Review*, 63(4), pp. 42–49.
- Instefjord, E.J. and Munthe, E. (2023). Educating digitally competent teachers. *Teaching and Teacher Education*, 115, pp. 103–115.
- Kane, G.C., Phillips, A.N., Copulsky, J. and Andrus, G. (2023) *The technology fallacy*. 2nd edn. Cambridge, MA: MIT Press.
- Kotter, J.P. (2012). *Leading change*. Boston, MA: Harvard Business School Press.
- Laudon, K.C. and Laudon, J.P. (2024). *Management information systems: Managing the digital firm*. 17th edn. Harlow: Pearson.
- Mhlanga, D. and Moloi, T. (2022) Digital transformation of education in Africa. *Education Sciences*, 12(1), pp. 1–16.
- Mpungose, C.B. (2023). Digital readiness in African schools. *Education and Information Technologies*, 28(4), pp. 3897–3915.
- Mthethwa, P. and Jili, N. (2021). Leadership and digital transformation. *Journal of Public Administration*, 56(2), pp. 302–318.
- OECD (2021) *Digital education outlook 2021*. Paris: OECD Publishing.
- OECD (2023). *Education at a glance 2023*. Paris: OECD Publishing.
- Schiller, S.Z. (2018). Leadership for technology integration. *Journal of Educational Administration*, 56(3), pp. 1–15.

Tondeur, J., Scherer, R., Siddiq, F., and Baran, E. (2022). Teacher professional development in ICT. *Educational Technology Research and Development*, 70(2), pp. 677–699.

UNESCO (2021). *Reimagining our futures together*. Paris: UNESCO.

UNESCO (2023) *Global education monitoring report*. Paris: UNESCO.

Venkatesh, V., Morris, M.G., Davis, G.B., and Davis, F.D. (2003). User acceptance of information technology. *MIS Quarterly*, 27(3), pp. 425–478.

Vial, G. (2021). Understanding digital transformation. *Journal of Strategic Information Systems*, 30(2), pp. 1–17.

Zimbabwe Ministry of Primary and Secondary Education (2021). *ICT policy for education*. Harare: MoPSE.

Zimbabwe Ministry of Primary and Secondary Education (2023). *Education sector strategic plan 2021–2025*. Harare: MoPSE. Adeoye, I.A. (2021) ‘Teachers’ attitudes towards ICT integration in Nigerian primary schools’, *African Journal of Educational Technology*, 11(2), pp. 45–58.

Ahmed, S. and Hussain, A. (2021) ‘Institutional readiness and ICT adoption in public schools in Pakistan’, *International Journal of Educational Development*, 82, pp. 1–10.

Barclay, C. (2020) ‘Digital transformation in education: Leadership and institutional support’, *Educational Management Administration & Leadership*, 48(5), pp. 873–889.

Boateng, R., Agyemang, F.G. and Dzandu, M.D. (2022) ‘ICT adoption in basic schools in Ghana: Challenges and prospects’, *Journal of Education and Information Technologies*, 27(3), pp. 3561–3578.

Chao, C.M. (2022) ‘Factors influencing teachers’ intention to adopt digital learning tools’, *Education and Information Technologies*, 27(1), pp. 345–365.

Chikasha, S. and Ndlovu, M. (2023) ‘Challenges of ICT integration in rural Zimbabwean schools’, *Zimbabwe Journal of Educational Research*, 35(1), pp. 22–39.

- Creswell, J.W. and Creswell, J.D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches*. 6th edn. Thousand Oaks, CA: Sage.
- Davis, F.D. (1989) 'Perceived usefulness, perceived ease of use, and user acceptance of information technology', *MIS Quarterly*, 13(3), pp. 319–340.
- Ferreira, J. and Lima, R. (2022) 'Teachers' perceptions of digital tools in Brazilian public schools', *International Journal of Educational Technology*, 19(4), pp. 201–217.
- Henderson, M., Selwyn, N. and Aston, R. (2022) 'What works and why? Student perceptions of digital learning', *Educational Technology Research and Development*, 70(4), pp. 1689–1707.
- Howard, S.K., Tondeur, J., Siddiq, F. and Scherer, R. (2021) 'Ready, set, go! Profiling teachers' readiness for online teaching', *Computers & Education*, 165, 104149.
- Kaarakainen, M.T., Kivinen, O. and Vainio, T. (2021) 'Performance-based digital competence of teachers', *Computers & Education*, 161, 104041.
- Kumar, J.A. and Bervell, B. (2021) 'Google Classroom adoption: The role of UTAUT', *Education and Information Technologies*, 26(2), pp. 2091–2114.
- Mabasa, T. and Mkhize, S. (2020) 'ICT challenges in rural South African schools', *South African Journal of Education*, 40(2), pp. 1–10.
- Makumbe, J. and Maphosa, C. (2023) 'Digital literacy challenges among rural teachers in Zimbabwe', *Journal of African Education Studies*, 8(1), pp. 67–84.
- Miles, M.B., Huberman, A.M., and Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook*. 4th edn. Thousand Oaks, CA: Sage.
- Moyo, T. and Mpofu, S. (2022) 'ICT adoption in rural Zimbabwean primary schools', *International Journal of Educational Development in Africa*, 9(2), pp. 95–112.
- Mtebe, J.S. (2020) 'ICT integration in education: A case of Tanzanian schools', *International Journal of Education and Development using ICT*, 16(2), pp. 150–167.

