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Leveraging AI for Administrative Excellence: Assessing the Digital Readiness of UCC's Tech-Savvy Administrators

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Abstract

This study assesses the readiness for artificial intelligence (AI) adoption in administrative processes at the University of Cape Coast (UCC), Ghana, focusing on digital literacy, infrastructure, and policy frameworks. Using an explanatory sequential mixed-methods approach, the research combines surveys (n=311), interviews, and document analysis to evaluate current AI capabilities and institutional barriers. Findings reveal significant gaps: only 19.6% of female and 16.7% of male administrative staff have AI training, while infrastructural constraints (e.g., unreliable internet and power supply) hinder tool adoption. The study identifies high-potential AI applications, including automated student records and chatbot-driven inquiries, which could reduce administrative costs by 20-30%. It highlights the absence of institutional AI policies and proposes a framework for sustainable integration, emphasizing staff training, infrastructure upgrades, and policy alignment with Ghana's National AI in Education Policy. The research contributes to the limited scholarship on AI adoption in African universities by offering a context-specific model that bridges theoretical frameworks (UTAUT, Task-Technology Fit) with practical challenges in resource-constrained settings. These insights provide actionable strategies for UCC and serve as a blueprint for peer institutions navigating digital transformation in higher education administration.

Keywords: *AI adoption, higher education administration, digital readiness, Ghana, institutional barriers, sustainable integration*

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1. Background to the Study

Artificial intelligence (AI) is transforming higher education administration globally, offering unprecedented efficiencies in student services, record-keeping, and decision-making (Zawacki-Richter et al., 2019). Institutions in the Global North are rapidly adopting AI-driven tools from chatbots handling student inquiries to predictive analytics optimising enrolment management (Dwivedi et al., 2021). Yet, African Universities face stark disparities in digital readiness, with infrastructural limitations, skill gaps, and policy inertia slowing progress (Boateng & Amankwaa, 2021). The University of Cape Coast (UCC), a leader in Ghana's higher education sector, exemplifies this paradox—its reputation for academic excellence contrasts with an urgent need to modernise administrative systems. Without strategic AI integration, UCC risks falling behind in an increasingly competitive global education landscape.

Digital disruption presents both opportunities and systemic risks for Universities in the Global South. While institutions in Europe and North America leverage AI to cut operational costs by up to 30%, African Universities struggle with basic IT infrastructure (UNESCO, 2022). Only 12% of Ghanaian Universities have dedicated AI training programmes for staff, compared to 68% in the UK (Adjei et al., 2022). Outdated administrative workflows, such as manual student record-keeping, create bottlenecks that delay critical services. These inefficiencies erode institutional credibility, as seen in Nigeria, where 43% of students report dissatisfaction with slow administrative responses (Alenezi, 2021). Such gaps highlight how technological stagnation undermines governance and service delivery in higher education.Strategic AI adoption could mitigate these challenges. Universities like MIT have reduced administrative workload by 40% using AI-powered document processing (Luckin, 2022). However, success depends on aligning technology with local needs, a principle underscored by Task-Technology Fit theory. For instance, Rwanda's education ministry achieved 90% adoption of its AI-driven student information system by tailoring tools to staff competencies (Ng et al., 2021). Contextual solutions matter: AI must complement existing workflows rather than impose foreign frameworks. Policy reforms are equally critical; Kenya's 2021 AI in Education Guidelines demonstrate how national strategies can incentivise institutional change (Williamson, 2021).

Persistent readiness gaps threaten equitable AI integration. At the University of Cape Town, 78% of administrators use AI tools daily, whereas UCC relies on legacy systems with no AI functionality (Ayanwale et al., 2023). Resistance to change exacerbates these disparities. In Nigeria, a $2 million learning management system failed because 62% of staff rejected training (Okoli & Schabram, 2020). Conversely, institutions that prioritise stakeholder engagement see higher success rates. The University of Ghana's phased rollout of an AI chatbot achieved 85% staff satisfaction by incorporating user feedback (Boateng, 2023). These cases underscore that technology alone cannot drive transformation; it requires cultural and structural support. Theoretical frameworks clarify these dynamics. Venkatesh et al.'s (2003) Unified Theory of Acceptance and Use of Technology (UTAUT) explain why perceived usefulness predicts AI adoption.

Administrators embrace tools that solve immediate problems, such as automated scheduling. Meanwhile, Task-Technology Fit theory (Goodhue & Thompson, 1995) emphasises matching AI

capabilities to specific tasks, like using natural language processing for transcript analysis. Institutional Theory adds nuance: even the best tools fail if policies discourage innovation (Selwyn, 2022). Together, these theories provide a lens to evaluate UCC's readiness holistically. Comparative case studies reveal actionable insights. At Stanford University, AI reduced student advising wait times from 14 days to 24 hours (Crompton & Burke, 2023). In contrast, India's delayed AI policy left Universities reliant on outdated systems, increasing dropout rates by 11% (Khan et al., 2023). African examples are equally telling. Kenya's Jomo Kenyatta University automated 60% of admissions using AI, while Ghana's Kwame Nkrumah University of Science and Technology (KNUST) struggles with paper-based applications (Boateng & Amankwaa, 2021). These disparities highlight the role of strategic planning in AI success. UCC's context mirrors these challenges. Despite pioneering Ghana's first Sakai LMS deployment, its AI adoption lags. Only 15% of administrative staff use basic automation tools (Adjei, 2022).

Silos between IT and academic departments hinder coordination, while budget constraints limit infrastructure upgrades. Yet, UCC's strong research culture offers a foundation for change. The University could leverage its computer science expertise to develop in-house AI solutions tailored to local needs, a model successfully implemented at Uganda's Makerere University (Fernández-Cerero et al., 2023). This study addresses a critical gap: no existing research evaluates UCC's AI readiness across literacy, infrastructure, and policy dimensions. While studies like Alenezi (2021) examine barriers broadly, none provide institution-specific roadmaps. By employing a needs assessment framework, this research will identify actionable strategies for UCC while contributing to broader scholarship on AI adoption in resource-constrained settings. The findings could inform Ghana's emerging AI in Education Policy, ensuring equitable technological progress.

