



# The Role of Educational Administrators on E-Learning Programmes Implementation: A Case Study of Goromonzi District Primary Schools

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**Abstract:** *The research study sought to unearth the negative and positive contributions towards the implementation of e-learning by education administrators in primary schools in Goromonzi District of Zimbabwe. E-learning has become the most acceptable mode of pedagogical instruction across the globe but its implementation may be thwarted by the reactions of the school heads and education inspectors due to its (e-learning) technical nature.*

*The study adopted pragmatism as a research philosophy informing the pursued mixed method paradigm that combined both qualitative and quantitative approaches in a triangular form. The sample of six primary schools with an average of twenty-five participants each were purposively selected. The researcher used in-depth interviews, questionnaires, document analysis, focus group discussions and observation to collect and generate the requisite data.*

*The study found out that the Zimbabwe e-learning programme suffered poor implementation timing since the Ministry of Primary and Secondary Education adopted the e-learning programme into the schools before all schools were computerised with technological infrastructural devices equipment and subject knowledge by education administrators. The government did not also in-service all its active school administrators talk less of teachers in the mainstream in I.C.T domain resulting in some administrators having no confidence in using technology to carry out an e-lesson observation. Most of the Heads of schools were techno-phobia, hence their confidence to carry out an e-lessons supervision was compromised and their administrative e-service contrived as well.*

## 1. INTRODUCTION

The e-learning research study was focused on investigating whether education administrators have a critical role to play in e-learning programme implementation as well as to check if the administrative responsibilities are being undertaken and the challenges thereto in primary schools in Goromonzi District of Zimbabwe. The challenges of e-learning exposure deficiencies or e-learning experiences under-utilisation by Goromonzi District primary school learners might be partly attributed to the education administrators. The investigational study on the e-learning administrators' exposure challenges in Goromonzi District was done in primary schools found in Goromonzi district of Zimbabwe which is a rural area set up environment.

### 1.1. Background to the Problem

The research study looked at the e-learning programme administrators' positive and negative implementation contributions towards the programme by primary school learners in Goromonzi District primary schools. The e-learning implementation challenges in the Goromonzi District of Zimbabwe as evidenced by the collected data and data generation processes, were partly attributed to the reaction by education administrators to the introduced e-learning programme by the government in primary schools. The e-learning programme was implemented in Zimbabwe before education administrators got refresher courses that enabled them to be acquitted with the necessary knowledge about e-learning.

E-learning as instructional method essentially encompasses I.C.T on websites, personal computers, portable PCs, mobile phones, learning management System (LMS), radio, and other forms of enhancing teaching and reading. It also requires the application and usage of Information and communications technology. It has been discovered that its hands on application normally favours the young generation

than the old aged. Henceforth young teachers are active in implementing it while the old aged education administrators feel uncomfortable to fully engage themselves in e-learning activities. E-learning is also a unifying term used to describe the areas of the Network and the technology directions which makes it too broad and important. E-learning in this regard, as shown by the massive growth of web technology globally, is being significantly the learning technique in terms of schooling, training and development and a lot of corporate functions but the active involvement of school heads and education inspectors dwindles its effectiveness.

Many developing economies are utilizing highly immersive e-learning from several education institutions that specifically increase student success but it is the implementation gap between teachers and the old aged schools administration in Goromonzi District that need to be studied.

### **1.2. Purpose of the Study**

The purpose of this study was to find out the e-learning programme implementation roles of education administrators in the Goromonzi District of Zimbabwe. The possible solutions to the challenges faced by the education administrators in e-learning implementation were also purposefully sought to be used as remedy to the e-learning challenges.

### **1.3. Research Questions**

From an investigative perspective, this study sought to answer the following questions:

The primary question was:

- Are the primary school education administrators fully executing their roles in implementing the e-learning programme in Goromonzi District?
- The subsidiary questions were:
- What are the administrative challenges dwindling the implementation progress of the e-learning programme in Goromonzi District.
- To what extent do primary schools administrators acquire the e-learning programme supporting hardware and software infrastructure for the benefit of the learners?
- What is the impact of the schools administrative challenges to the maximum accession of the e-learning programme and how can all primary school learners be made to benefit from e-learning?
- How best can educational authorities be made to focus on making e-learning accessible to all primary school learners?

