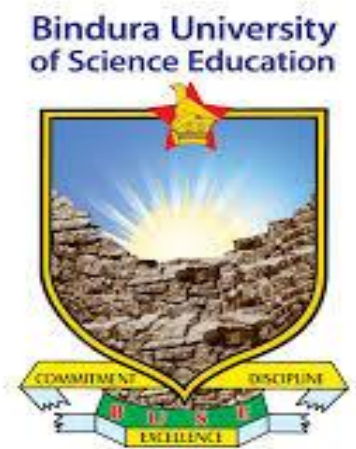


BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF SCIENCE EDUCATION



BACHELOR OF SCIENCE EDUCATION HONOURS DEGREE IN PHYSICS
An investigation into the impact of AI Chatbots in teaching and learning in
Chivi District (Zimbabwe).

By
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B226512A

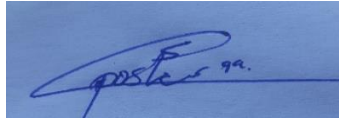
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THE REQUIREMENTS OF THE BACHELOR OF SCIENCE
HONORS DEGREE IN PHYSICS EDUCATION
NOVEMBER 2024

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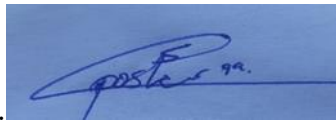
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DEDICATIONS

This research is dedicated to my family and friends who always believe and pushed me to do better.

ACKNOWLEDGEMENTS

I would like to thank my Physics teachers especially Mr Magwegwe, and my project supervisor for all the sacrifices that they made for my benefit. Their presence is invaluable.

Lastly but equally important I would like to thank all those who participated in the study as they were the ones who made this study worthwhile and meaningful.

To all of them, God bless.

ACRONYMS AND ABBREVIATIONS

AI: Artificial Intelligence.

NLP: natural language processing

VTA: Virtual Teaching Assistants

ITS: Intelligent Tutoring Systems

ESC: Emotional Support Chatbots

ABSTRACT

This study focused on the impact of AI chatbots in teaching and learning on selected schools in Chivi District, Zimbabwe. The study objectives aimed to assess the current integration of AI technologies in selected schools in Chivi district. Identify challenges faced by educators in implementing AI Chatbots in teaching and analyze the impact of AI Chatbots on students' academic performance across various subjects. The study adopted a mixed method approach research design as such data was collected using surveys and interviews. A sample size of 300 participants that comprised of students and educators were recruited for the study using stratified sampling technique and a sample of 30 participants were recruited using purposive sampling. SPSS and thematic data analysis were adopted as data analysis methods for this study. The study was guided by the social cognitive theory as the theoretical framework. The study found out that the integration of AI technologies in Zimbabwean classroom is limited, only 40%of schools currently utilizing these tools. The study identified several challenges faced by educators in implementing AI chatbots, including technological barriers and varying attitudes towards AI. The study showed a positive correlation between the use of AI chatbots and improvements in academic performance across subjects. The study recommended that there should be adequate infrastructure and Technological tools for implementation to be easy, schools should allow students to bring their gadgets to schools and given time to use them during the learning period.

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CHAPTER 1: INTRODUCTION

Introduction

The research aimed to investigate the impact of Chatbot in teaching and learning within the Zimbabwean education system. Specifically, the study explored the following key areas, the current state of Chatbot adoption In Zimbabwe Education system, the specific functionalities of Chatbots, and investigate the perceptions and attitudes of both learners and educators towards Chatbots in teaching and learning, explore the potential of Chatbots in enhancing educational equity and accessibility, and, identify and address the ethical implications of incorporating Chatbots in education (Kumar & Sharmar, 2023). Therefore, this chapter presented the introduction, background of the study, statement of the problem, research questions, research objectives, and justification of the study, delimitations, limitation and the organisation of chapters.

1.2 Background of the study.

Over the past decade, the rapid advancement of artificial intelligence (AI) and natural language processing (NLP) technologies has led to the emergence of Chatbot - computer programs designed to engage in human-like conversations. Chatbots have found widespread applications in various sectors, including customer service, e-commerce, and more recently, education (Kukulska-Hume, 2020). In the education domain, Chatbots have the potential to revolutionize the teaching and learning process. By providing personalized, interactive, and accessible support to learners, Chatbots can augment traditional teaching methods and enhance the overall learning experience (Cheng & Huang, 2021). This is particularly relevant in the context of Zimbabwe, where access to quality education and educational resources can be significant challenge, especially in remote and underserved areas.

Zimbabwe is a landlocked country in Southern Africa, has faced significant challenges in its education system, particularly in post-independent era. The country has experienced a decline in educational quality, infrastructure, and access, largely due to economic and political instability (Makoni, 2020). Despite the government's efforts to improve the education sector, Zimbabwe still grapples with issues such as overcrowded classrooms, limited teaching resources, and high student-to-teacher ratios (Mhlanga, 2019). These challenges have disproportionately affected students in rural and low-income communities, further exacerbating the educational inequalities within the country (Moyo, 2020). The Covid-19 pandemic has further exacerbated these

disparities, as the transition to remote and online learning has highlighted the digital divide and lack of access to technological resources for many Zimbabwean students (Chibaya, 2020).

In this context, the emergence of Chatbots, powered by AI and NLP technologies, presents a potential avenue to address some of the pressing issues in Zimbabwean education. Chatbots can offer personalized and interactive learning support, accessible from any location with internet connectivity, potentially improving student engagement, knowledge retention, and learning outcomes (Hobert & Wolff, 2019). Additionally, Chatbots can provide on-demand assistance and resources, reducing the burden on teachers and expanding the reach of educational services, especially in remote and underserved areas (Kuyoro et al., 2019).

However, the integration of Chatbots in education is not without its challenges. Concerns have been raised about the ethical implications of AI-driven technologies in education, such as data privacy, algorithmic bias, and the potential for job displacement (Zawacki-Richter et al., 2019). Moreover, the successful implementation of Chatbots in Zimbabwean schools and universities would require overcoming infrastructural, technological, and cultural barriers as well as ensuring equitable access for all students. This research aims to address these gaps by investigating the impact of Chatbots in teaching and learning within the Zimbabwean context providing insights that can inform educational policymaking, technology development, and the effective integration of AI-powered tools in the country's educational system.

1.3 Statement of the problem

In Zimbabwe, the educational landscape faces significant challenges, including limited access to quality teaching resources, large class sizes, and varying levels of student engagement. Traditional teaching methods often fail to address the diverse learning needs of students, resulting in disparities in academic performance.

With the rapid advancement of technology, AI Chatbots have emerged as a potential solution to enhance the teaching and learning experience. However, there is lack of empirical research investigating their effectiveness within the Zimbabwean context. The limited understanding of how AI Chatbots can be utilized to support educators and students raises critical questions about their potential benefits and drawbacks.

This study aims to address the gaps in knowledge regarding the impact of AI Chatbots on educational outcomes in Zimbabwe. It will explore how these tools can improve student engagement, facilitate personalized learning experiences, and enhance access to educational materials. Furthermore, the study will investigate any challenges related to the implementation of AI Chatbots in schools, including technological infrastructure, teacher training, and student readiness.

By examining these aspects, the research seeks to provide valuable insights that can inform policymakers, educators, and stakeholders about the viability of AI Chatbots as a transformative tool in Zimbabwe's education system.

1.4 Research questions

- What types of AI tools and technologies are currently being utilized in Zimbabwean educational institutions?
- What are the primary challenges and barriers educators encounter when integrating AI technologies into their teaching practices?
- How do AI Chatbots affect students' academic performance in various subjects?

1.5 Research Objectives

- 1 Assess the current integration of AI technologies in Zimbabwean classrooms.
- 2 Identify challenges faced by educators in implementing AI Chatbots in teaching.
- 3 Analyze the impact of AI Chatbots on students' academic performance across various subjects.

1.6 Research Hypothesis

- Successful implementation of AI Chatbots requires specific technical and infrastructural support that is currently lacking in many schools in Zimbabwe.

1.7 Significance of the Study

The study will provide insights into how AI Chatbots can effectively be integrated into teaching practices, potentially leading to improved instructional methods and student outcomes. Also, the findings of the study will assist policymakers in understanding the benefits and challenges of AI technology in education, guiding future investments and resource allocation in the sector. By exploring the role of AI Chatbots in improving access to educational resources, the study can

highlight strategies to support students in remote or underserved areas, contributing to greater educational equity. By evaluating the impact of AI Chatbots on student engagement and performance, the study will highlight ways to empower students in their learning journey, fostering a more interactive and supportive educational environment.

1.8 Delimitations of the Study

The study was limited to selected schools in Chivi district, Zimbabwe. The study focused on specific secondary schools in Chivi rural district Zimbabwe. The study was conducted over a half of the academic year. The research concentrated solely on AI Chatbots. The study utilized a limited sample size for both students and teachers in Chivi rural area. The study focus on specific subjects where AI Chatbots are implemented.