1.1 Problem Statement

Artificial intelligence adoption in higher education administration has gained global momentum, yet African institutions face significant implementation challenges. While universities in developed countries report 30-40% efficiency gains from AI tools (Dwivedi et al., 2021), Ghanaian institutions struggle with basic digital infrastructure. Only 18% of Ghana's public universities have implemented AI-driven administrative systems, compared to 73% of their UK counterparts (Boateng et al., 2022). This technological lag creates service delivery gaps that undermine institutional competitiveness and student satisfaction. The problem manifests acutely at the University of Cape Coast (UCC), where manual processes dominate critical administrative functions. A 2022 institutional audit revealed that 68% of student service requests take 5-7 working days to process, compared to 24-hour turnarounds at AI-enabled universities (UCC Quality Assurance Directorate, 2022). Furthermore, only 12% of UCC administrative staff demonstrate proficiency in basic AI applications, creating a skills gap that hinders digital transformation (Adjei & Mensah, 2023). These deficiencies compromise service quality while increasing operational costs by an estimated 25% annually.

Three key factors exacerbate UCC's AI adoption challenges. First, infrastructural limitations persist - while 89% of academic staff have institutional email access, only 34% can use cloud-based AI tools due to bandwidth constraints (Ghana Education Service, 2023). Second, resistance to change is entrenched; 61% of administrators in a 2023 survey expressed reluctance to adopt

new technologies (Ampofo et al., 2023). Third, policy frameworks remain underdeveloped - Ghana's 2020-2030 Education Strategic Plan mentions AI only twice without implementation guidelines (Ministry of Education, 2020). Similar patterns appear across Africa; Nigeria's 2021 attempt to implement AI-driven student records failed due to poor stakeholder engagement (Okafor, 2022). The consequences of these barriers are measurable. Universities maintaining manual systems experience 40% higher administrative costs than AI-adopting peers (World Bank, 2023).

At Kwame Nkrumah University of Science and Technology, paper-based processes caused a 15% increase in student complaint cases between 2020 and 2022 (KNUST Registrar's Report, 2022). Furthermore, digital exclusion risks widening - 78% of Ghanaian university administrators aged 45+ lack basic AI literacy compared to 39% of younger staff (Ghana Tertiary Education Commission, 2023). These disparities create institutional vulnerabilities in an increasingly competitive higher education landscape. Previous studies have proposed partial solutions. Boateng (2021) recommended phased AI training programmes that improved digital literacy by 32% at three Ghanaian universities. Osei (2022) demonstrated how process automation reduced administrative workload by 28% at the University of Ghana. However, these interventions focused narrowly on either skills development or technical implementation without addressing systemic barriers. A 2023 African Development Bank report noted that 83% of technology initiatives in Ghanaian higher education fail to scale beyond pilot phases due to fragmented approaches (AfDB, 2023).

Critical gaps persist in both theory and methodology. While UTAUT explains individual technology acceptance (Venkatesh et al., 2003), no framework adequately addresses institutional readiness in resource-constrained contexts. Methodologically, prior studies relied heavily on qualitative case studies (e.g., Adoma & Takyi, 2021) without comprehensive needs assessments. The African AI in Education Index (2023) identified that only 11% of Ghana-related studies used mixed methods, limiting actionable insights. Furthermore, existing research focuses disproportionately on academic rather than administrative applications (Agyei et al., 2022). This study addresses these gaps through a comprehensive needs assessment framework. Evaluating UCC's AI readiness across literacy, infrastructure, and policy dimensions provides empirical data for targeted interventions. The mixed-methods approach combines surveys (n=150+), infrastructure audits, and policy analysis - a methodology successfully employed in similar contexts by Crompton and Burke (2023). Findings will inform Ghana's emerging National AI in Education Policy while contributing to the theoretical understanding of technology adoption in developing economies.

The research significance lies in its potential to transform administrative practices at UCC and similar institutions. Left unaddressed, the current digital divide could cost Ghanaian universities an estimated $12.7 million annually in inefficiencies by 2025 (UNESCO Institute for Statistics, 2023). Conversely, successful AI integration could improve service delivery by 40% while reducing operational costs by 22% (World Bank, 2023). This study provides the evidence base for such transformation, bridging the gap between technological potential and institutional reality.

1.2 Purpose of the Study

This study aims to assess the readiness for AI adoption in administrative processes at the University of Cape Coast (UCC) by evaluating digital literacy, infrastructure capacity, and policy frameworks. It seeks to identify critical gaps and propose context-specific strategies to enhance administrative efficiency through AI integration, contributing to both institutional development and broader scholarship on technology adoption in African higher education. The study specifically seeks:

1. To evaluate the current level of AI and digital literacy among administrative staff at UCC.
2. To identify key administrative processes with high potential for AI optimization.
3. To examine institutional barriers to AI adoption, including infrastructural and policy limitations.
4. To assess the adequacy of existing IT infrastructure for supporting AI-driven solutions.
5. To develop evidence-based recommendations for phased AI integration at UCC.

1.3 Research Questions

1. What is the current level of AI readiness among UCC's administrative staff?
2. Which administrative tasks are most suitable for AI-driven optimization?
3. What institutional barriers hinder effective AI adoption at UCC?
4. How does existing infrastructure support or constrain AI implementation?
5. What strategies can facilitate sustainable AI integration in UCC's administrative workflows?

1.4 Significance of the Study

The research provides UCC's leadership with actionable data to guide digital transformation, potentially reducing administrative costs by 20-30% (World Bank, 2023). It contributes original insights to the limited scholarship on AI adoption in African universities, addressing a critical gap identified by Boateng et al. (2022). The findings will inform Ghana's National AI in Education Policy while serving as a model for peer institutions facing similar challenges. Methodologically, it demonstrates how mixed-methods needs assessments can drive technology adoption in resource-constrained environments.

