

Table S1

Cell-level means, standard deviations and 95% confidence intervals for the four UTAUT subscales, by construct × group × school × wave

Panel A: Performance expectancy (PE)

Group School	Y1		Y2		Y3		Y4		Y5	
Student A	3.80	(1.20)	4.41	(1.13)	4.50	(1.03)	4.78	(1.11)	4.90	(1.12)
	[3.55, 4.05]		[4.15, 4.67]		[4.27, 4.73]		[4.54, 5.02]		[4.65, 5.15]	
Student B	3.90	(1.20)	4.46	(1.13)	4.59	(1.04)	4.78	(1.09)	4.88	(1.09)
	[3.63, 4.17]		[4.18, 4.74]		[4.36, 4.82]		[4.55, 5.01]		[4.64, 5.12]	
Student C	3.98	(1.13)	4.71	(1.09)	4.80	(1.04)	4.96	(1.08)	5.04	(1.09)
	[3.74, 4.22]		[4.50, 4.92]		[4.59, 5.01]		[4.76, 5.16]		[4.84, 5.24]	
Student D	4.55	(1.01)	5.13	(0.93)	5.70	(0.92)	5.43	(0.90)	5.73	(0.90)
	[4.33, 4.77]		[4.93, 5.33]		[5.50, 5.90]		[5.23, 5.63]		[5.53, 5.93]	
Teacher A	4.09	(1.19)	4.66	(1.07)	4.83	(1.06)	4.21	(1.10)	3.83	(1.06)
	[3.81, 4.37]		[4.40, 4.92]		[4.58, 5.08]		[3.95, 4.47]		[3.59, 4.07]	
Teacher B	4.30	(1.13)	4.93	(1.06)	5.16	(1.00)	4.50	(1.04)	4.06	(1.05)
	[3.99, 4.61]		[4.64, 5.22]		[4.89, 5.43]		[4.22, 4.78]		[3.78, 4.34]	
Teacher C	4.19	(1.13)	4.77	(1.05)	5.27	(0.97)	4.55	(1.01)	4.18	(1.02)
	[3.93, 4.45]		[4.53, 5.01]		[5.05, 5.49]		[4.32, 4.78]		[3.95, 4.41]	
Teacher D	5.27	(1.00)	5.46	(0.92)	5.80	(0.84)	5.13	(0.91)	4.86	(0.89)
	[5.03, 5.51]		[5.23, 5.69]		[5.60, 6.00]		[4.90, 5.36]		[4.65, 5.07]	

Panel B: Effort expectancy (EE)

Group School	Y1		Y2		Y3		Y4		Y5	
Student A	3.72	(1.17)	4.32	(1.12)	4.55	(1.04)	4.71	(1.08)	4.80	(1.06)
	[3.47, 3.97]		[4.07, 4.57]		[4.32, 4.78]		[4.47, 4.95]		[4.57, 5.03]	
Student B	3.78	(1.16)	4.39	(1.11)	4.45	(1.03)	4.66	(1.03)	4.78	(1.05)
	[3.52, 4.04]		[4.11, 4.67]		[4.22, 4.68]		[4.44, 4.88]		[4.55, 5.01]	
Student C	3.95	(1.15)	4.55	(1.08)	4.80	(1.02)	4.94	(1.04)	4.97	(1.07)
	[3.71, 4.19]		[4.34, 4.76]		[4.60, 5.00]		[4.75, 5.13]		[4.78, 5.16]	
Student D	4.49	(0.98)	5.07	(0.82)	5.58	(0.89)	5.41	(0.91)	5.54	(0.94)
	[4.28, 4.70]		[4.90, 5.24]		[5.39, 5.77]		[5.21, 5.61]		[5.33, 5.75]	
Teacher A	3.92	(1.14)	4.41	(1.07)	4.64	(1.05)	4.13	(1.03)	3.90	(1.03)
	[3.65, 4.19]		[4.15, 4.67]		[4.39, 4.89]		[3.89, 4.37]		[3.66, 4.14]	
Teacher B	4.13	(1.14)	4.69	(1.08)	5.02	(0.98)	4.55	(1.07)	4.14	(1.03)
	[3.81, 4.45]		[4.39, 4.99]		[4.76, 5.28]		[4.26, 4.84]		[3.86, 4.42]	
Teacher C	4.08	(1.15)	4.71	(1.03)	4.78	(0.95)	4.40	(0.99)	4.30	(1.02)
	[3.82, 4.34]		[4.48, 4.94]		[4.56, 5.00]		[4.17, 4.63]		[4.07, 4.53]	
Teacher D	5.05	(0.99)	5.27	(0.80)	5.47	(0.86)	5.17	(0.92)	4.94	(0.88)
	[4.81, 5.29]		[5.07, 5.47]		[5.26, 5.68]		[4.94, 5.40]		[4.73, 5.15]	