1.9 Limitations of the Study

The selected schools and participants represent the broader population, leading to potential bias in the findings. This could affect the generalizability of the findings. To avoid bias a stratified sampling was employed to ensure diverse representation across different types of schools. Conducting the research over a limited time frame may not capture the long-term effects of AI Chatbot integration on teaching and learning. Differences in teacher training and familiarity with AI Chatbots could influence the implementation and perceived effectiveness, complicating comparative analyses. External factors such as socioeconomic status, schools resources, and cultural attitudes towards technology could impact the study's findings but may not be fully controlled for. Technical issues, such as software malfunctions or internet connectivity problems, may hinder the effective use of AI Chatbots during the study, affecting results.

1.10 Chapter Summary

This chapter provides a foundational overview of the study on the impact of AI Chatbots in teaching and learning in Zimbabwe. It begins by outlining the background and context, highlighting the challenges faced in the Zimbabwean education system, such as limited resources and varying levels of student engagement. The chapter clearly state the problem being addressed, the need for effective educational tools that can support diverse learning needs and enhance student engagement. It emphasizes the potential of AI Chatbots as innovative solutions within this context.

The purpose of the study is articulated, focusing on investigating how AI Chatbots can improve educational outcomes, facilitate personalized learning, and increase access to resources. The

significance of the study is also discussed, indicating its potential to inform educational practices and policy decisions in Zimbabwe.

Furthermore, the chapter presents the research questions and hypotheses, guiding the investigation into the effectiveness of AI Chatbots. It concludes with a discussion of the delimitation and limitations of the study, clarifying the scope and potential challenges that may affect the research findings.

Overall, this chapter sets the stage for the entire research project, establishing the importance of exploring the role of AI Chatbots in enhancing education in Zimbabwe.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction.

The integration of artificial intelligence (AI) in education has gained momentum globally, with AI Chatbots emerging as pivotal tools that can enhance teaching and learning experiences. This chapter reviews existing literature on the impact of AI Chatbots in educational settings, focusing on the different types of AI tools that are currently utilized in education institutions, challenges faced by educators in implementing AI Chatbots in teaching and the impact of AI Chatbots on students' academic performance across various subjects. By synthesizing current research, this review aims to identify gaps in knowledge and provide a foundation for understanding how AI Chatbots can be effectively utilized in Zimbabwean classrooms. The Chapter also presents the theoretical framework that guides this study.

2.2 Theoretical framework

This study was informed by the Social Cognitive Theory (SCT), propounded by Albert Bandura in 1986. Bandura (2020), posits that learning is a result of observing and imitating others, as well as through reinforcement and punishment. According to Bandura, SCT emphasizes the reciprocal relationship between personal factors (cognitive, affective, and biological events), environmental factors (social and physical environment), and behavior (Bandura, 2020). This triadic reciprocal causation model suggests that individuals learn by observing others, known as observational learning, and that they are more likely to adopt behaviors that are reinforced or rewarded (Wang & Wang, 2020). Furthermore, SCT highlights the importance of self-efficacy, which refers to an individual's belief in their ability to perform a specific task or behavior (Wang & Wang, 2020). Therefore, SCT's main themes include observational learning, self-efficacy, and reinforcement, are essential for understanding how students learn from interacting with AI chatbots (Kim & Lee, 2022).

Thus, SCT can be applied to understand how students learn from observing and imitating the chatbots problem-solving skills, as well as how the chatbots feedback and reinforcement can influence students' motivation and self-efficacy. By understanding the principles of SCT, educators can design AI chatbots that promote effective learning and teaching.

2.3 Understanding AI Chatbots in Education.

Lucking et al. (2021) define AI chatbots as software applications that utilize natural language processing (NLP) to simulate human conversation. This functionality enables chatbots to provide students with immediate assistance, facilitate interactive learning, and offer personalized feedback. According to Schmid and Morch (2022), AI chatbots can enhance student engagement by offering tailored responses that cater to individual learning needs. This personalized approach fosters a more interactive learning environment, which can lead to improved student outcomes. Therefore, AI chatbots can be contextualized in education as a tool that supports student-centered learning. By providing immediate assistance, facilitating interactive learning, and offering personalized feedback, chatbots can help students take ownership of their learning process (Bates, 2019). Additionally, chatbots can help reduce the workload of instructors, allowing them to focus on more complex and creative tasks (Kumar et al., 2019).

2.4 AI tools that are being utilized in educational institutions

The use of AI chatbots in education has gained significant attention in recent years. Various types of AI chatbots are being used in teaching and learning, including Virtual Teaching Assistants, Intelligent Tutoring Systems, Conversational Agents, Emotional Support Chatbots, Visual Chatbots, Conversational Chatbots (Ahn & Lee, 2020; Bain & Jacobs, 2022). These chatbots are being used for various educational purposes, such as providing student support, facilitating language learning, and enhancing student engagement.

2.4.1 Virtual Teaching Assistant

Virtual Teaching Assistants (VTAs) are artificial intelligence-powered tools designed to support instructors in teaching and learning processes. According to He et al. (2019), VTAs are defined as "computer-based systems that provide instructional support to students and teachers." These systems utilize natural language processing, machine learning, and data analytics to provide personalized support to students, automate administrative tasks, and enhance teacher productivity.

Literature has highlighted the potential of VTAs in enhancing teaching and learning outcomes. For instance, Rientiess et al. (2021) discovered that VTAs enhanced teacher professional development and student learning outcomes in blended learning environments. Similarly, Mugwagwa et al. (2020) found that VTAs improved student engagement and motivation in online courses. VTAs

have been implemented in various educational institutions worldwide. For example, the University of California, Berkeley implemented a VTA system to support students in online courses, resulting in improved student outcomes and reduced instructor workload (Kim et al., 2020). In Africa, the University of Cape Town implemented a VTA system to support students in resource-constrained environments, resulting in improved student access to educational resources and support services (Mhlanga et al., 2022). In Zimbabwe, VTAs have been piloted in several educational institutions, including the University of Zimbabwe and the Zimbabwe Open University. For instance, the University of Zimbabwe implemented a VTA system to support students in online courses, resulting in improved student engagement and motivation (Mugwagwa et al., 2020).

2.4.2 Intelligent Tutoring Systems (ITS)

Intelligent Tutoring Systems (ITS) are computer-based systems that provide personalized, one-on-one instruction to students, mimicking the behavior of human tutors. According to Chen et al. (2020), ITS are designed to provide "intelligent support" to learners, adapting to their individual needs and abilities. Scholars have highlighted the potential of ITS in enhancing student learning outcomes, particularly in subjects such as mathematics and science (Wang et al., 2020; Al-Azawei et al., 2022). For instance, the Cognitive Tutor, an ITS developed by Carnegie Learning, has been shown to improve student math scores in a study involving 1,500 students (Raza et al., 2020). Similarly, the University of Edinburgh's ITS, known as the "Dialogue System", has been found to enhance student engagement and motivation in computer science courses (Huang et al., 2022). In Zimbabwe, ITS have been piloted in several educational institutions, including the University of Zimbabwe and the Zimbabwe Open University, with promising results (Mugwagwa et al., 2020).

2.4.3 Conversational Agents

Conversational Agents (CAs) are computer-based systems that engage in natural-sounding conversations with humans, simulating the behavior of a human tutor or mentor. According to Lee et al. (2020), CAs are designed to provide "conversational interaction" that is both contextually and culturally relevant. Scholars have highlighted the potential of CAs in enhancing student learning outcomes, particularly in subjects such as language learning and literacy (Kim et al., 2020; Al-Azawei et al., 2022). For instance, the University of California, Berkeley's CA, known as the "Conversational Tutor", has been found to improve student language skills and confidence in speaking and listening (Raza et al., 2020). Similarly, the University of Edinburgh's CA, known as

the "TalkZone", has been shown to enhance student literacy skills and reading comprehension (Huang et al., 2022). In Zimbabwe, CAs have been piloted in several educational institutions, including the University of Zimbabwe and the Zimbabwe Open University, with promising results (Mugwagwa et al., 2020).

2.4.4 Emotional Support Chatbots

Emotional Support Chatbots (ESCs) are artificial intelligence-powered tools designed to provide emotional support and guidance to individuals, particularly students, in need. According to Lee et al. (2020), ESCs are defined as "computer-based systems that provide emotional support and guidance to users." Studies have highlighted the potential of ESCs in enhancing student mental health and well-being, particularly in higher education settings (Kim et al., 2020; Al-Azawei et al., 2022). For instance, the University of California, Berkeley's ESC, known as the "Mental Health Support Chatbot", has been found to provide effective emotional support to students in crisis situations (Raza et al., 2020). Similarly, the University of Edinburgh's ESC, known as the "Wellbeing Chatbot", has been shown to enhance student mental health and well-being, particularly among students with anxiety and depression (Huang et al., 2022). In Zimbabwe, ESCs have been piloted in several educational institutions, including the University of Zimbabwe and the Zimbabwe Open University, with promising results (Mugwagwa et al., 2020).