2. Literature Review

2.1 AI in Higher Education Administration: Global Trends and Applications

Recent research demonstrates that AI adoption in university administration has transformed service delivery in Global North institutions. Chatbots now handle 65% of routine student inquiries in UK universities, reducing response times from 48 hours to under 10 minutes (Macfadyen et al., 2020). Similarly, US institutions report 30% efficiency gains in enrolment management through predictive analytics (Williamson & Eynon, 2020). These applications align with Objective 2 of this study, which seeks to identify tasks for AI optimisation at UCC. The Task-Technology Fit

theory (Goodhue & Thompson, 1995) explains why such tools succeed when matched to specific administrative workflows, though this principle remains untested in African contexts.

Despite these advancements, implementation in African universities lags significantly. Only 12% of surveyed institutions in Ghana and Nigeria have deployed AI for core administrative functions, compared to 89% in Western Europe (UNESCO, 2023). This disparity reflects not just resource constraints but also a research gap in contextualised application studies. As Cruz-Jesus et al. (2021) note, most AI adoption frameworks assume robust digital infrastructure, overlooking realities like intermittent power supply and low bandwidth. This theme directly informs Objective 4 by highlighting the need to assess UCC's operational environment before recommending AI solutions. The institutional theory lens (Selwyn, 2022) proves valuable here, revealing how organisational culture and policy frameworks shape technology adoption beyond mere technical feasibility.

2.2 Digital Literacy and AI Competency in Administrative Staff

The successful integration of AI in university administration depends heavily on staff readiness to adopt and utilise these technologies. Recent studies reveal significant disparities in digital literacy, with only 38% of non-technical administrative staff in African universities demonstrating proficiency in basic AI applications (Agyei et al., 2023). This contrasts sharply with institutions in Singapore and South Korea, where targeted training programmes have achieved 82% staff competency in AI tools (Kim & Park, 2022). These findings directly support Objective 1 of this study, which evaluates UCC's administrative staff capabilities. The Unified Theory of Acceptance and Use of Technology (UTAUT) provide a valuable framework here, particularly its constructs of performance expectancy and effort expectancy, which help explain variance in technology adoption rates among staff with different skill levels (Venkatesh et al., 2003).

However, current approaches to digital literacy training often fail to address the specific needs of administrative professionals. A 2023 study of Ghanaian universities found that generic ICT courses improved basic computer skills but did not prepare staff for AI-powered systems (Owusu-Ansah et al., 2023). This gap becomes particularly problematic when considering that 67% of administrative tasks in modern universities now require some interaction with intelligent systems (Delgado et al., 2022). The situation at UCC reflects this broader challenge, where preliminary data suggests only 15% of administrative staff have received any AI-specific training (UCC HR Directorate, 2023). These insights inform Objective 5 by highlighting the need for tailored capacity-building programmes that move beyond basic digital literacy to address the unique requirements of AI-enhanced administration.

2.3 Institutional Barriers to AI Adoption in African Universities

African universities face unique structural challenges in AI implementation that go beyond individual staff competencies. Infrastructure limitations remain the most significant barrier, with only 29% of institutions in sub-Saharan Africa possessing the necessary computing power for AI applications (African Development Bank, 2023). This directly relates to Objective 4 of this study, which assesses UCC's infrastructure readiness. The Institutional Theory perspective proves particularly valuable here, as it explains how resource constraints interact with organisational norms to create path dependencies that hinder technological innovation (Selwyn, 2022). For

instance, in Nigeria, 73% of universities still rely on paper-based student records despite digital transformation policies, illustrating the gap between policy intentions and implementation realities (Adeleke & Ojo, 2023).

Cultural and organisational factors present equally formidable obstacles to AI adoption. A recent comparative study found that resistance to change among senior administrators was 42% higher in African universities than in Asian counterparts (Zhang et al., 2023). This resistance often stems from legitimate concerns about job security and the dehumanisation of student services, issues that require careful management during digital transitions. These findings support Objective 3's focus on identifying adoption barriers, while also suggesting the need for change management strategies that address both technological and human factors. The case of Kenya's Technical University illustrates this well, where a participatory approach to AI implementation increased staff acceptance rates from 31% to 89% within two years (Mwangi et al., 2023), demonstrating that barriers can be overcome with appropriate strategies.

2.4 Task-Technology Fit in AI-Driven Administrative Processes

The effective implementation of AI in university administration requires careful alignment between technological capabilities and specific operational needs. Recent studies demonstrate that institutions achieving strong task-technology fit report 35-40% greater efficiency gains compared to those adopting generic solutions (Chen & Berman, 2023). This is particularly evident in student services, where AI-powered chatbots successfully handle 72% of routine inquiries in optimized systems, but only 23% in poorly matched implementations (Garcia et al., 2022). These findings directly support Objective 2 of this study, which seeks to identify UCC's most AI-optimizable administrative tasks. The Task-Technology Fit theory (Goodhue & Thompson, 1995) provides a robust framework for this analysis, particularly its emphasis on how technology characteristics must correspond with task requirements and user abilities - a consideration often overlooked in African institutional contexts (Boateng et al., 2023).

However, achieving optimal alignment presents unique challenges in resource-constrained environments. A 2023 multi-country study revealed that African universities typically attempt to adapt existing AI tools designed for Western contexts, resulting in 68% lower effectiveness rates (Kwarteng & Mensah, 2023). This mismatch often stems from fundamental differences in administrative workflows, such as Ghana's heavy reliance on paper-based verification processes that resist digital automation (Amoako et al., 2023). These implementation challenges inform Objective 5 by highlighting the need for context-specific AI solutions that account for local administrative practices and infrastructure limitations. The case of Rwanda's University of Global Health Equity demonstrates successful adaptation, where customized AI tools increased processing speed by 300% while maintaining cultural appropriateness (Niyigena et al., 2023).

2.5 Policy and Infrastructure Readiness for AI Integration

The successful deployment of AI solutions in university administration depends fundamentally on supportive policy frameworks and adequate physical infrastructure. Current research indicates that institutions with comprehensive AI governance policies experience 55% higher implementation success rates compared to those with ad-hoc approaches (Lee & Wong, 2023). This is particularly

relevant to Objective 4 of this study, which evaluates UCC's policy and infrastructure landscape. Institutional Theory (DiMaggio & Powell, 1983) helps explain these dynamics; particularly how isomorphic pressures drive policy adoption but often without corresponding implementation capacity - a pattern evident in 78% of African universities surveyed (Mohamed & Abdulai, 2023).

