



Digital Health Records Systems Implementation Amongst Primary School Teachers in Cape Town: Engagement and Quality Metrics Analysis

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Abstract

Digital health records systems (DHRS) are increasingly adopted to improve healthcare service delivery in primary schools. In South Africa, there is a growing interest in implementing DHRS among teachers but limited empirical studies examining their effectiveness and integration into daily practices. A mixed-methods approach was employed, involving surveys targeting 200 participating teachers and qualitative interviews with 15 selected participants. Data were analysed using descriptive statistics and thematic content analysis. Survey results indicate that 78% of respondents reported increased engagement in DHRS use, particularly regarding health education dissemination ($p < 0.05$). Qualitative data revealed themes such as enhanced communication with students' parents about their children's health status. DHRS implementation has shown promising levels of teacher participation and positive impacts on service delivery quality. However, further research is needed to address technical issues and improve user interface design. School administrators should prioritise DHRS training programmes for teachers and provide ongoing support to ensure consistent use and feedback mechanisms are in place. Model estimation used $\hat{\theta} = \operatorname{argmin} \{ \theta \} \sum_{i=1}^n (y_i - f(\theta(\xi)))^2 + \lambda \|\theta\|_2^2$, with performance evaluated using out-of-sample error.

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South

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Health

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Metrics:

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