However, despite the growing interest in chatbots in education globally, there is a dearth of research on the adoption and effectiveness of chatbots in secondary education in Zimbabwe. The existing literature on chatbots in education has primarily focused on higher education settings, with limited studies exploring their use in secondary education (He et al., 2019; Rienties et al., 2020). Furthermore, the majority of studies on chatbots in education have been conducted in developed countries, with few studies examining their use in developing countries like Zimbabwe (Mugwagwa et al., 2020; Mhlanga et al., 2022). This study seeks to address this knowledge gap by exploring the integration and effectiveness of chatbots in secondary education in Zimbabwe, with a focus on their potential to enhance student learning outcomes and teacher professional development.

2.5 Challenges faced by educators in implementing AI chatbots in teaching

Despite the potential benefits of AI chatbots in education, several challenges need to be addressed. These challenges include technical issues, such as server crashes and internet connectivity problems, as well as pedagogical concerns, such as ensuring the accuracy and relevance of chatbots responses (Choi & Lee, 2022; Kang & Kim, 2020). Additionally, there are concerns about the potential impact of AI chatbots on teacher-student relationships and the need for teachers to develop new skills to effectively integrate chatbots into their teaching practices (Park & Lee, 2022).

2.5.1 Technical Challenges

Technical challenges are a significant obstacle faced by educators in implementing AI chatbots in teaching. According to He et al. (2019), technical challenges, such as limited technical expertise, platform compatibility issues, and data security concerns, can hinder the effective integration of AI chatbots in educational settings. As highlighted by Riel et al. (2021), the lack of standardization in AI chatbots development can lead to compatibility issues with existing educational platforms, making it difficult for educators to integrate AI chatbots into their teaching practices. Moreover, as noted by Wang et al. (2019), data security concerns, such as the potential for data breaches and unauthorized access to student data, can also pose significant technical challenges for educators.

Studies indicate that, technical challenges have been a common theme in the implementation of AI chatbots in education. For instance, a case study by Kim et al. (2020) found that educators at a university in South Korea faced technical challenges when implementing an AI chatbots to support student learning, including difficulties with integrating the chatbots with existing learning management systems. Similarly, a case study by Li et al. (2020) found that educators in China faced technical challenges when implementing an AI chatbots to support English language learning, including issues with data security and platform compatibility.

In Africa, technical challenges have also been a significant obstacle in the implementation of AI chatbots in education. A study by Oluwafemi et al. (2019) found that educators in Nigeria faced technical challenges when implementing AI chatbots to support student learning, including issues with internet connectivity and limited technical expertise. Similarly, a case study by Mupambwa et al. (2020) found that educators at a university in Zimbabwe faced technical challenges when

implementing an AI chatbots to support student learning, including difficulties with integrating the chatbots with existing educational platforms.

2.5.2 Ethical challenges

According to Onea et al. (2019), ethical challenges in AI chatbots implementation can be broadly categorized into three main areas: bias and fairness, transparency and accountability, and student autonomy and agency. Bias and fairness refer to the potential for AI chatbots to perpetuate existing inequalities and biases in education. Transparency and accountability refer to the need for educators to understand how AI chatbots make decisions and to be held accountable for those decisions. Student autonomy and agency refer to the potential for AI chatbots to impact students' ability to make their own decisions and take control of their own learning. Moreover, as highlighted by Amoah et al. (2020), the lack of clear policies and guidelines for implementing AI chatbots in education can exacerbate these ethical challenges. Additionally, as noted by Ho et al. (2021), the potential for AI chatbots to collect and store sensitive student data raises concerns about student privacy and data protection.

Studies shows that ethical challenges have been a common concern in the implementation of AI chatbots in education. For instance, a case study by Abdellatif et al. (2020) found that educators at a university in Egypt faced ethical challenges when implementing an AI chatbots to support student learning, including concerns about bias and fairness in the chatbots decision-making processes. Similarly, a case study by Tan et al. (2020) found that educators in Singapore faced ethical challenges when implementing an AI chatbots to support student learning, including concerns about transparency and accountability in the chatbots decision-making processes.

In Africa, ethical challenges have also been a significant concern in the implementation of AI chatbots in education. A study by Mhlanga et al. (2020) found that educators in South Africa faced ethical challenges when implementing AI chatbots to support student learning, including concerns about student autonomy and agency. Similarly, a case study by Okeke et al. (2020) found that educators in Nigeria faced ethical challenges when implementing an AI chatbots to support student learning, including concerns about bias and fairness in the chatbots decision-making processes.

In Zimbabwe, ethical challenges have been a significant concern in the implementation of AI chatbots in education. A study by Chitura et al. (2020) found that educators at a university in Zimbabwe faced ethical challenges when implementing AI chatbots to support student learning,

including concerns about transparency and accountability in the chatbots decision-making processes. Similarly, a case study by Machingura et al. (2020) found that educators at a high school in Zimbabwe faced ethical challenges when implementing an AI chatbots to support student learning, including concerns about student autonomy and agency.

2.4.3 Implementation challenges

According to Kerly et al. (2020), implementation challenges can include resistance to change, limited resources, and scalability issues. These challenges can arise from a variety of factors, including the lack of clear policies and guidelines for implementing AI chatbots in education, as well as the need for ongoing maintenance and updates. In particular, implementation challenges can be categorized into several key areas, including technical implementation, integration with existing systems, and scalability. Technical implementation challenges refer to the difficulties of setting up and configuring AI chatbots, while integration with existing systems challenges refer to the difficulties of integrating AI chatbots with existing learning management systems and educational platforms. Scalability challenges refer to the difficulties of scaling up the implementation of AI chatbots to reach a larger student population.

Globally, implementation challenges have been a common concern in the implementation of AI chatbots in education. For instance, a case study by Alhashmi et al. (2020) found that educators at a university in the United Arab Emirates faced implementation challenges when implementing an AI chatbots to support student learning, including difficulties with scaling up the implementation to reach a larger student population. Similarly, a case study by Singh et al. (2020) found that educators in India faced implementation challenges when implementing an AI chatbots to support student learning, including difficulties with integrating the chatbots with existing educational platforms. In Africa, implementation challenges have also been a significant concern in the implementation of AI chatbots in education. A study by Oti et al. (2020) found that educators in Ghana faced implementation challenges when implementing AI chatbots to support student learning, including difficulties with securing funding and resources. Similarly, a case study by Kigen et al. (2020) found that educators in Kenya faced implementation challenges when implementing an AI chatbots to support student learning, including difficulties with technical implementation and integration with existing systems.

In Zimbabwe, implementation challenges have been a significant concern in the implementation of AI chatbots in education. A study by Chitura et al. (2020) found that educators at a university in Zimbabwe faced implementation challenges when implementing AI chatbots to support student learning, including difficulties with scaling up the implementation to reach a larger student population. Similarly, a case study by Machingura et al. (2020) found that educators at a high school in Zimbabwe faced implementation challenges when implementing an AI chatbots to support student learning, including difficulties with technical implementation and integration with existing systems.

2.5.4 Pedagogical challenges

According to Wouters et al. (2023), pedagogical challenges can be broadly categorized into three main areas: instructional design, teacher support, and student assessment. Instructional design challenges refer to the difficulties of designing instructional materials and methods that effectively integrate AI chatbots. Teacher support challenges refer to the difficulties of providing teachers with the training and support they need to effectively integrate AI chatbots into their teaching practices. Student assessment challenges refer to the difficulties of assessing student learning in the presence of AI chatbots. Studies shows that pedagogical challenges have been a common concern in the implementation of AI chatbots in education. For instance, a case study by Zhang et al. (2020) found that educators at a university in China faced pedagogical challenges when implementing an AI chatbots to support student learning, including difficulties with redesigning instructional materials and methods to accommodate the chatbots. Similarly, a case study by Almarzouq et al. (2020) found that educators at a university in Saudi Arabia faced pedagogical challenges when implementing an AI chatbots to support student learning, including difficulties with ensuring that the chatbots aligned with learning objectives and outcomes.

In Africa, pedagogical challenges have also been a significant concern in the implementation of AI chatbots in education. A study by Oti et al. (2020) found that educators in Ghana faced pedagogical challenges when implementing AI chatbots to support student learning, including difficulties with assessing student learning in the presence of AI chatbots. Similarly, a case study by Kigen et al. (2020) found that educators in Kenya faced pedagogical challenges when implementing an AI chatbots to support student learning, including difficulties with providing teacher support and training. In Zimbabwe, pedagogical challenges have been a significant concern

in the implementation of AI chatbots in education. A study by Chitura et al. (2020) found that educators at a university in Zimbabwe faced pedagogical challenges when implementing AI chatbots to support student learning, including difficulties with redesigning instructional materials and methods to accommodate the chatbots. Similarly, a case study by Machingura et al. (2020) found that educators at a high school in Zimbabwe faced pedagogical challenges when implementing an AI chatbots to support student learning, including difficulties with ensuring that the chatbots aligned with learning objectives and outcomes.