OECD (2023). *Education at a glance 2023: OECD indicators*. Paris: OECD Publishing.

Pinda, L. (2023) ‘Administrative efficiency and ICT usage in rural schools’, *Zimbabwe Journal of Public Administration*, 5(1), pp. 40–56.

Rogers, E.M. (2003). *Diffusion of innovations*. 5th edn. New York: Free Press.

Saunders, M., Lewis, P., and Thornhill, A. (2019). *Research methods for business students*. 8th edn. Harlow: Pearson Education.

Trust, T. and Whalen, J. (2020) ‘Should teachers be trained in emergency remote teaching?’, *Journal of Technology and Teacher Education*, 28(2), pp. 189–199.

UNESCO (2023). *Technology in education: A tool for transformation*. Paris: UNESCO.

Venkatesh, V., Morris, M.G., Davis, G.B. and Davis, F.D. (2003) ‘User acceptance of information technology: Toward a unified view’, *MIS Quarterly*, 27(3), pp. 425–478.

Venkatesh, V., Thong, J.Y.L. and Xu, X. (2022) ‘Unified theory of acceptance and use of technology: A synthesis and the road ahead’, *Journal of the Association for Information Systems*, 23(1), pp. 1–56.

Waweru, J.W. (2021) ‘Teacher preparedness and ICT integration in Kenyan primary schools’, *International Journal of Education and Development using ICT*, 17(1), pp. 87–103.

APPENDICES

APPROVAL LETTER FROM CATHOLIC UNIVERSITY



Catholic
University of
Zimbabwe

P. O. Box 11200, Hatfield, Harare, Zimbabwe
Location: 18443, Cranborne Avenue, Hatfield, Harare
Telephone: +263 04 570 396, 573 405, 570 169
Cell: 077 9 726 889, 077 5 250 521
Fax: +263 04 573 973
email: info@cuz.ac.zw
www.cuz.ac.zw

23 July 2025

To Whom It May Concern

RE: REQUEST TO CONDUCT FIELD WORK

The letter serves to ask for permission to allow Marange Sibongile Sarayi student number PG243808G a registered Post Graduate student at the Catholic University of Zimbabwe to conduct field work at your institution/s. She is in the Faculty of Commerce, Innovation and Technology. The title of his project: THE IMPACT OF INFORMATION TECHNOLOGY ADOPTION ON EDUCATION SERVICE DELIVERY: A CASE OF GOKWE ST AGNESS PRIMARY SCHOOL IN GOKWE SOUTH DISTRICT.

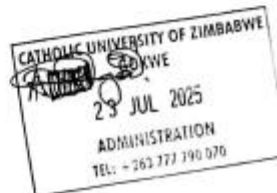
This mentioned student has satisfied the requirements for ethical clearance as stipulated by The Departmental Ethics Review Committee. To continue with her research project, the student requires permission to conduct interviews. The findings will be used solely for research purposes and the anonymity of those taking part in the research process will be guaranteed.

Your facilitation of data collection through granting her access to your Institution/s will be greatly appreciated.

Kindly direct the questions you may have to the student's supervisor Dr Muzurura 0773035529

Yours Sincerely,

Tazvivinga A. (Cuz Gokwe Campus Administrator)



QUESTIONEERS

APPENDIX B : QUESTIONAIRES FOR ADMINISTRATORS

(Head of the School and the Deputy Head, Teacher In Charge)

Title: Questionnaire on IT adoption and Education Service Delivery

(Administrators)

Instructions

Please tick in the box the responses that best shows your experience and opinions. All answers are confidential.

Section A: Demographic Information

1) Position Held

Head of School ☐ Deputy Head ☐ Teacher in Charge ☐

2) Years of Experience in Administration

Less than 5 years ☐ 5 – 10 years ☐ More than 10 years ☐

3) IT Training Attended

None ☐ Short course / Workshop ☐ Certificate / Diploma ☐ Other (please specify) -----
-- ☐

Scale

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

Section B IT Adoption

1) “IT increases the efficiency and effectiveness of management of school and administrative duties”

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

2) Actual IT Use (AU)

“I use information technology systems in doing administrative and management tasks”

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

3) “I find school management systems reliable for decision making”

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

4) “IT use enhances communication with teachers and external stakeholders

1=Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

5) “ I am able to generate reports using IT systems without difficulty”

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

Section C: Strategic Impact On Service Delivery

6) IT adoption supports effective planning and resource allocation

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

7) Technology improves effective planning and resource allocation

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

8) Lack of advanced IT skills limits effective school management

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

Thank you very much for spending your time completing this questionnaire. Your contribution is highly appreciated

APPENDIX A : QUESTIONNAIRE FOR TEACHERS AT GOKWE ST AGNES PRIMARY SCHOOL

Title

Questionnaire for IT adoption and teaching service delivery at the school.