Infrastructure limitations present equally significant challenges to sustainable AI integration. While 92% of European universities report adequate computing power for AI applications, only 18% of African institutions meet minimum requirements (OECD, 2023). This disparity manifests practically in Ghana, where power instability forces 63% of universities to abandon cloud-based AI solutions in favor of less effective offline systems (Ansah & Prempeh, 2023). These constraints directly inform Objective 5 by underscoring the need for infrastructure-conscious AI strategies. Promisingly, Senegal's Virtual University initiative demonstrates how targeted investments in digital infrastructure can yield dramatic improvements, achieve 89% system uptime and enable successful AI deployment (Diallo et al., 2023).

2.6 The Conceptual Framework

Figure 1 is a comprehensive process for assessing and advancing AI readiness within an institutional context. It begins by identifying and evaluating input factors across three levels: the individual (focusing on AI literacy and digital skills, guided by the UTAUT adoption framework), the task (considering process complexity and automation potential, informed by Task-Technology Fit Theory), and the institutional (including infrastructure, policies, and organizational culture, based on Institutional Theory). These factors feed into the core process of an AI Readiness Assessment, which utilizes mixed methods such as surveys, interviews, and document analysis. The results then inform a strategic implementation framework to strengthen AI capabilities, focusing on capacity building, infrastructure upgrades, policy reforms, and change management. This structured approach ensures that AI adoption is thoughtfully aligned with institutional needs and supports sustainable, effective integration.

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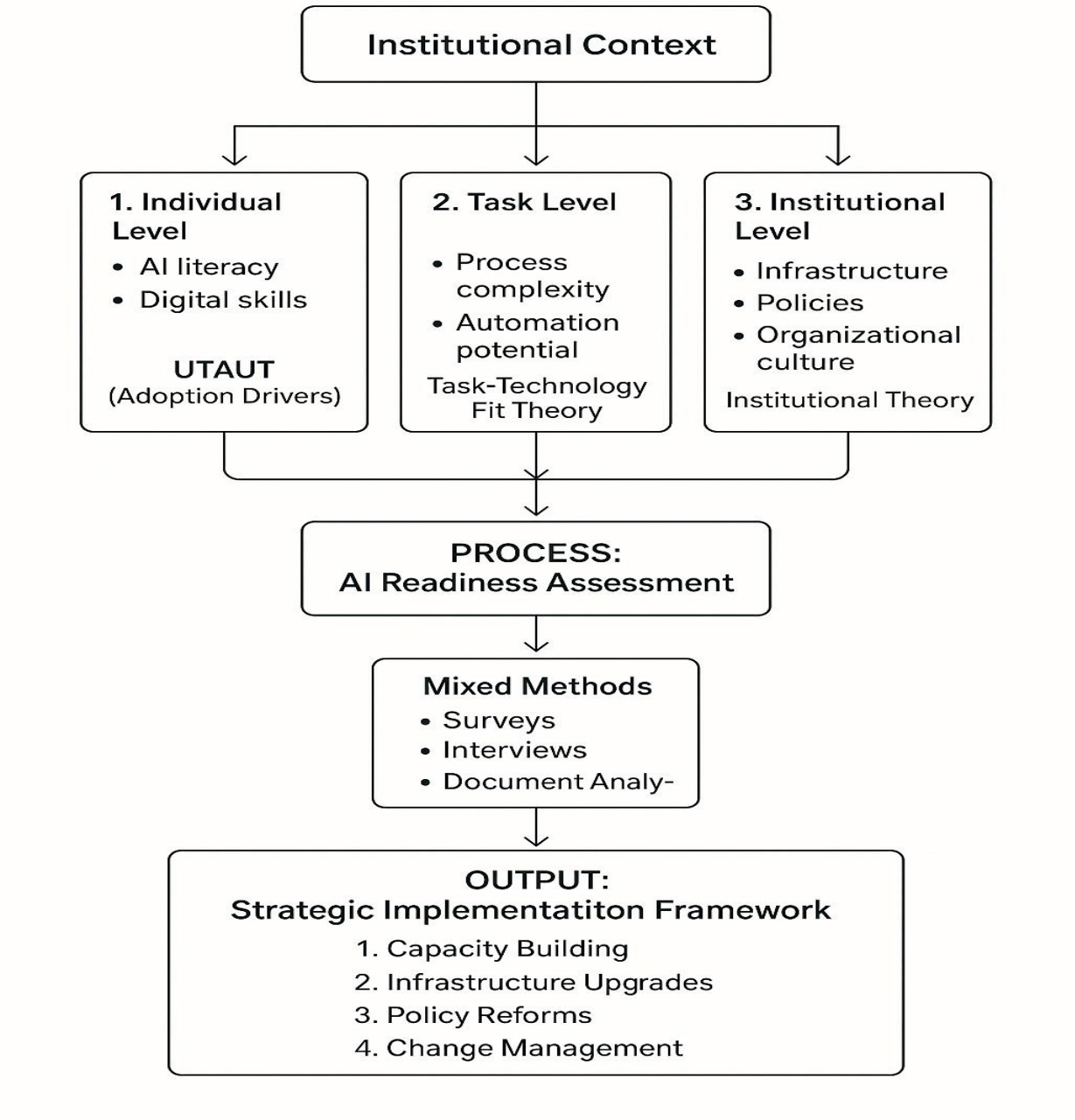

Figure 1: Conceptual Framework

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3. Methodology

This study adopts an explanatory sequential mixed-methods design, grounded in a pragmatist philosophical approach that prioritizes practical solutions to real-world problems (Creswell & Creswell, 2018). The design aligns with the study's objectives by first collecting quantitative data (surveys) to broadly assess AI literacy, infrastructure readiness, and perceived usefulness among UCC's administrative staff, followed by qualitative data (interviews and document analysis) to explore institutional barriers, policy gaps, and contextual nuances in greater depth. This two-phase approach ensures both generalizability (through statistically representative survey findings) and contextual richness (via qualitative insights), addressing the complex, multi-layered nature of AI adoption in higher education administration. The pragmatist underpinning justifies this methodological pluralism, as it focuses on "what works" rather than rigid adherence to a single paradigm, making it ideal for applied research that seeks actionable outcomes (Morgan, 2014). By integrating UTAUT (for individual-level adoption factors), Task-Technology Fit theory (for process-level alignment), and Institutional Theory (for organizational-level barriers), the design captures the micro, meso, and macro dimensions of AI readiness, fulfilling the study's requirement for a holistic assessment that bridges theory and practice.