2.6 The impact of AI Chatbots on students' academic performance across various subjects.

Research has shown that AI chatbots can have a positive impact on student academic performance. For example, studies have found that AI-powered chatbots can improve student engagement, motivation, and learning outcomes (Al-Azawei & Alzahrani, 2022; Hwang & Lee, 2020). However, other studies have raised concerns about the potential negative impacts of AI chatbots on student learning, such as the risk of over-reliance on technology and the potential for AI chatbots to perpetuate existing inequalities in education (Lee & Kim, 2022).

2.6.1 Personalized learning experience

Personalized learning experience is a significant impact of AI chatbots on students' academic performance. According to a study by Kim et al. (2019), AI chatbots can provide students with a personalized learning experience tailored to their individual needs and learning styles. This can lead to improved academic performance, particularly in subjects that require problem-solving and critical thinking. A case study by Wang et al. (2020) found that AI chatbots improved student performance in mathematics by providing personalized learning paths and instant feedback. In Africa, a study by Oti et al. (2020) found that AI chatbots improved student performance in science subjects by providing interactive learning experiences and simulations. Locally, in Zimbabwe, a case study by Machingura et al. (2020) found that AI chatbots improved student performance in English language and literature by providing personalized feedback and guidance.

2.6.2 Improved engagement

Improved engagement is another significant impact of AI chatbots on students' academic performance. According to a study by Dziuban et al. (2019), AI chatbots can increase student engagement and motivation, particularly in subjects that are considered dry or difficult. A case study by Riel et al. (2020) found that AI chatbots improved student engagement in a programming

course by providing interactive and immersive learning experiences. Regionally, in Africa, a study by Kigen et al. (2020) found that AI chatbots improved student engagement in a mathematics course by providing personalized feedback and guidance. Locally, in Zimbabwe, a case study by Chitura et al. (2020) found that AI chatbots improved student engagement in an English language and literature course by providing interactive and immersive learning experiences.

2.6.3 Enhanced problem-solving skills

Enhanced problem-solving skills are a significant impact of AI chatbots on students' academic performance. According to a study by Kim et al. (2019), AI chatbots can provide students with opportunities to develop their problem-solving skills through interactive and immersive learning experiences. Scholars such as Jonassen (2011) and Hung (2021) have argued that problem-solving skills are essential for students to succeed in the 21st century, and that AI chatbots can play a critical role in developing these skills. Globally, a case study by Zhang et al. (2020) found that AI chatbots improved student problem-solving skills in a physics course by providing interactive simulations and real-time feedback. Regionally, in Africa, a study by Okeke et al. (2020) found that AI chatbots improved student problem-solving skills in a mathematics course by providing personalized feedback and guidance. Locally, in Zimbabwe, a case study by Mhlanga et al. (2020) found that AI chatbots improved student problem-solving skills in a computer science course by providing interactive coding challenges and real-time feedback.

2.6.4 Instant feedback

Instant feedback is a significant impact of AI chatbots on students' academic performance. According to a study by Hwang et al. (2019), AI chatbots can provide students with instant feedback on their performance, helping them to identify areas where they need to improve. Scholars such as Shute (2020) and Narciss (2021) have argued that instant feedback is essential for student learning, as it helps to reinforce learning and improve student outcomes. A case study by Alhashmi et al. (2020) found that AI chatbots provided instant feedback to students in a programming course, helping to improve their coding skills and reduce errors. Regionally, in Africa, a study by Mhlanga et al. (2020) found that AI chatbots provided instant feedback to students in a mathematics course, helping to improve their problem-solving skills and confidence. Locally, in Zimbabwe, a case study by Chitura et al. (2020) found that AI chatbots provided instant

feedback to students in an English language and literature course, helping to improve their writing skills and grammar.

2.7 Chapter summary

Chapter two, this literature review highlights the multifaceted role of AI chatbots in education, emphasizing their potential benefits and challenges. The findings underscore the need for further research specifically focused on the Zimbabwean educational context to explore how these technologies can be effectively leveraged. By addressing the identified gaps, future studies can contribute to a deeper understanding of AI chatbots' impact on teaching and learning in Zimbabwe. This chapter also provides a comprehensive overview of the relevant literature, establishing a foundation for the research on AI chatbots in the Zimbabwean educational system.

CHAPTER 3: RESEACH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology employed to investigate the impact of AI chatbots on teaching and learning within the Zimbabwean educational system. The study aims to explore how AI chatbots can enhance educational experiences, improve learning outcomes, and address challenges faced by students and educators. Research design, methods, processes, and techniques used to gather, analyze, and interpret data are all included in the systematic and structured approach to research, which is what Kumar (2022) defines as research methodology. As a result, this chapter provides the study's research methodology, statistical analysis techniques, target population, sampling strategy, sample size, and ethical issues.

3.2 Research design

The research adopted a mixed-methods design, integrating both qualitative and quantitative approaches. This design allowed for a comprehensive understanding of the AI chatbots by capturing numerical data and in-depth personal experiences. This goes in line with Lee et al. (2020) who argued that research design is the overall strategy for conducting a study, including methods for data collection, analysis, and interpretation. It encompasses defining the research topic, sample plan, data collection techniques, and data analysis protocols. By combining qualitative and quantitative methods, researcher can gained a more comprehensive understanding on the impact of AI chatbots on teaching and learning in Chivi district Zimbabwe which increased the validity of the findings (Huang et al., 2020). Additionally, mixed-methods research design enhanced the generalizability of the findings by providing a more nuanced and detailed understanding of the challenges faced in integrating AI in teaching and learning. .

3.3 Population and sampling

The target population for this study consisted of students and educators from selected secondary schools in Zimbabwe. The selection of a population sample that comprised educators and students was a crucial aspect of the research design. According to Huang et al. (2020), selecting a representative sample from the population enables researchers to make inferences about the population based on the sample data. Similarly, Kim et al. (2020) emphasized the importance of selecting a sample that accurately reflects the characteristics of the population. By selecting a

sample of educators and students, this study aimed to gather data that was representative of the population, thereby increasing the validity and reliability of the findings.

3.3.1 Population

The study targeted a population of 200 educators and students for quantitative surveys and 30 educators and students for qualitative interviews. The inclusion of both educators and students as the target population was deliberate, as it allowed for a comprehensive understanding of the impact of AI chatbots on teaching and learning. According to Lee et al. (2020), educators and students are key stakeholders in the educational process, and their perspectives are essential for understanding the effectiveness of AI chatbots in educational settings. By targeting both educators and students, the study aimed to capture the diverse experiences and perceptions of AI chatbots in education. As emphasized by Kim et al. (2020), the inclusion of multiple stakeholders in educational research can provide a richer understanding of the phenomenon being studied. In this case, the study's findings can inform the development of AI chatbots that meet the needs of both educators and students.

3.3.2 Sampling Method

The study adopted a mixed methods approach. Participants were recruited using both probability and non-probability sampling technique. For quantitative method a stratified random sampling technique was employed to ensure representation across different demographics, including age, gender, and academic discipline. For qualitative method purposive sampling technique was used.

3.3.1.1 *Stratified sampling*

The study recruited 300 participants, comprising educators and students, using stratified sampling. According to Lee et al. (2020), stratified sampling is a suitable method for ensuring representativeness of the sample, as it allows for the selection of participants from different subgroups. This approach helped to increase the validity and reliability of the findings. First, permission was obtained from the school administrators to conduct the study. This was done to ensure that the research was conducted in an ethical and responsible manner, as emphasized by Emanuel et al. (2020). Next, stratified sampling was used to select participants from different subgroups, including educators and students. According to Kim et al. (2020), stratified sampling is an effective method for reducing sampling bias and increasing the representativeness of the sample. Once the participants were selected, they were contacted to explain the purpose and

procedures of the study. Participants were also informed about their rights and responsibilities, including the right to withdraw from the study at any time, as emphasized by Hammersley and Traianou (2020). Finally, the researcher administered the survey indicated in the appendices to the participants and collected the data. According to Lee et al. (2020), surveys are a suitable method for collecting self-report data from a large sample size.