## **2. METHODOLOGY**

This research study advocated for multiple academic research study methods. The study pursued the mixed method research method and academically adopted the pragmatism research philosophy which was used to collect and generate the requisite data from the field which was Goromonzi District. The mixed method has been considered useful in this study because it recognises, in concurrence with Leedy and Ormrod (2013), that the issues of e-learning being studied were multidimensional and technically layered. In addition, the basic premise on which this study was based is that reality was constructed by the e-teachers interacting within their social-technological world without much involvement of e-administrators. The chosen mixed method approach was interested in understanding the meaning researchers have constructed, how they made sense of their techno-world and the experiences they have in the general world. The world of e-teachers' realities was varied without leading to the examination of the complexity of the holistic e-education administrators roles in implementation of e-learning programme.

The pursuance of pragmatism philosophical approach in this study propped up due to the need to evaluate the e-learning administration theories or beliefs in terms of their success or failure on practical application in the e-education systems especially in Goromonzi District of Zimbabwe. The pragmatism approach of this study also followed the critical theory model of the paradigm and the concurrent triangulation research design which effectively addressed the e-learning administrative research problem and constituted the collection, measurement, analysis and generation of data in Goromonzi District. Within this mixed methodological perspective framework of this study was framed and hatched the research recommendations thereto. Therefore end resultant outcome of the methodological pattern

strategy findings is found in the research study findings and recommendations section of the research study. It is key to note that education administrators are key in the implementation of e-learning programme hence their skills and knowledge should be emancipated.

### **2.1. Research Paradigm**

The research paradigm phenomenon encompasses various theories but this e-learning administration inquiry research study was based on realism. Realism refers to the theory that whatever knowledge we acquire through the senses is a true reflection of what happens, Barker (1991). The research study believed in the senses that the source of the truth means that all data that was gathered from participants in Goromonzi education district through questionnaires, interviews as well as observation through the sense of sight were a true reflection of the truth existing on the ground. Therefore terminology wise the term paradigm according to Barker (2003) is referred to as a design that is utilized in the collection and interpretation of data which means that the outcome interpretation of the collected data was converted into the actual meaning of what was existing in Goromonzi education system. While the study was framed within the interpretive perspective as asserted by Bitzer (2015) the interpretive paradigm was also selected for its links to the purpose of the research study as stated above. Even though Elisha (2012) defines the research paradigms as the actions guided by a set of basic belief the same sentiments are shared by Creswell (2009) to concretize the fact that research paradigm is action guided. The interpretive perspective matches the purpose of this study and it is the most appropriate research paradigm for the researcher who has an in-depth understanding of the experiences of the participants of the study in Goromonzi District of Zimbabwe. The adopted research approach by the researcher also provided the researcher with an insider's perspective resulting in the credibility and trustworthiness of the obtained data in Goromonzi District of Zimbabwe.

### **2.2. Population of the Study**

The population refers to the aggregation of research participants who meet the designated set of criteria as purported by Bums and Groove (2003). The individuals who were the focus of the study are therefore referred to as the population. Target Population. The purposively selected six primary schools were being managed by substantive school heads and were implementing the e-learning programme. The population in this study consisted of the primary school heads, teachers and a few education inspectors from Goromonzi District of Mashonaland East Province in Zimbabwe.

### **2.3. Research Approach**

The concept of mixing different methods of research studies strategies originated in 1959 when Campbell and Fisk used multi-methods to study validity of psychological traits (Creswell, 2009) in human beings. Later on they encouraged other researchers to employ their multi-method matrix to examine multiple approaches to data collection and generation (Mason 2002 and Chisaka 2014). This prompted other researchers to mix methods and soon the approaches associated with field methods such as observations and interviews were combined with traditional surveys quantitative data. During data collection using this design approach the investigator collected both forms of data at the same time and then integrated the consolidated information in the interpretation of the overall results. The researcher strategically embedded one smaller form of data within another larger data collection in order to analyse different types of questions where the qualitative study aspect addressed the process while the quantitative study approach addressed the research study outcomes.

This approach had a unique approach in that it combined a quantitative strategy (survey research) with qualitative strategy (case study) in the data collection process stage. The adopted mixed methods approach entailed in this study a deliberate mix of different data collection methods with the sole objective which was of ensuring that all the key issues that the research questions sought to address were dealt with adequately since e-learning was a practical, complex and new subject in the education system. The choice of the mixed method approach was necessitated by the nature of the e-learning technology data which the researcher intended to gather from the collected data.