Instructions to Participants

Put a tick in the box that represent your answer. No right or wrong answers. All answers are treated with complete privacy and used for educational purposes.

SECTION A: DEMOGRAPHIC INFORMATION

(Please tick ✓ the appropriate answer)

1. Gender:

☐ Male ☐ Female

2. Age Group:

☐ Below 25 ☐ 25–34 ☐ 35–44 ☐ 45–54 ☐ 55+

3. Highest Professional Qualification:

☐ Certificate In Education ☐ Diploma In Education ☐ Degree

4. Years of Experience:

☐ Less than 1 year ☐ 1–5 years ☐ 6–10 years ☐ 11–15 years ☐ 16+ years

5. Highest IT Training Level Attained:

☐ None ☐ Basic ☐ Intermediate ☐ Advanced

SECTION B: Information Technology Adoption

Please show the degree to which you agree with the given statement. Just put a tick inside the box.

Scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1) Perceived Usefulness (PU)

“Utilizing IT enhances the quality of teaching and learning at Gokwe St Agnes Primary School”

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

2) Perceived Ease of Use (PEOU)

“IT systems are easy to use in my teaching duties”

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

3) Effort Expectancy (EE)

“Utilizing information technology in my teaching needs to much effort”

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

5) Social Influence (SI)

“People who are important to (school administrators. Friends) encourage me to utilize IT in teaching processes”.

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

6) Facilitating Conditions (FC)

“Our school gives adequate Information Technology tools, IT resources and support to allow me to utilize information technologies”.

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

7) Behavioral Intention to Use IT (BI)

“I intend to use technologies in my teaching activities in the near future”.

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

8) Actual IT Use (AU)

“I often use information technology tools in my teaching and learning processes”.

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

Thank you very much for spending your time completing this questionnaire. Your contribution is highly appreciated.

APPENDIX C : QUESTIONNAIRE FOR SUPPORT STAFF

(Bursar, Clerk, Groundmen, General Hands)

Title

Questionnaire on Information Technology Adoption and Education Service Delivery (Support Staff)

Instructions to Participants

Put a tick in the box that represent your answer. No right or wrong answers. All answers are treated with complete privacy and used for educational purposes.

SECTION A: DEMOGRAPHIC INFORMATION

(Please tick ✓ the appropriate answer)

1. Job Role

☐ Bursar ☐ Clerk ☐ Groundsmen ☐ Other (please specify)

2. Years of Service

☐ Less than 5 years ☐ 5–10 years ☐ More than 10 years

Section B IT Adoption

1. Information Technology is helpful in carrying my daily tasks at school

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

2. Actual IT Use

“ I use information technology tools in doing my tasks”

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

3. I find IT systems easy to operate for assigned tasks

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

4. I receive adequate support when I experience technical problems

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

5. Technology reduces workload compared to manual methods.

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

Section C : Barriers to IT adoption

6. Lack of training affects my ability to use IT effectively

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

7. Technical challenges discourage me from using computers

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

8. I am willing to learn more about using IT at work

1= Strongly Agree ☐ 2 = Disagree ☐ 3 = Neutral ☐ 4 = Agree ☐ 5 = Strongly Disagree ☐

Thank you very much for spending your time completing this questionnaire. Your contribution is highly appreciated.

APPROVAL LETTER FROM SCHOOL

Gokwe St Agnes Primary School

P. O. Box 38

Gokwe

23 July 2025

The Head

Gokwe St Agnes Primary School

P.O. Box 38

Gokwe

Dear Sir

**REF : SEEKING PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH IN
THE SCHOOL : GOKWE ST AGNES PRIMARY SCHOOL.**

I am writing to seek your permission to conduct a research study entitled "The Impact of Information Technology Governance Practices on Service Delivery at Gokwe Primary School." This study is part of my Master of Business Management and Information Technology program at The Catholic University of Zimbabwe and aims to enhance our understanding of IT governance in an educational setting.

I plan to gather data through surveys and interviews with staff regarding their experiences with these practices. All data collected will be treated confidentially and used solely for academic purposes.

Your consideration to my application is greatly appreciated.

Yours faithfully

Sign 

Sibongile S Marange (EC Number 0798675Z)



Approved