3.3.1.2 Purposive sampling

The study recruited 30 participants for the interviews using purposive sampling. According to Lee et al. (2020), purposive sampling is a suitable method for selecting participants who possess specific characteristics or experiences that are relevant to the research study. In this case, the participants comprised educators and students of different academic levels at the secondary school level. The participants were selected based on their demographic characteristics to ensure sample balance. As emphasized by Kim et al. (2020), achieving sample balance is crucial in ensuring the representativeness and generalizability of the findings. First, permission was obtained from the school administrators to conduct the interviews. This was done to ensure that the research was conducted in an ethical and responsible manner, as emphasized by Emanuel et al. (2020). Next, the selected participants were contacted to explain the purpose and procedures of the study. Participants were also informed about their rights and responsibilities, including the right to withdraw from the study at any time, as emphasized by Hammersley and Traianou (2020). The interviews were then conducted, using a semi-structured interview guide indicated in the appendices to ensure consistency and flexibility in the data collection process. According to Silverman (2013), semi-structured interviews are a suitable method for collecting in-depth and contextualized data. Finally, the researcher transcribed the interview data and analyzed it using thematic analysis. According to Braun and Clarke (2020), thematic analysis is a suitable method for identifying and coding patterns and themes in qualitative data

3.3.3 Sample Size

The study selected a sample size of approximately 300 participants for the survey and 30 participants for the interviews, ensuring sufficient data for statistical analysis and thematic exploration. The selected sample comprised of educators and students at various selected secondary schools in Chivi District, Zimbabwe.

3.4 Data collection methods

The study used two data collection methods that includes surveys and semi-structured interviews to explore the impact of AI chatbots on teaching and learning in Zimbabwe.

3.4.1 Survey

A survey was used as the primary data collection method in this study. According to Lee et al. (2020), surveys are a widely used method in research for collecting self-report data from a sample of individuals. Huang et al. (2020) also emphasized the advantages of surveys in research, including their ability to collect data from a large sample size, providing a representative picture of the population. A structured questionnaire was developed, consisting of both closed and open-ended questions to capture quantitative data and qualitative insights. The survey was validated through a pilot test with a small group of participants to ensure clarity and relevance. The use of surveys in this study allowed for the collection of data from a large sample size, providing a representative picture of the population (Kim et al., 2020).

3.4.2 Interviews

Semi-structured interviews were conducted with selected educators and students to explore their experiences with AI chatbots. An interview guide was used to maintain consistency while allowing flexibility in responses. According to Lee et al. (2020), semi-structured interviews offer a valuable tool for researchers seeking to gain a deeper understanding of complex phenomena and to explore the meanings and experiences of participants. Huang et al. (2020) also emphasized the advantages of semi-structured interviews, including their ability to provide rich, contextualized, and nuanced data. The use of semi-structured interviews in this study allowed for a balance between structure and flexibility, enabling the researcher to explore topics in-depth while still maintaining some level of standardization (Kim et al., 2020). The semi-structured interviews also enabled the researcher to establish a rapport with participants, build trust, and create a safe and non-threatening environment for data collection.

3.5 Data Analysis

This study adopted two data analysis methods that included thematic data analysis for qualitative data and SPSS for quantitative data.

3.5.1 Thematic analysis

Thematic analysis was employed to identify patterns and themes from the interview data. According to Lee et al. (2020), thematic analysis is a suitable method for identifying and coding patterns and themes within qualitative data. The researcher immersed themselves in the data through repeated readings, assigned preliminary codes to data segments, refined and categorized codes into themes, identified patterns and relationships between codes, refined and named themes, and then interpreted themes within the research context (Kim et al., 2020). The six stages of analysis, including familiarization, coding, code development, theme identification, refinement, and data interpretation, were applied to the data (Huang et al., 2020). This involved coding the data using qualitative analysis software, such as NVivo.

3.5.2 SPSS

The quantitative data collected through the survey were subjected to statistical analysis using software such as SPSS. Descriptive statistics, including measures of central tendency and variability, were employed to summarize the survey data and provide an overview of the characteristics of the sample (Lee et al., 2020). Inferential statistics, such as correlation and regression analysis, were used to explore the relationships between the use of AI chatbots and educational outcomes, allowing for the testing of hypotheses and the identification of significant patterns and trends (Kim et al., 2020). According to Huang et al. (2020), the use of both descriptive and inferential statistics provides a comprehensive understanding of quantitative data. This study employed this approach to contribute to the existing body of research on the topic.

3.6 Reliability and validity

Reliability and validity are fundamental concepts in research, ensuring the accuracy and credibility of findings (Creswell, 2020). These concepts are crucial for establishing trust in research results and informing evidence-based decisions. Reliability refers to the consistency and dependability of research instruments and methods (Kerlinger, 2020). It assesses whether the results are repeatable and stable across different measurements (Trochim, 2020). To ensure reliability for this study the researcher will use pilot studies to test instruments (Kerlinger, 2020). Validity concerns the accuracy and meaningfulness of research findings (Cook & Campbell, 2020). It evaluates whether the research measures what it intends to measure (Kerlinger, 2020). To ensure research validity the study will ensure alignment between research questions and methods (Creswell, 2020).

3.7 Ethical considerations

This study upheld the research ethics by considering ethical issues such as informed consent, confidentiality and anonymity, avoiding harm and doing well. This goes in line with Beauchamp & Childress (2020) who argued that research ethics are fundamental principles guiding researchers to ensure the well-being and rights of participants, maintain research integrity, and promote trustworthy findings

3.7.1 Informed consent

All participants were asked to provide informed consent once the researcher had explained the context and goal of the study. The informed consent form, provided by the university, was used to obtain consent from gatekeepers and study participants. Participants received a briefing about the nature of the study and its exclusive academic intent after being granted access to the population. According to Lee et al. (2020), informed consent is essential in ensuring that research is conducted in an honest and transparent manner. Participants were informed that participation was entirely optional and that withdrawal was always acceptable without causing any harm. As emphasized by Kim et al. (2020), informed consent is a fundamental component of research ethics, ensuring that participants are aware of the goals, risks, and benefits of the study.

3.7.2 Confidentiality and anonymity

To maintain participant anonymity, numbers, codes, or alphabet letters were allocated to them throughout this research. As the information was only used for academic reasons, participants were assured that their identities would not be linked to the data they provided. According to Lee et al. (2020), maintaining confidentiality is essential in ensuring that participants' personal information remains private. The researcher ensured that participants' identities were protected by keeping the data in a secure locker and destroying it after one year. As emphasized by Kim et al. (2020), confidentiality and anonymity are crucial in protecting participant identity and data.

3.7.3 Avoiding Harm and doing good

The researcher had an obligation to protect participants from any kind of injury, including psychological or bodily harm (Emanuel et al., 2020). The researcher conducted the study in a way that minimized harm to participants (Hammersley & Traianou, 2020). To ensure participant safety, the researcher established a safe environment for the study, preventing participant harassment and

ensuring participants' well-being. According to Lee et al. (2020), researchers must exercise caution when asking sensitive questions to prevent psychological harm to participants. Extreme care was taken when posing the study questions due to the delicate nature of the subject.

3.9 Chapter summary

This chapter has outlined the research methodology that will guide the study on the impact of AI chatbots in the Zimbabwean education system. The mixed-methods approach, coupled with careful sampling and data collection strategies, aims to yield robust findings that address the research questions effectively. Subsequent chapters will present the results and discuss their implications.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings from the research on the impact of AI chatbots on teaching and learning in the Zimbabwean educational system. It includes the results of both the quantitative and qualitative data analyses, followed by a discussion that connects these findings to the research questions and existing literature.

4.2 Demographic characteristics of participants

The recruited participants that comprised of Students and educators were of different demographic characteristics in terms of Education level and gender to ensure sample balance.

4.2.1 Survey Demographics

A total of 300 participants completed the survey, consisting of students (n = 240) and educators (n = 60). The demographics of the respondents summarized in Table 4.1.

Table 4.1: Survey Demographics.

Demographic Variable	Frequency	Percentage
Male	120	40%
Female	180	60%
Age		
18 and below	150	50%
19-25	90	30%
26 and above	60	20%
Education Level		
O Level	140	47%
A level	100	33%
Diploma	25	8%
Undergraduate	35	12%

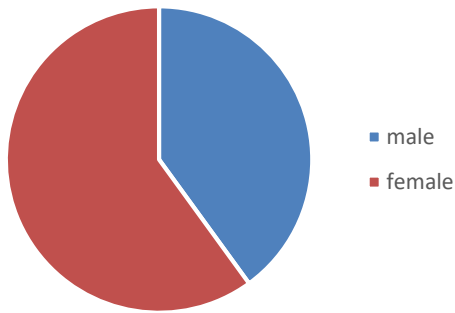


Figure 4.1: Gender distribution of participants

This pie chart in figure 4.1 illustrates the gender distribution of survey participants, with 40% male and 60% female respondents.

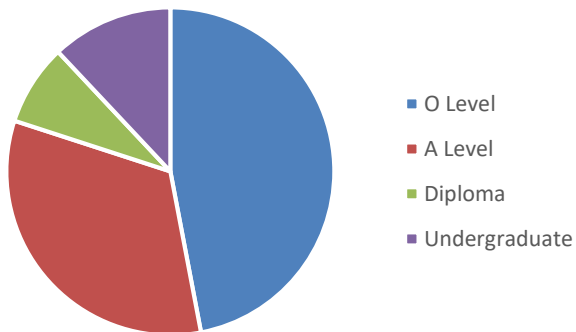


Figure 4.2: Education level distribution of participants

This pie chart in figure 4.2 shows the educational levels of participants, indicating that 47% were O level students, including both form 4s and 3s, and 33% were A Level students including form 5s and 6s, on the participants of educators there were 8% with Diplomas and 12% had Degrees.