### **2.4. Research Design**

The research study design is the description of the format and theoretical structure for the actual implementation of the research investigation being carried by the researcher. Saunders et al (2007) argues out that research design spells out the basic strategies that the researcher adopts to develop

information that is accurate and interpretable during the research process. The term research design is actually synonymous with the term research plan. If the research design a plan, it is very necessary therefore to include this section of the research as well as to ensure that the plan is well organized and that it is properly implemented. The research study process made sure that the sample of the respondents was representative in all aspects. Babbie (1979) averred that representativeness is the quality of a sample of having the same distribution of characteristics as the population from which the sample was collected.

This e-education administration research study presented the case study in Goromonzi District as the method of the research and defined the research method as a plan or course of action employed to guide data collection, generation, analysis and interpretation into findings and recommendation. The researcher concurred very well with Tellis (1997) that a case study is a strategy for data generation, its analysis and interpretation in an in-depth manner and this suited it very well for this research study carried on influence of education administration on e-learning. This research study also sought to establish the extent to which six institutions of primary school educational administration of Goromonzi District practised e-learning education to achieve quality primary education. There was generally very little available information about the existence of e-education programme administrative implementation underlying challenges even though the subject is too broad.

The supporting statement which came from Sarah (2005) who pointed out that an exploratory case study was employed when an institution or programme was so new that little information existed, outside the institution, regarding the workings and impact of the institution or programme. Even though the researcher had little information about primary school administrators e-learning experiences but the fact that implementation of the e-learning programme in primary schools had commenced in Zimbabwe schools came handy.

### **2.5. Target Population.**

Target population in research means research participants that the researcher intends to use in the research. The target population or subjects in this research study were primary school heads and inspectors who administrate within the delimitations of the research project. The research targeted both male and female research participants and the researcher tried his level best to ensure balance between respondents of both sex.

### **2.6. Sampling Method**

The researcher of this study collected data uniformly across participants of various groups such as age and physical conditions whenever it was possible. Of all the schools visited for the purpose of data collection, effort was always made to try and ensure that the number of respondents was evenly distributed among the schools in order to achieve representativeness. The researcher also collected data for research, from schools that are physically located from almost all the corners of the district so as to ensure authenticity of the data collected in order to improve the quality of research findings. In descriptive research, a sample of 10-20 percent is often used. Van Dalen (1979) averred that if the phenomenon under study is homogeneous, small sample is sufficient. To try and increase the quality of samples collected, the researcher used proportionate stratified random sampling technique where respondents were first classified into strata according to age before random sampling was done.

## **3. DATA COLLECTION METHODS/PROCEDURES**

Data collection using questionnaires was done randomly within the purposefully selected schools. This means that both male and female teachers were included in the questionnaires which increased the chances of obtaining data which is free from bias throughout the whole district.

### **3.1. Interviews**

The research interview technique of data collection can also be termed the face-to-face questionnaire. This means that the questioning technique is being done verbally face to face whilst the interviewer and the interviewee are close to each other. This technique was applicably used during this research project, following the COVID 19 guidelines. The interviews were chosen for their flexibility whereby the researcher can repeat or rephrase questions for the purpose of clarity to the same interviewee. The interview technique is also able to take note of non-verbal behaviour of respondents during the interview process unlike in the mailing questionnaire technique. The interview technique gives room for the

researcher to probe for responses where respondents may seem not to be comfortable or willing to supply responses.

The problems associated with the interview technique include among others the fact that there are factors that vary from one interviewer to another, such as mutual trust, social distance and interview control means that the interview technique is dependent on the interviewer's competence as well as the fact that the respondents feel uneasy and adopt avoidance tactics if the questioning is too complicated. The researcher dealt with the above weaknesses of interview technique by abiding by the ethics of interviews, using the technique in conjunction to the questionnaire technique as well as phrasing the interview questions in simply terminology which was easy to understand. The questions were also formulated in a way that eliminates ambiguity.

### **3.2. Data Collection for Questionnaire Survey Method.**

To ensure that all the research instruments reach the intended subjects, the researcher distributed the research instruments personally using email addresses and whatsapp platform. Communication was done with school administrators on time for the purpose of ensuring that time for the distribution of questionnaires and interviewing of the participants where there was need could be allocated by the school heads.

The participants were given a period ranging from five days to one week to ensure that the participants could have ample time to respond to the questions on the questionnaires without compromising their other administrative duties. The participants were visited for the purpose of data collection usually during school or working days in order to make sure that the research participants could be reached easily so as to increase efficiency.