Panel C: Social influence (SI)

Group School	Y1		Y2		Y3		Y4		Y5	
Student A	3.78	(1.23)	4.39	(1.15)	4.60	(1.09)	4.78	(1.14)	4.81	(1.12)
	[3.52, 4.04]		[4.13, 4.65]		[4.36, 4.84]		[4.53, 5.03]		[4.56, 5.06]	
Student B	3.85	(1.23)	4.34	(1.12)	4.46	(1.07)	4.83	(1.11)	4.90	(1.12)
	[3.57, 4.13]		[4.06, 4.62]		[4.22, 4.70]		[4.59, 5.07]		[4.66, 5.14]	
Student C	4.00	(1.19)	4.62	(1.12)	4.76	(1.06)	4.92	(1.11)	4.95	(1.08)
	[3.75, 4.25]		[4.41, 4.83]		[4.55, 4.97]		[4.71, 5.13]		[4.75, 5.15]	
Student D	4.53	(1.03)	5.18	(1.00)	5.60	(0.90)	5.50	(0.92)	5.58	(0.92)
	[4.31, 4.75]		[4.97, 5.39]		[5.41, 5.79]		[5.30, 5.70]		[5.38, 5.78]	
Teacher A	4.09	(1.18)	4.55	(1.15)	4.91	(1.05)	4.30	(1.07)	3.88	(1.07)
	[3.81, 4.37]		[4.28, 4.82]		[4.66, 5.16]		[4.05, 4.55]		[3.64, 4.12]	
Teacher B	4.05	(1.17)	4.79	(1.09)	5.10	(1.04)	4.56	(1.06)	4.15	(1.06)
	[3.72, 4.38]		[4.49, 5.09]		[4.82, 5.38]		[4.27, 4.85]		[3.87, 4.43]	
Teacher C	4.21	(1.16)	4.92	(1.09)	5.04	(1.00)	4.46	(1.05)	4.18	(1.05)
	[3.95, 4.47]		[4.67, 5.17]		[4.81, 5.27]		[4.22, 4.70]		[3.95, 4.41]	
Teacher D	5.01	(1.01)	5.20	(0.93)	5.59	(0.90)	5.16	(0.92)	4.81	(0.95)
	[4.77, 5.25]		[4.97, 5.43]		[5.37, 5.81]		[4.93, 5.39]		[4.58, 5.04]	

Panel D: Facilitating conditions (FC)

Group School	Y1		Y2		Y3		Y4		Y5	
Student A	3.78	(1.26)	4.40	(1.14)	4.51	(1.10)	4.66	(1.10)	4.76	(1.15)
	[3.51, 4.05]		[4.14, 4.66]		[4.27, 4.75]		[4.42, 4.90]		[4.51, 5.01]	
Student B	3.79	(1.19)	4.45	(1.13)	4.54	(1.10)	4.83	(1.12)	4.81	(1.08)
	[3.52, 4.06]		[4.17, 4.73]		[4.29, 4.79]		[4.59, 5.07]		[4.58, 5.04]	
Student C	4.12	(1.20)	4.71	(1.08)	4.94	(1.07)	5.04	(1.07)	5.02	(1.07)
	[3.87, 4.37]		[4.50, 4.92]		[4.73, 5.15]		[4.84, 5.24]		[4.83, 5.21]	
Student D	4.67	(1.03)	5.18	(0.95)	5.74	(0.94)	5.61	(0.94)	5.85	(0.99)
	[4.45, 4.89]		[4.98, 5.38]		[5.54, 5.94]		[5.40, 5.82]		[5.63, 6.07]	
Teacher A	3.89	(1.19)	4.43	(1.11)	4.65	(1.06)	4.18	(1.14)	3.99	(1.08)
	[3.61, 4.17]		[4.17, 4.69]		[4.40, 4.90]		[3.91, 4.45]		[3.74, 4.24]	
Teacher B	4.19	(1.19)	4.65	(1.11)	4.92	(1.03)	4.62	(1.10)	4.30	(1.08)
	[3.86, 4.52]		[4.34, 4.96]		[4.64, 5.20]		[4.32, 4.92]		[4.01, 4.59]	
Teacher C	4.24	(1.18)	4.73	(1.08)	4.94	(1.05)	4.76	(1.04)	4.36	(1.07)
	[3.97, 4.51]		[4.49, 4.97]		[4.70, 5.18]		[4.52, 5.00]		[4.12, 4.60]	
Teacher D	5.30	(1.05)	5.59	(0.95)	5.71	(0.89)	5.42	(0.94)	5.21	(0.94)
	[5.05, 5.55]		[5.36, 5.82]		[5.50, 5.92]		[5.19, 5.65]		[4.98, 5.44]	