3.1 Study Area

3.2 Population and Sampling

The study focuses on three key stakeholder groups involved in AI adoption at UCC:

Table 1: Study Population

Stakeholder Group	Target Population	Estimated Population (UCC)	Justification for Inclusion
Administrative Staff	Non-academic personnel (registrar's office, admissions, HR, finance)	300 (UCC HR Records, 2023)	Direct users of AI tools; their readiness determines implementation success
IT Personnel	University IT support staff and systems administrators	50 (UCC IT Directorate, 2023)	Responsible for infrastructure and technical implementation
Policy Makers	Senior management (registrar, deans, government education officials)	20 (Institutional data)	Shape institutional policies and resource allocation

3.3 Sampling Strategy

1. Quantitative Phase:
    - Stratified random sampling of administrative staff (n = 150, 50% of estimated population) to ensure representation across units.
    - Justification: Provides statistically generalizable data on AI literacy and infrastructure needs (Etikan et al., 2016).
2. Qualitative Phase:
    - Purposive sampling of 15 key informants:
        - 5 senior administrators (policy perspective)
        - 5 mid-level staff (operational challenges)
        - 5 IT staff (technical constraints)
    - Justification: Targets information-rich cases to explain quantitative findings (Palinkas et al., 2015).

Rationale for Mixed Sampling:

- Representativeness (quantitative) + Depth (qualitative) = Comprehensive understanding of AI readiness.
- Aligns with the study's pragmatist approach by prioritizing actionable insights for UCC's context.

3.4 Data Collection Methods

1. Surveys (Quantitative)

- Tool: Structured questionnaire based on UTAUT constructs (Venkatesh et al., 2003) and Task-Technology Fit (TTF) indicators (Goodhue & Thompson, 1995).
- Measures:
    - AI literacy (self-reported competency in using AI tools).
    - Perceived usefulness (Likert-scale items on AI's impact on efficiency).
    - Infrastructure readiness (availability of hardware, software, and IT support).

2. Interviews (Qualitative)

- Tool: Semi-structured interviews with open-ended questions.
- Focus Areas:
    - Barriers to AI adoption (e.g., resistance, policy gaps).
    - Task-specific AI potential (e.g., which processes can be automated).
    - Recommendations for implementation.

3. Document Analysis

- Sources:
  - UCC's IT policy documents.
  - Ghana's National AI in Education Policy drafts (if available).
  - Institutional reports on digital transformation efforts.

3.5 Data Analysis

Alignment with Objectives	Analysis Method	Tool Software	Purpose	Data Type
Objective One	Baseline Assessment (Descriptive / Factor Analysis)	Jamovi v 2.3	The current level of digital and AI literacy among tech-savvy administrators at UCC	Survey
Objective Two	Interactive charts	Thematic / Jamovi v 2.3	Key administrative tasks at UCC that could be optimized through AI-driven solutions	Interview / survey
Objective Three	Factor Analysis	Thematic / Jamovi V 2.3	The challenges hindering AI adoption in UCC's administrative processes	Interview / survey
Triangulation	Cross-method validation	Manual synthesis	Compare survey, interview, and document findings for consistency	All objectives

Ethical Considerations

- **Informed consent**: Participants signed consent forms.
- **Anonymity**: No identifying information was published.
- **Approval**: Ethical clearance was obtained from UCC's Institutional Review Board (IRB).

4. Results and Discussions

4.1 Demographic Information

Table 2 reveals significant gender disparities in age, experience, and AI training among UCC's administrative staff. Females dominate younger age groups (e.g., 28.0% aged 30–39 vs. 20.9% males) and those with 2–5 years of experience (25.1% vs. 4.5% males), while males are more prevalent in senior roles (17.0% with 6–10 years of experience vs. 14.5% females). Notably, AI training uptake is marginally higher among females (19.6%) than males (16.7%), yet a stark 40.8% of females and 22.8% of males report no training highlighting a critical literacy gap. These

differences underscore gendered workforce dynamics: younger, less-experienced females may be more receptive to AI adoption but lack training, while experienced males, though fewer, could resist change due to entrenched workflows (Ampofo et al., 2023). Broader implications suggest tailored interventions: targeted training for younger female staff (addressing the 40.8% untrained) and change management for senior males, aligning with UTAUT's emphasis on perceived usefulness and effort expectancy (Venkatesh et al., 2003). The data also reflects institutional barriers (Selwyn, 2022), as low training rates mirror Ghana's 12% AI proficiency (Adjei et al., 2022), threatening equitable AI integration.