### **3.3. Questionnaires**

The research questionnaire is a tool of data collection in which each participant is asked to respond to the same set of questions in a predetermined order, Flick (2009). This research technique was chosen for its flexibility. Participants were free to respond to questionnaires anywhere, even in the comfort of their homes. The questions were made clear to the extent that they can even be sent via Email, fax, post or any other social media platforms.

This unique method of data collection is also favoured for its anonymity nature. The participants were allowed to give information freely without fears of intimidation, group influences and any other pressures as their identity was of no use. This characteristic of the technique also defines its effectiveness.

Again questionnaires are seen as an economic instrument of research as it does not demand too much on resource mobilization hence its choice as a research instrument in this e-learning research project.

In order to address the weaknesses associated with the research instrument, the researcher kept on reminding the respondents about the questionnaires until the time of collection. The researcher also made sure that there is no ambiguity on the demand or meaning of questions on the questionnaire. The researcher did not take too much time before collecting the questionnaires from respondents so as to reduce the chances of questionnaires getting misplaced. Realizing that the same questions that are used in the questionnaire process are usable in the interview process, the researcher used the two methods of data collection for them to complement each other. In this research project, illiteracy was not a constraint since respondents were all literate people, teachers and school heads.

### **3.4. Observation**

The researcher also utilized the observation method during data collection. This means that the researcher could from time to time observe the feelings of respondents through observing facial expressions among other non-verbal expressions. This was possible because some of the questionnaires were distributed physically, allowing the researcher to have a face to face interaction with respondents, whilst observing social distancing. Observation is vital in data collection since it allows the researcher to see if there is congruence between what respondents say and what they portray.

### **3.5. Data Analysis**

Data collected through questionnaires and interviews from schools were then put together, sorted out and logically presented through the use of tables, graphs and pie charts. This three way presentation of

data was done to cater for all people who could want to refer to this research project in future. The use of tables was chosen for its ability to presents data orderly in a simple way.

Graphs were used because they give a quick understanding of data if one is conversant with their use. Graphs also make use of a small space on data presentation. Graphs are however partially challenging to construct but the researcher made thorough researches on their use to address this challenge.

Pie charts were also used to present the data. The use of pie chart was done to embrace the uniqueness of various people who might refer to this piece of work in the comprehension of various forms of data.

Analysis of data was done basing on age, sex and work experiences. These grouping were done in order to convey meaning of the data to its recipients. Each reader will refer to the method of data presentation that one is more comfortable with. There is however no one way of data presentation that is better than the other but choice depends on an individual's perception and mastery, hence the inclusion of the all the three methods.

### **3.6. Analysis of Questionnaire Data**

Content analysis was used to analyse data collected through interviews using interview guide for key informants. This was done by editing, coding classification and tabulation of the collected data so as to change into qualitative. The qualitative data from teachers and heads was analysed using tables, graphs and pie charts.

### **3.7. Processing of Data**

Data was collected from respondents and tabulated on tables. The data was later processed to construct graphs as well as pie charts. This was done to make it easy to compute the data. Processing of data was done both manually and electronically. The reason for processing data and presenting it in different forms was to make it easy for various readers of this piece of writing to understand it since people are unique in the way they master concepts. This was also done to save apace. Non-readers can also easily grasp concepts presented in form of graphs and pie charts without taking too much time.

### **3.8. Ethical and Legal Consideration**

During the process of data collection, respondents were made aware that they could only participate in the questionnaire and interview process if they were willing to do so. Confidentiality was also guaranteed to respondents' information. Before data collection, permission was sought from the Ministry of Primary and Secondary Education Policy Planning Research and Development department at national level as well as from EpMafara District offices to carry out the research study in schools.

### **3.9. Validity and Reliability**

Reliability is the degree to which an assessment tool produces stable and consistent results. An observation guide, observation schedule, interview guide and questionnaire containing pertaining issues from the problem at hand were made available by the researcher. Data gathered through the use of observation, questionnaires and interviews ensured the researcher that it was valid and reliable. This assisted to eradicate predispositions and misrepresentations of data as the loophole of one method was complemented by another method leading to enhanced validity and reliability.

### **3.10. Trustworthiness**

Trustworthy is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. The study focuses on the sample as directed and when tested on other place there is possibility of providing the same result. Similar questionnaires were given to different groups, namely Teachers and heads of schools but there was no big variation in their answers. This situation ensures the trustworthiness of the research.