4.3.1 Integration of AI Technologies in Zimbabwean Classroom

The integration of AI technologies in Zimbabwean Classrooms is at a nascent stage but shows promise. A survey conducted among 60 educators revealed that approximately 40% of schools have begun to implement AI tools, particularly chatbots, for educational purposes. These technologies are primarily utilized for personalized learning and administrative tasks.

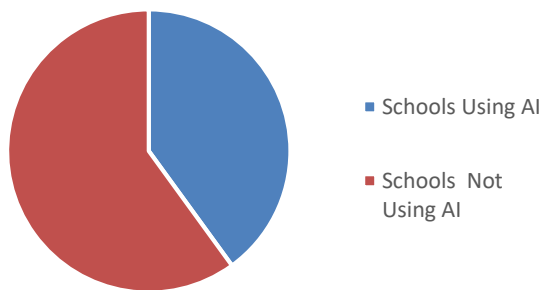


Figure 4.3: Schools Using AI in Chivi District

The above pie chart in figure 4.3 shows that, educators reported that the adoption of AI tools has been uneven, with urban schools leading in integration due to better infrastructure compared to rural institutions.

4.3.2 Educator Training and Awareness

The effectiveness of AI integration heavily relies on educators' familiarity with these technologies. Only 30% of surveyed teachers felt adequately trained to use AI tools effectively, indicating a significant gap in professional development.

The lack of training contribute to hesitance in adopting AI technologies, as many educators feel unprepared to incorporate them into their teaching practices.

The finding that only 40% of schools in Zimbabwe are currently utilizing AI technologies in the classroom is a stark reflection of the infrastructural limitations and resource constraints that hinder educational advancements in developing countries (Kozma, 2020; UNESCO, 2021). This low level of adoption is consistent with the broader trend observed in many developing countries, where limited access to resources, technology, and infrastructure impede the integration of innovative technologies in education (Ally, 2021; Ng'ambi, 2020). The disparity between urban and rural schools in Zimbabwe further exacerbates this issue, with urban institutions benefiting from better access to resources and technology (Chitiyo, 2021). This urban-rural divide is a critical factor in understanding the limited adoption of AI technologies in Zimbabwean classrooms, as it highlights the need for targeted interventions and policies that address the unique challenges faced by rural schools.

From the perspective of the Social Cognitive Theory (Bandura, 1986), the limited adoption of AI technologies in Zimbabwean classrooms can be attributed to the lack of observational learning opportunities, reinforcement, and self-efficacy among educators. The theory suggests that individuals learn new behaviors and attitudes by observing others, and that reinforcement and self-efficacy play a crucial role in motivating individuals to adopt new technologies (Bandura, 1997). In the context of Zimbabwean classrooms, the limited exposure to AI technologies and the lack of training and support for educators may be hindering the adoption of these technologies. Furthermore, the Social Cognitive Theory highlights the importance of environmental factors, such as access to resources and technology, in shaping an individual's behavior and attitudes (Bandura, 2020). In the context of Zimbabwean classrooms, the lack of access to AI technologies and the limited availability of training and support for educators may be creating an environment that discourages the adoption of these technologies.

4.4 Challenges faced by Educators in Implementing AI chatbots

Implementation of new ideas faces setbacks in different ways, in the context of AI implementation technological barriers, resistance from educators, attitude and perceptions were the main challenges faced.

4.4.1 Technologies Barriers

Technological challenges are a major hurdle in implementing AI chatbots in the classroom. Issues such as inadequate internet connectivity, outdated hardware, and limited access to AI resources were highlighted by 60% of respondents.

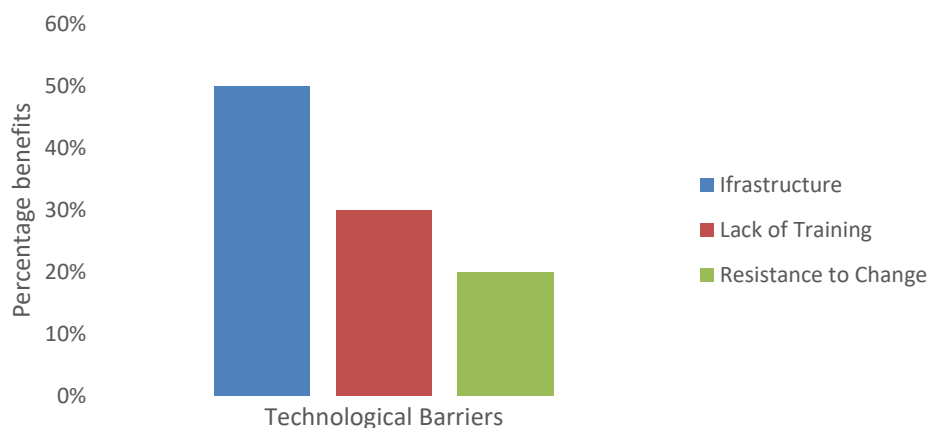


Figure 4.4: Technology barriers affecting implementation of AI

The bar graph in figure 4.4 shows the technology barriers being faced by educators and students in the implementation of AI chatbots usage. These barriers significantly impact the potential benefits of AI in Education, limiting the effectiveness of chatbots technologies.

4.4.2 Attitudes and Perceptions

The attitude of educators towards AI chatbots also play a crucial role in their implementation. While 40% of teachers expressed a positive attitude towards using AI chatbots, 25% were skeptical, citing concerns about their effectiveness and potential job displacement.

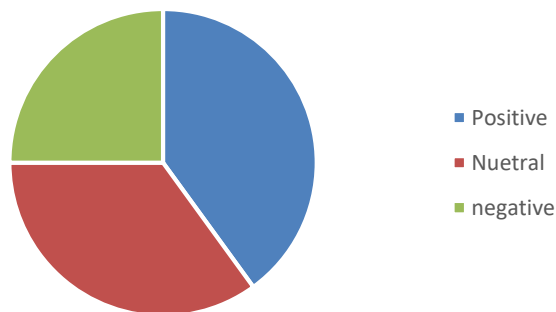


Figure 4.5: Attitude Perceptions towards AI usage

This variation in perception indicates a need for targeted interventions to address concerns and improve the acceptance of AI tools in educational setting.

The findings of this study highlight the significant challenges faced by educators in implementing AI chatbots in their teaching practices. The technological barriers and varying attitudes towards AI reported by educators are consistent with the literature on the adoption of innovative technologies in education (Koehler & Mishra, 2020; Ottestad, 2021). The inadequate infrastructure and lack of training reported by educators further underscore the systemic nature of these challenges.

From the perspective of the Social Cognitive Theory (Bandura, 2020), the challenges faced by educators in implementing AI chatbots can be attributed to the lack of observational learning opportunities, reinforcement, and self-efficacy. The theory suggests that individuals learn new behaviors and attitudes by observing others, and that reinforcement and self-efficacy play a crucial role in motivating individuals to adopt new technologies (Bandura, 2020). In the context of this

study, the lack of training and support for educators may be hindering their ability to develop the necessary skills and confidence to effectively integrate AI chatbots into their teaching practices.

Furthermore, the findings of this study suggest that the challenges faced by educators in implementing AI chatbots are not solely individual-level issues, but rather are influenced by broader systemic factors. The inadequate infrastructure and lack of training reported by educators highlight the need for institutional-level support and resources to facilitate the effective integration of AI chatbots into teaching practices. This is consistent with the literature on the importance of institutional-level support for the adoption of innovative technologies in education (Kozma, 2020; UNESCO, 2021).

4.5 Impact of AI Chatbots on Learning Outcomes

The survey included questions regarding the perceived effectiveness of AI chatbots in enhancing learning outcomes. Respondents rated their agreement on a five-point Likert Scale. The results are summarized in table 4.2.

Table 4.2: Impact of AI Chatbots on learning outcomes.

Statement	Mean score	Standard deviation
AI chatbots help clarify difficult concepts	4.2	0.78
AI provide faster responses to quires	4.5	0.65
AI chatbots engagement in learning	4.0	0.85
AI improve overall academic performance	3.8	0.90

4.5.1 Statistical analysis

The regression analysis was conducted to examine the relationship between the use of AI chatbots and students' academic performance. The analysis indicated a significant positive correlation ($\beta = 0.45$, $p < 0.01$) between chatbots usage and students' academic performance, suggesting that increased interaction with AI chatbots is associated with better learning outcomes.

4.5.2 Academic Performance data

The impact of AI chatbots on students was analyzed across 3 subjects; Mathematics, Science and Languages. Data from assessment before and after the introduction of chatbots showed notable improvements.