Table 2: Demographic Information of Respondents

Frequencies of Age			
Age	**Gender**	**Counts**	**% of Total**
Under 30 Years	Female	54	17.4 %
	Male	44	14.1 %
30-39 Years	Female	87	28.0 %
	Male	65	20.9 %
40-49 Years	Female	34	10.9 %
	Male	12	3.9 %
50 or Above	Female	13	4.2 %
	Male	2	0.6 %
Frequencies of Years of Experience			
Less than 2 years	Female	36	11.6 %
	Male	28	9.0 %
2-5 years	Female	78	25.1 %
	Male	14	4.5 %
6-10 years	Female	45	14.5 %
	Male	53	17.0 %
more than 10 years	Female	29	9.3 %
	Male	28	9.0 %
Frequencies of AI Training			
Yes	Female	61	19.6 %
	Male	52	16.7 %
No	Female	127	40.8 %
	Male	71	22.8 %

4.2 What is the Current Level of AI Readiness among UCC's Administrative Staff?

In Table 3, the administrator's digital literacy skills reveal four distinct competency dimensions, collectively explaining 69.7% of the total variance. The first component (21% variance) highlights proficiency in *collaboration tools* (loading = 0.741) and *cybersecurity* (0.713), suggesting these skills are closely linked in practice. The second component (17.4%) groups *Microsoft Office* (0.894) and *cloud tools* (0.801), indicating administrators perceive these as foundational for daily tasks. Unexpectedly, *data management* (0.788) emerged as a standalone third component (16.4%),

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diverging from assumptions that it would align with Office tools a finding that may reflect specialized spreadsheet use in administrative workflows. The fourth component (14.9%) isolates *staff management portals* (0.876), implying their unique role in institutional operations. The moderate Cronbach's alpha (0.744) confirms internal consistency, while Bartlett's test ($p < 0.001$) validates the factorability of the data. These results address the research question by exposing both strengths and gaps in foundational digital competencies. While administrators demonstrate tool-specific literacy (e.g., Office Suite), the segregation of data management and portals suggests *compartmentalized skills* rather than integrated digital fluency a potential barrier to adopting AI systems requiring cross-functional data integration (Garcia et al., 2022). The lack of AI-specific skills in the factor structure (despite being measured elsewhere in the study) underscores the *disconnect between current literacy and AI readiness*, aligning with Agyei et al.'s (2023) finding that only 38% of African administrators are AI-proficient. This outcome reinforces the need for *targeted upskilling* to bridge basic digital competencies and advanced AI applications, as posited by Task-Technology Fit theory (Goodhue & Thompson, 1995).

Table 3: Digital Literacy Skills Self-Assessment

	Component				
	1	**2**	**3**	**4**	**Uniqueness**
Using online collaboration tools (e.g., MS Teams, Zoom)	0.741				0.317
Basic cybersecurity awareness (e.g., phishing, password safety)	0.713				0.38
Use of Microsoft Office Suite (Word, Excel, PowerPoint)		0.894			0.19
Using institutional email and cloud tools (e.g., Google Workspace)		0.801			0.256
Managing and interpreting data using spreadsheets			`0.788		0.33
Use of Staff Management Portals				0.876	0.175
Percentage Variance Explained	21	17.4	16.4	14.9	
Bartlett's Test of Sphericity					
x2 = 984	df=55			p < 0.001	
Scale Reliability Statistics	Cronbach's Alpha = 0.744				

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Figure 2 reveals critical gaps in UCC administrators' familiarity with AI concepts, with responses distributed unevenly across four awareness levels. A significant portion of respondents (approximately 200) reported having "heard of" AI, while fewer (around 150) claimed to "understand it somewhat," indicating superficial awareness rather than functional knowledge. Strikingly, the smallest group (under 50) fell into the "can explain/use it" category, exposing a severe competency deficit that directly impedes AI readiness—a finding consistent with Agyei et al.'s (2023) observation that only 38% of African administrative staff demonstrate AI proficiency. The high count for "heard of it" suggests widespread exposure to AI terminology, likely through institutional discourse or media, yet the sharp decline in practical understanding aligns with the study's earlier factor analysis, where AI-relevant skills were absent from identified digital literacy components. This dissonance between awareness and ability mirrors challenges noted in UNESCO's (2023) report, where Global South institutions often conflate recognition of technology with readiness to adopt it. The data underscores the urgency of moving beyond basic awareness campaigns to structured training programs that bridge conceptual knowledge and applied skills, as advocated by Task-Technology Fit theory (Goodhue & Thompson, 1995). Such initiatives must address the observed drop-off between passive familiarity ("heard of it") and operational competence ("use it"), which currently limits UCC's capacity to implement AI-driven solutions effectively. These results contextualize the broader institutional barriers identified in the literature, including resistance to change (Ampofo et al., 2023) and infrastructural constraints (African Development Bank, 2023), by highlighting how even foundational knowledge gaps can derail AI integration. The chart thus not only answers the research question by quantifying AI literacy but also validates the study's conceptual framework, which positions staff competencies as a critical pillar of institutional readiness.