## **4. RESULTS**

### **4.1. Background Information of the Participants and Institutions**

The researcher decided to have the names of the participants and the names of their institutions changed to protect their identity in accordance with ethical and legal considerations and respect of the provision

of confidentiality adopted by the researcher. The research study institutions which were primary schools were also given pseudonyms for confidentiality reasons. The names of all the other participants followed the same pattern; the contribution of each participant was referenced with the line number from the transcript of the primary school under investigation. The six primary school institutions were located in Goromonzi District of Mashonaland East Province in Zimbabwe. The use of pseudonyms by the researcher enabled the researcher to engage in a transparent and fair discussion of the data from the participants and that of their primary schools unencumbered by personal bias. The participants engaged in the study on the understanding of anonymity and confidentiality as promised by the researcher.

The participants were divided into three broad areas: senior management, which comprised the District Schools Inspectors and the schools inspectorate bench, Heads of schools and their Deputies and Primary School Teachers.

#### **4.2. The Actual Research Findings**

The research study found out that most Heads of schools had degrees while Schools Inspectors had Masters Degrees in Educational administration but none had ICT qualification. The I.C.T qualifications which were in form of diplomas and degrees in I.C.T were only found in Teachers and not Heads and Inspectors of schools. This scenario revealed that a new generation crop which is I.C.T compliant is emerging in the Zimbabwe education sector has no administrative backing and guidance. The observation, interviews and focused group discussions results revealed that some of these young female teachers have acquired degrees in I.C.T and are very active in and outside the class hence placing a threat on the administrators who are mandated to supervise them. These young technologist teachers were e-learning self-motivated even though resource scarcity affected their great e-learning aspirations. Most of the teachers were between 30-40 years of age. This group is the ground floor implementers of the e-learning for they were contact persons with learners. The study found out that e-learning is for the energetic ones. The research discovered that most school heads and schools Inspectors were within the 50-60 years of age range and seemingly old. This age group education administrators struggled with technological compatibility than their young counterparts. There were also findings related to institutional e-learning implementation challenges in researched schools. Since the sampled schools had substantive school heads that were qualified to administrate education institutions like schools. The school heads were not trained to administer e-learning programmes in schools and had no idea of what e-learning was all about and that is the reason why the e-learning programme was the most challenging area for the school heads where the heads were not at liberty to supervise and lead by example. Most schools had no computers in the school head's office for typing and printing the reports related to the school head's duties but instead the heads preferred to give school clerks the computer and constantly asked the clerks to type their handwritten reports on their behalf thereby leaving them with minimal hands-on computer skills practice. Henceforth, schools were not administratively capacitated to implement the e-learning programme even though the Zimbabwe government adopted the e-learning programme into its education system for learners to benefit. However, the zeal and eagerness to implement e-learning were very noticeable in both teachers and learners but the untrained education administrators implementing challenges overtook the existing implementing interest in teachers and learners. No school head or Inspector had observed an e-learning lesson since lessons observation and writing a narrative report for the observed lesson one of their jurisdiction mandate.

Looking at the ministerial e-learning implementation capability the study found out that the government of Zimbabwe's attempt to resource schools with computers through the Presidential computerisation scheme did not benefit all schools talk less of equipping school administrators. A total of only 3 primary schools in Goromonzi District from the 90 schools countrywide that benefited from the presidential computerisation programme received the e-learning computers which was just a drop in the ocean. The study also found out that the Ministry of Primary and Secondary Education adopted the e-learning programme into schools before all schools were computer equipped and its human resources. This situation caused the irregularities in terms of the degree of e-learning implementation in schools since the administrative engines of the education system were not empowered to manage e-learning. The research study also discovered that the act of donating computers to some schools and failure to do the same to other schools by the Zimbabwean government through its presidential office was received with mixed feelings in other schools by school Heads such that they developed a negative attitude towards the e-learning programme implementation. Observation by this study might not be wrong to rule out

that some schools used the uneven selective donation of computers in schools as a scapegoat for poor e-learning programme implementation and never minded to engage themselves in e-learning management studies. However, contrary to this finding in some schools that did not receive the presidential computers donation but were headed by young school heads who are technology compliant like Zimbiru Primary, the e-learning programme was being implemented very well using available school resources. The study also found out that the government did not train all its current active teachers in line with the e-learning implementation programme in schools as well resulting in further detrimental e-learning implementation results. The research also discovered that even though I.C.T skills are now being taught in teachers colleges, the new teachers who were being deployed into schools from colleges could not practise skills acquired from the colleges in schools unless they were deployed in schools with e-learning resources and activities, their taught skills remain dormant without practice. The Zimbabwe government needs to address the disparities which exist in education administrators regarding e-learning knowledge and skills acquisition in order to be to manage e-learning in schools.