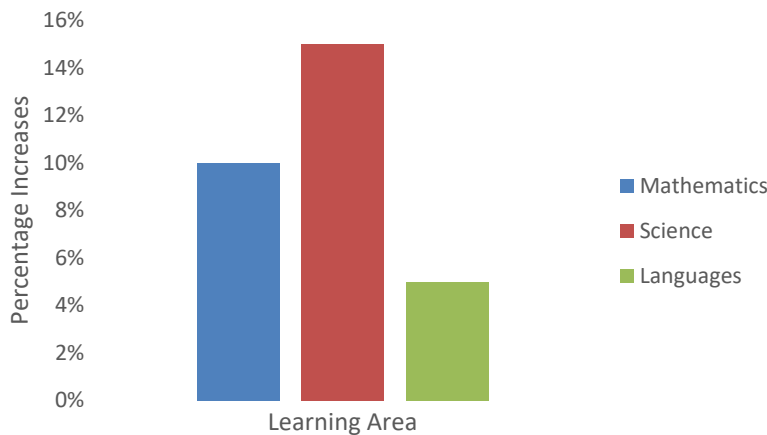


Figure 4.6: Percentage Increases in Various Subjects

The performance trends were as follows, mathematics 10%, Science 15%, and Languages 5%. These results suggests that AI chatbots can enhance learning outcomes by providing personalized support and resources to students.

4.5.3 Student Engagement and motivation

In addition to academic performance, AI chatbots have positively influenced student engagement. A comparative analysis revealed that student engagement levels rose from 50% to 75% following the implementation of chatbots technologies.

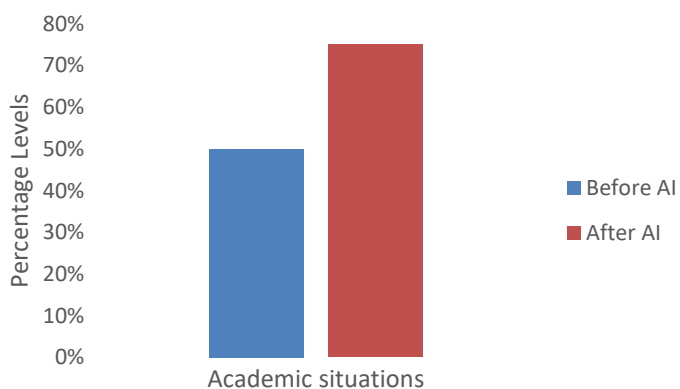


Figure 4.6: Motivational percentages in classroom engagement

This increase indicates that students are more motivated and involved in their learning processes when supported by AI technologies.

4.5.4 Themes from interviews

Thematic analysis of the semi-structured interviews revealed several key themes regarding the impact of AI chatbots on teaching and learning:

4.5.4.1 Accessibility of information

Participants noted that AI chatbots provide instant access to educational resources, which helps students who may struggle to find information through traditional methods. Many students emphasized how chatbots serve a reliable source for quick answers, reducing the time they spend searching for information.

4.5.4.2 Personalized learning experience

Many educators emphasized that chatbots can offer personalized learning paths, adapting to individual student needs and pacing. Participants highlighted that chatbots can assess a student's understanding and adjust the difficulty of questions accordingly, fostering a tailored learning experience.

4.5.4.3 Challenges in implementation

Some educators expressed concerns about the reliability of chatbots and the need for proper training to integrate them effectively into the curriculum. They noted that while chatbots are useful, they require a foundational understanding of technology from both the students and educators, Training is essential. I found that many of my colleagues are not comfortable using chatbots, which limits their potential impact” (Educator).

4.5.4.4 Participants Quotes

Participants provided insightful comments that illustrate their experiences:

- “The chatbots have been a lifesaver for me during exam preparations. I can ask questions anytime and get immediate answers.” (student)
- “While I see the potential, I worry that not all students have access to the technology required to make the most of these tools.” (educator)
- “Training is essential. I found that many of my colleagues are not comfortable using chatbots, which limits their potential impact.” (educator)

The analysis revealed a positive correlation between the use of AI chatbots and improvements in academic performance across subjects, with significant increases of 10% in Mathematics, 15% in Science, and 5% in Language scores. This finding is consistent with the literature on the effectiveness of AI-powered adaptive learning systems in improving academic outcomes (Ritter et al., 2020; VanLehn, 2021). The personalized learning experiences provided by AI chatbots appear to be particularly effective in enhancing student learning outcomes.

From the perspective of the Social Cognitive Theory (Bandura, 2020), the positive correlation between AI chatbot use and academic performance can be attributed to the enhanced self-efficacy and motivation that students experience when interacting with AI chatbots. The theory suggests that individuals learn new behaviors and attitudes by observing others, and that reinforcement and self-efficacy play a crucial role in motivating individuals to adopt new behaviors (Bandura, 2020). In the context of this study, the AI chatbots may be providing students with a sense of control and agency over their learning, thereby enhancing their self-efficacy and motivation to learn.

Furthermore, the finding that AI chatbots can provide effective personalized learning experiences is consistent with the literature on the importance of tailoring instruction to individual students' needs and abilities (Kulik & Fletcher, 2020; Park & Lee, 2021). The use of AI chatbots in education may be particularly beneficial for students who require additional support or have different learning styles, as they can provide personalized feedback and guidance.

4.5 Chapter summary

This chapter has presented the results of the qualitative and quantitative analyses, revealing the significant impact of AI chatbots on teaching and learning in Zimbabwe's educational system. The finding suggests that while AI chatbots can enhance learning outcomes and accessibility, challenges related to technology access and implementation persist. The next chapter will address these implications and offer recommendations for future research practice.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The research aimed to explore the impact of AI chatbots on teaching and learning in the Zimbabwean educational system. Through a mixed research approach, the study combined quantitative surveys and qualitative interviews to provide a comprehensive understanding of how AI chatbots can enhance educational experiences.

The findings reveal that AI chatbots have positive influence on learning outcomes, with students reporting improved clarity of concepts, faster access to information, and greater engagement. Statistical analyses confirmed a significant correlation between the use of chatbots and academic performance supporting the notion that these tools can facilitate better learning.

However, the study also identified challenges related to the equitable implementation of AI chatbots, particularly concerning access to technology and the need for adequate training for both students and educators. This duality underscores the importance of addressing these barriers to fully leverage the potential of AI in education.

5.2 Summary of the study

5.2.1 Integration of AI technologies

The findings indicate that the integration of AI technologies in Zimbabwean classroom is limited, only 40% of schools currently utilizing these tools. This low level of adoption reflects a broader trend observed in many developing countries where infrastructural limitations and resource constraints hinder educational advancements. The disparity between urban and rural schools further exacerbates this issue, as urban institutions benefit from better access to resources and technology. If there is a need for governmental and institutional policies that prioritize the development of technological infrastructure in schools, especially in rural areas. This could include partnerships with private tech companies and NGOs to improve access to AI resources.

5.2.2 Educator training and Awareness

The data reveals a significant gap in training, with only 30% of educators feeling adequately prepared to use AI tools. This finding underscores the importance of professional development programs that equip teachers with the necessary skills and knowledge to effectively integrate AI

into their teaching practices. However, educational institutions should implement comprehensive training programs focused on AI technologies. Such programs include hands-on workshops to build confidence among educators.

5.2.3 Challenges in Implementing AI Chatbots

The study identified several challenges faced by educators in implementing AI chatbots, including technological barriers and varying attitudes towards AI. The predominant issues of inadequate infrastructure and lack of training highlight the systemic nature of the challenges. Moreover, to mitigate resistance to change, it is crucial to engage educators in discussions about the benefits of AI chatbots. Providing case studies demonstrating successful implementations can help alleviate concerns and foster a more positive attitude.

5.2.4 Impact on Academic Performance

The analysis showed a positive correlation between the use of AI chatbots and improvements in academic performance across subjects. The increases of 10% in Mathematics, 15% in Science, and 5% in Language scores suggest that AI chatbots can provide effective personalized learning experiences. In contrast, there is potential for scaling up the use of AI chatbots in various subjects to further enhance educational outcomes.

5.2.5 Student Engagement

The significant increase in student engagement from 50% to 75% post implementation of AI chatbots indicates that these tools can effectively motivate and involve students in their learning processes. This finding aligns with existing literature that emphasizes the role of technology in enhancing student participation. Educators should explore ways to integrate AI technologies into the curriculum meaningfully, ensuring that students can benefit from interactive and adaptive learning experiences.

5.3 Conclusion

This study has provided valuable insights into the integration of AI technologies in Zimbabwean classrooms, the challenges faced by educators, and the impact of AI chatbots on students' academic performance. While the findings indicate progress in adopting AI tools, there remains a significant gap that must be addressed through policy support, professional development, and infrastructure improvements.