Note. Cell entries are $M (SD) [95\% CI]$, on the original 7-point Likert metric (1 = strongly disagree, 7 = strongly agree). Confidence intervals are computed as $M \pm t_{0.975, n-1} \cdot SD/\sqrt{n}$, with cell ns as reported in Table 1. Subscale means require at least 3 of 4 valid items per respondent. Reduced standard deviations in the School D cells, most markedly for effort expectancy at Y2, reflect the ceiling effect noted in Section 4.3.

Table S2

Survey items analysed in this study: UTAUT source items and their student and teacher adaptations, with construct assignment

Panel C: Social influence (SI)

Con-struct	Source item (Venkatesh et al., 2003, Table 16)	Student version	Teacher version
PE	U6: I would find the system useful in my job.	I find classroom technology useful for my schoolwork.	I find classroom technology useful for my teaching.
PE	RA1: Using the system enables me to accomplish tasks more quickly.	Using [this technology] helps me complete my schoolwork more quickly.†	Using [this technology] helps me complete my teaching tasks more quickly.
PE	RA5: Using the system increases my productivity.	Using classroom technology increases how much work I get done.	Using classroom technology increases my productivity.
PE	OE7: If I use the system, I will increase my chances of getting a raise.	If I use classroom technology, my marks will improve.	If I use classroom technology, my students' learning will improve.
EE	EOU3: My interaction with the system would be clear and understandable.	My interaction with classroom technology is clear and understandable.	My interaction with classroom technology is clear and understandable.
EE	EOU5: It would be easy for me to become skillful at using the system.	It is easy for me to become skillful at using classroom technology.	It is easy for me to become skillful at using classroom technology.
EE	EOU6: I would find the system easy to use.	I find classroom technology easy to use.	I find classroom technology easy to use.
EE	EU4: Learning to operate the system is easy for me.	Learning to use classroom technology is easy for me.	Learning to use classroom technology is easy for me.
SI	SN1: People who influence my behavior think that I should use the system.	People who influence my behaviour think I should use classroom technology.	People who influence my behaviour think I should use classroom technology.
SI	SN2: People who are important to me think that I should use the system.	People who are important to me think I should use classroom technology.	People who are important to me think I should use classroom technology.
SI	SF2: The senior management of this business has been helpful in the use of the system.	The school's leadership has been helpful in the use of classroom technology.	The school's leadership has been helpful in the use of classroom technology.
SI	SF4: In general, the organization has supported the use of the system.	In general, the school has supported the use of classroom technology.	In general, the school has supported the use of classroom technology.
FC	PBC2: I have the resources necessary to use the system.	I have the resources necessary to use classroom technology.	I have the resources necessary to use classroom technology.

FC	PBC3: I have the knowledge necessary to use the system.	I have the knowledge necessary to use classroom technology.	I have the knowledge necessary to use classroom technology.
FC	PBC5: The system is not compatible with other systems I use. (R)	Classroom technology does not work well with the other technologies I use. (R)	Classroom technology does not work well with the other technologies I use. (R)
FC	FC3: A specific person (or group) is available for assistance with system difficulties.	A specific person or group is available to help me when I have difficulties with classroom technology.	A specific person or group is available to help me when I have difficulties with classroom technology.
...	Section B prompt (free text)	Which technologies do you consider most important in your classes? Please list them.	Which technologies do you consider most important in your classrooms? Please list them.
...	Section C voluntariness item	To what extent is your use of classroom technology voluntary?	To what extent is your use of classroom technology voluntary?

Note. Section D items were rated on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree), following Venkatesh et al.'s (2003) response format; the Section C item was rated on a 7-point scale anchored at 1 = entirely required and 7 = entirely voluntary. (R) denotes a reverse-worded item, reverse-scored prior to subscale computation. Subscale scores are the mean of the four construct items, requiring at least 3 of 4 valid items per respondent. Source wordings are reproduced from Table 16 of Venkatesh et al. (2003); item codes (U6, RA1, etc.) follow the source. † denotes wording quoted verbatim in Section 3.3 of the main text.