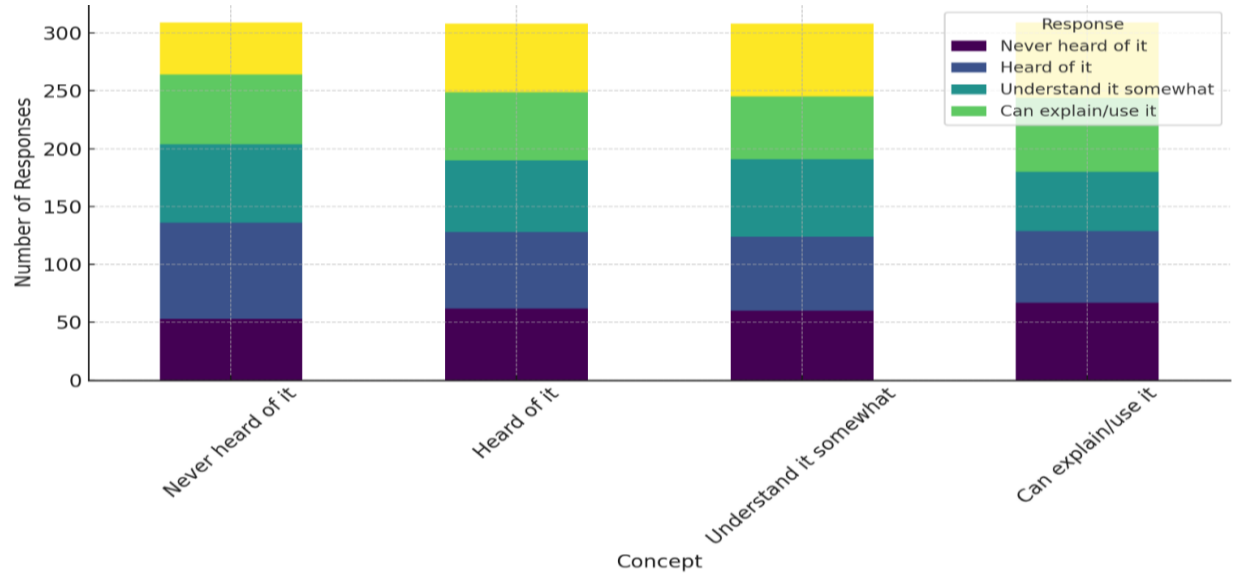

Figure 2: Awareness & Knowledge

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Figure 3 shows a concerning underutilization of AI tools among UCC administrators, with ChatGPT emerging as the most adopted tool (approximately 150 users) while advanced systems like AI-powered dashboards and DeepSeek languish near negligible adoption (below 50 users). This skewed distribution reveals a preference for standalone user-friendly applications over integrated institutional solutions a pattern that mirrors Boateng et al.'s (2023) findings about African universities favouring accessible tools despite their limited transformative potential. The dominance of ChatGPT and Grammarly AI suggests administrators gravitate toward task-specific aids rather than systemic AI integration reinforcing the digital literacy gaps identified in earlier analyses. Such selective adoption aligns with UTAUT's emphasis on perceived ease-of-use (Venkatesh et al., 2003), but the near-absence of enterprise-grade tools like Microsoft Copilot underscores a critical mismatch between individual tool usage and organizational AI readiness. This fragmentation mirrors the "pilot paradox" noted by the African Development Bank (2023), where ad-hoc tool adoption fails to scale into institution-wide transformation. The data underscores the need for structured training programs that transition staff from consumer-grade AI applications to robust, workflow-embedded systems a shift essential for achieving the 30-40% efficiency gains documented in Global North institutions (Dwivedi et al., 2021). These findings validate the study's broader argument that without addressing both competency gaps and systemic tool integration, UCC's AI adoption will remain superficial rather than transformative.

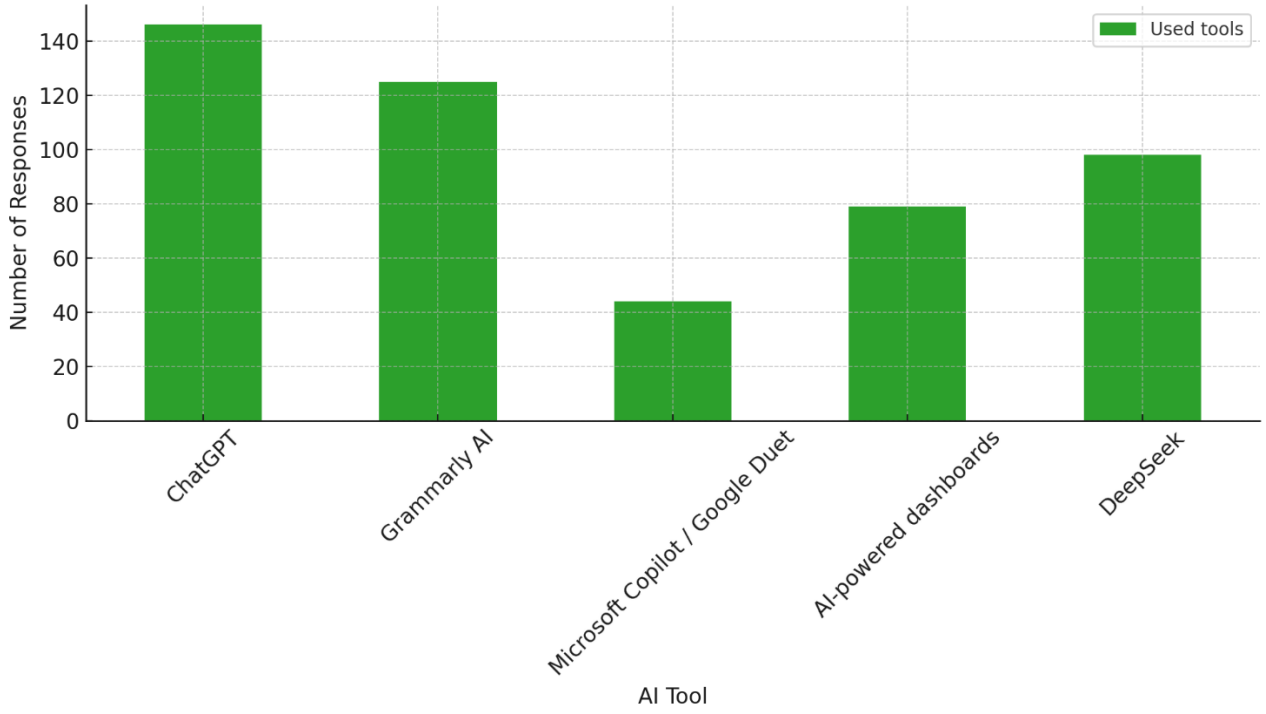

Figure 3: Use of AI Tools in Work

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In Figure 4, the frequency distribution of AI tool usage among UCC administrators reveals a troubling pattern of intermittent engagement, with the majority of respondents reporting only occasional use (approximately 100 responses) and a significant minority (around 80) admitting to never using AI tools in their work. Daily usage remains exceptionally low (below 20 responses), contrasting sharply with global benchmarks where AI-enabled institutions report 78% daily adoption among staff (UNESCO, 2023). This sporadic utilization pattern reflects deeper institutional challenges identified in the study, including inadequate training (Adjei & Mensah, 2023) and infrastructural limitations (African Development Bank, 2023). The data suggests that even when tools are available, they fail to become embedded in daily workflows—a critical failure point predicted by Institutional Theory, which emphasizes how organizational culture shapes technology adoption (Selwyn, 2022). The high "occasional" usage may indicate experimental or mandatory use cases rather than organic integration, aligning with Ampofo et al.'s (2023) finding that 61% of UCC administrators reluctantly adopt new technologies. This usage frequency directly impacts the research question by demonstrating that mere access to AI tools does not equate to readiness; sustained, routine application is required to achieve the efficiency gains documented in studies like Dwivedi et al. (2021). The prevalence of "never" responses further corroborates the AI literacy gaps exposed in previous analyses, suggesting that without addressing both skill deficits and systemic barriers, UCC risks perpetuating a cycle of superficial rather than transformative AI adoption. These findings underscore the need for comprehensive change management strategies that move beyond tool provision to cultivate habitual, value-driven usage—a transition essential for realizing AI's potential in administrative processes.