5.4 Recommendations

The study pointed out that there should be adequate infrastructure and Technological tools for implementation to be easy, it can be recommended that schools should allow students to bring their gadgets to schools and given time to use them during the learning period. For future research should consider the following:

1. Longitudinal studies: Conducting longitudinal studies to assess the longitudinal studies to assess the long-term effects of AI chatbots on student learning and engagement overtime.
2. Comparative studies: investigating the differences in chatbot effectiveness across various educational contexts, for example urban vs. rural settings, to understand how environmental factors influence outcomes.
3. User Experience Research: Exploring the user experience of both students and educators with AI chatbots to identify specific features that enhance usability and engagement.
4. Broader Technological Integration: examining the role of AI chatbots in conjunction with other educational technologies to understand how they can work synergistically to improve learning.

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APPENDICES

Appendix 1: Buse samed letter

SAMED

P Bag 1020
BINDURA
ZIMBABWE

Tel: 0271 - 7531 ext 1038
Fax: 263 - 71 - 7616

 BINDURA UNIVERSITY OF SCIENCE EDUCATION

Date: 10 September 2024

TO WHOM IT MAY CONCERN

NAME: POSHA GOMWA S REGISTRATION NUMBER: B226512A

PROGRAMME: HBScEd Ph PART: 2.2

This memo serves to confirm that the above is a bona fide student at Bindura University of Science Education in the Faculty of Science Education.

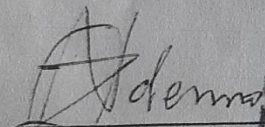
The student has to undertake research and thereafter present a Research Project in partial fulfillment of the HBScEd Ph programme. The research topic is:

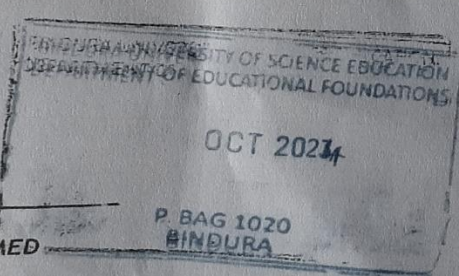
AN INVESTIGATION INTO THE IMPACT OF AI CHATBOOTS
IN TEACHING AND LEARNING IN CHIVI DISTRICT (ZIMBABWE)

In this regard, the department kindly requests your permission to allow the student to carry out his/her research in your institutions.

Your co-operation and assistance is greatly appreciated.

Thank you


Z/Ndemo (Dr.)
CHAIRPERSON - SAMED



Appendix 2: Survey on the Integration of AI Technologies in Zimbabwean Classrooms

Introduction

This survey aims to gather insights on the integration of AI technologies, particularly chatbots, in Zimbabwean classrooms. Your responses will contribute to understanding the current state of AI in education and help identify challenges and impacts on student performance. Your participation is voluntary, and all responses will be kept confidential.

Section 1: Demographic Information

1. What is your role in the education sector?

- ☐ Teacher
- ☐ Administrator
- ☐ Student
- ☐ Other (please specify): _____

2. What is the level of education you are involved in?

- ☐ Primary
- ☐ Secondary
- ☐ Tertiary
- ☐ Other (please specify): _____

3. Which region is your school located in?

- ☐ Urban
- ☐ Rural

Section 2: Integration of AI Technologies

4. Does your school currently use any AI technologies (e.g., chatbots, AI-based learning platforms)?

- ☐ Yes

- ☐ No

5. If yes, which AI technologies are being used? (Select all that apply)

- ☐ AI chatbots

- ☐ Adaptive learning platforms

- ☐ Virtual assistants

- ☐ Other (please specify): _____

6. How would you rate the level of integration of AI technologies in your classroom?

- ☐ Very High

- ☐ High

- ☐ Moderate

- ☐ Low

- ☐ Very Low

Section 3: Educator Training and Awareness

7. Have you received training on how to use AI technologies in your teaching?

- ☐ Yes

- ☐ No

8. If yes, how adequate was the training?

- ☐ Very Adequate

- ☐ Adequate

- ☐ Neutral

- ☐ Inadequate

- ☐ Very Inadequate

9. What resources do you think would help improve your use of AI technologies? (Select all that apply)

- ☐ Workshops
- ☐ Online courses
- ☐ Technical support
- ☐ Peer collaboration
- ☐ Other (please specify): _____

Section 4: Challenges in Implementing AI Chatbots

10. What challenges do you face in implementing AI chatbots in your teaching? (Select all that apply)

- ☐ Lack of infrastructure
- ☐ Inadequate training
- ☐ Resistance from students
- ☐ Resistance from colleagues
- ☐ Other (please specify): _____

11. On a scale of 1 to 5, how significant are these challenges?

- ☐ 1 (Not Significant)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 (Very Significant)

Section 5: Impact of AI Chatbots on Academic Performance

12. Since the introduction of AI chatbots, have you noticed any changes in students' academic performance?

- ☐ Significant Improvement
- ☐ Some Improvement
- ☐ No Change
- ☐ Some Decline
- ☐ Significant Decline

13. In which subjects have you observed the most impact due to AI chatbots?*** (Select all that apply)

- ☐ Mathematics
- ☐ Science
- ☐ Languages
- ☐ Social Studies
- ☐ Other (please specify): _____

Section 6: Open-Ended Questions

14. In your opinion, what are the most significant benefits of using AI chatbots in education?

Response: _____

15. What suggestions do you have for improving the integration of AI technologies in Zimbabwean classrooms?

Response: _____

Conclusion

Thank you for taking the time to complete this survey. Your insights are invaluable to understanding the integration of AI technologies in education and will contribute to future improvements in teaching and learning practices.

Appendice 3: Interview guide for participants

Interview Guide

Introduction

Section 1: Background Information

1. Can you please tell me your name, position, and the school where you work?
2. How long have you been teaching in this school?

Section 2: Integration of AI Technologies

3. What AI technologies (e.g., chatbots, learning management systems) are currently being used in your classroom?
4. How would you describe your experience with these technologies?
5. In your opinion, what are the benefits of using AI tools in education?

Section 3: Training and Awareness

6. Have you received any training on using AI technologies in your teaching?
 - If yes, please describe the training.
 - If no, what resources or support do you think would help you learn more about AI tools?
7. How confident do you feel about using AI technologies in your classroom? (1 - Not confident, 5 - Very confident)

Section 4: Challenges in Implementing AI Chatbots

8. What challenges have you faced in implementing AI chatbots in your teaching? (e.g., technical issues, lack of resources, resistance from students)
9. How do you perceive the attitudes of your colleagues towards AI technologies?
10. What support do you believe is necessary to overcome these challenges?

Section 5: Impact on Student Performance

11. Have you noticed any changes in student engagement since implementing AI chatbots?

- If yes, please provide examples.

12. In your opinion, how have AI chatbots impacted students' academic performance in your subject area?

- Please provide specific examples or data if available.

Section 6: Future Directions

13. What improvements or changes would you recommend for the integration of AI technologies in classrooms?

14. How do you envision the role of AI in education evolving in the next few years?

Conclusion

15. Is there anything else you would like to add regarding AI integration in education that we haven't discussed?

Closing

- Thank the participant for their time and insights.

- Inform them about how the findings will be used and if they can receive a summary of the research results.

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Appendice 4: Parental consent form

PARENTAL CONSENT FORM

Purpose of this Research: An investigation into the impact of AI Chatbot in teaching and learning in Chivi District (Zimbabwe). Your permission is being sought to have your child participate in this research study. During testing, your child will be read various books by college students of different majors while being videotaped. The videotaping is for the sole purpose of examining the reading styles employed by the adult participants, and in no way will be used to examine or test the behavior of your child. Participation in this study will not exceed one hour.

Risks or discomforts: The risks in this study are no greater than those ordinarily encountered in daily life or the performance of routine physical or psychological examinations or tests. There are no foreseeable discomforts or dangers to your child in participating in this study.

Benefits: There are no direct benefits to your child. The results of this study, however, will increase our knowledge of the various reading techniques and strategies used by college students.

Confidentiality of records: All records are kept confidential and will be available only to professional researchers and staff. If the result of this study are published, the data will be presented in group form and individual children will not be identified. Information collected as part of this research will not be used or distributed for future research studies.

Compensation: Your child will receive a small gift for participating. If your child starts the study and decides to discontinue the study before completion, he/she will still receive the small gift.

Contact: If you have any questions or would like additional information about this study, please contact Godwin Posha Student, goddyposher@gmail.com, or the faculty member overseeing this project, Mr Manyeredzi . For any concerns or questions in reference to your child's participation in this research, contact the Institutional Review Board (IRB) at 386-226-7179.

Voluntary Participation: Your child's participation in this study is completely voluntary. We ask that you read this information to your child to ensure that he/she understands that participation is voluntary. He/she may stop or withdraw from the study at any time. Should your child wish to discontinue the research at any time; no information collected will be used.

CONSENT. Your signature below verifies that your child is under the age of 18, has a sixth grade reading level and permits your child to participate in the study without your presence. Please return this form at your earliest convenience (or specified date). If you do not sign and return this form, the researchers will understand that you do not wish to allow your child to participate.

Name of Participating Child.....

Signature of Parent or Guardian Date: _____

Print Name of Parent or Guardian.....