## **5. CONCLUSION**

The findings of the gathered data showed that regardless of the implementation challenges a dynamic e-education programme has a place that benefits learners in primary education unless a vibrant and ICT skilled education administration team is installed in the education system.

This research study has reasonably proved that e-learning knows no territorial boundaries if adopted with skilled personnel. It is a programme that is implementable in towns and rural areas like Goromonzi rural District and compatible with both the young and the old if proper training is done. E-learning is a very flexible teaching method approach that needs support especially during this Zimbabwe new curriculum era where subjects have been made to be skills-based and have been made many subjects not easy to be taught by a single teacher in the primary education sector. The e-learning programme in Zimbabwe is the solution to the multiplicity of the learning areas propounded by the emergence of the new curriculum than the traditional learning methods.

It was noted that regardless of how professional the education administrators can be, without financial, human or material resources and skills impartation no miracles can emerge in terms of dealing with the discovered e-learning administration challenges negating the positive exposure by primary school learners in Goromonzi District of Zimbabwe.

Conclusions were derived from the findings on e-learning practices in primary schools which include the implementation of e-learning in primary schools which was marred by non-uniformity in administration and provisions as evidenced by variations in terms of how e-learning programme was being implemented in primary schools. This was influenced partly by the absence of primary schools e-learning administrative policy by the Ministry of Primary and Secondary Education to enable the guided running of the e-learning programme. The e-learning programme in primary schools was greatly affected by traditional instructional methods which were used by school administrators and teachers over e-learning. Due to lack of both physical and human resources, implementation of e-learning in Goromonzi District primary schools continue to be restricted to unlinked computer gadgets. Due to a rigid curriculum, primary schools were not able to adequately accommodate diversity and this affected the implementation of e-learning programme in Goromonzi District of Zimbabwe. Considering the hierarchical structure of the Ministry of Primary and Secondary Education might have paved way for top-down approach which posed as a challenge in implementing e-learning education in Goromonzi District of Zimbabwe. The proper implementation of e-learning education programme in primary schools of Goromonzi District was affected by lack of financial support from the Ministry of Primary and Secondary Education and the Government to support the acquisition of relevant resources and technological devices as well as skilled personnel. As a result of negative perceptions by education administrators there was poor e-learning implementation in Goromonzi District schools. The work overload by teachers in primary schools by poor teacher-pupil ratios impedes the implementation of e-learning education programme to the extent that there was no time to attend to individual needs of learners. Primary schools staff members administrators included in Goromonzi District of Zimbabwe required adequate and constant training on e-learning education so that they understood diversity and improve on their performance. Established e-learning programme administrative teams in primary schools might help in co-ordination of primary schools e-learning education programmes. Heads of



schools and teachers should have positive attitudes towards including e-learning in their schools. The availability of a national and ministerial policy on e-learning education was imperative as derived from international states and frameworks to capacitate administrators of education.

### **RECOMMENDATIONS**

The Ministry of Primary and Secondary Education is recommended by this research study to ensure that there be some level of standardisation in the way primary schools implement e-learning education through empowering personnel. This can be achieved through an established national e-learning administrative guiding policy guidelines. Primary school administrators should ensure that they acquaint themselves with relevant e-learning skills to administer e-education in schools of Goromonzi District of Zimbabwe. The Ministry of Primary and Secondary Education should revise the curriculum so that it becomes flexible in terms of e-learning subjects offered, timetable and assessment so as to meet diverse needs of e-learners. The education administrators should improve on infrastructure provision so as to make it accessible by all learners which should be monitored by Ministry of Primary and Secondary Education. The Ministry of Primary and Secondary Education and school administrators should embark on various avenues and projects as well as network with Non-Governmental Organisations so that they avail resources that are necessary for e-learning education to be successful. Primary schools administrators should network among themselves and interact so that they learn from each other on how best to implement e-learning programme in primary schools. The Ministry of Primary and Secondary Education should set up e-learning programme teams to co-ordinate e-learning education programmes in primary schools.

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