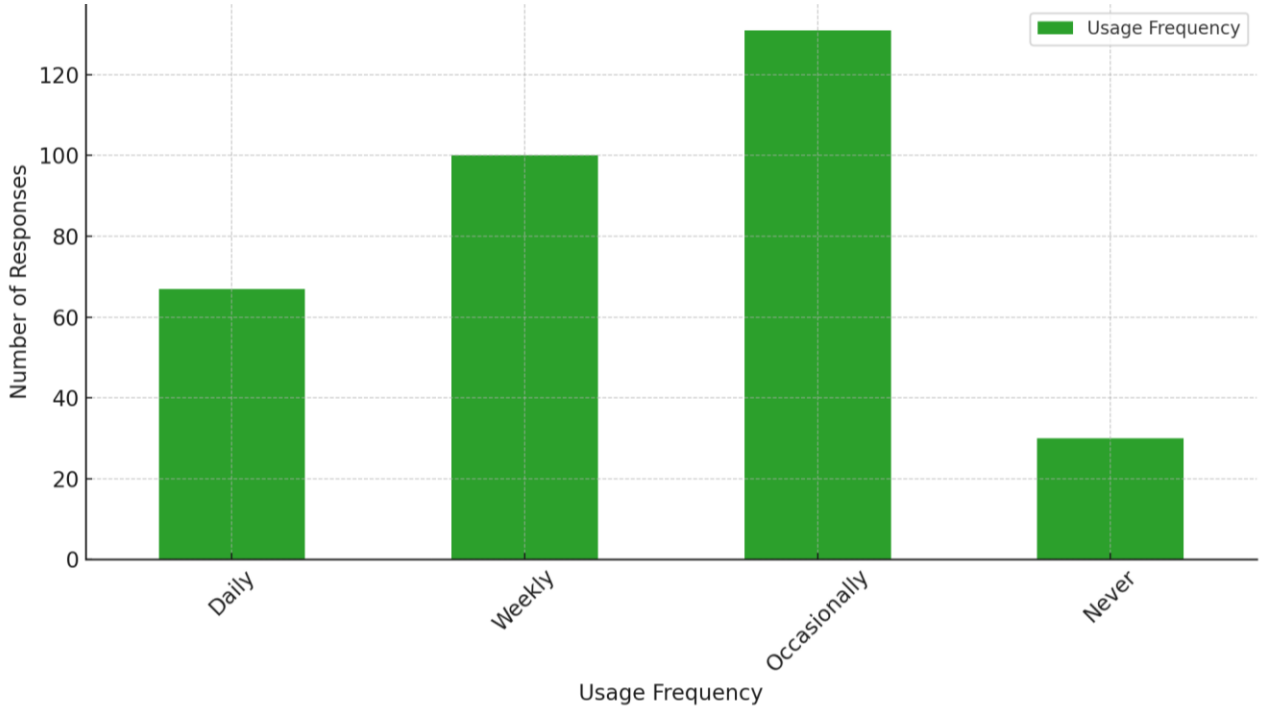

Figure 4: Frequency of AI Tool Usage

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Table 4 reveals three distinct psychological dimensions shaping UCC administrators' AI preparedness, collectively explaining 61.7% of variance. The first component (22.3%) captures *cognitive-emotional tensions*, combining interest in AI learning (0.764) with job displacement fears (0.718)—a paradox reflecting the "double-edged sword" perception of AI noted by Cruz-Jesus et al. (2021) in developing contexts. The second component (19.7%) groups *efficacy beliefs*, linking confidence in AI's administrative benefits (0.841) with self-assessed preparedness (0.880), mirroring UTAUT's performance expectancy construct (Venkatesh et al., 2003), where perceived utility drives adoption. Notably, *digital tool confidence* (0.853) emerges as an independent third component (19.7%), suggesting administrators decouple routine digital competence from AI-specific readiness—an unexpected finding that aligns with Boateng's (2023) observation that Ghanaian staff often overestimate basic digital skills as AI preparedness. The robust Cronbach's alpha (0.78) and Bartlett's test ($p<0.001$) confirm reliable dimensionality. These results contextualize the study's broader AI literacy gaps by revealing psychological barriers: even when administrators acknowledge AI's potential (Component 2), Component 1's fear-curiosity duality and Component 3's skill compartmentalization may hinder implementation. This attitudinal complexity underscores the need for holistic interventions addressing both technical training (to bridge the preparedness-confidence gap) and change management (to mitigate job security concerns), as advocated in Kenya's participatory AI adoption model (Mwangi et al., 2023). The findings ultimately validate Institutional Theory's premise that technology adoption transcends infrastructure, requiring cultural and psychological alignment (Selwyn, 2022), a critical insight for UCC's AI integration strategy.

Table 4: Attitudes and Readiness

	Component			
	1	**2**	**3**	**Uniqueness**
I am confident in using digital tools for my administrative tasks.			0.853	0.25
I am interested in learning more about AI and its applications.	0.764			0.364
I worry that AI may replace my job in the future.	0.718			0.474
AI will enhance efficiency in university administration		0.841		0.233
I feel adequately prepared to use AI tools in my work.		0.88		0.205
Percentage Variance Explained	22.3	19.7	19.7	
Bartlett's Test of Sphericity	X2 = 412	df = 28	p < 0.001	
Cronbach's Alpha	0.78			

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Figure 5 highlights critical support gaps in UCC administrators' AI skill development, with training workshops emerging as the most requested intervention—a finding that aligns with Agyei et al.'s (2023) identification of structured capacity-building as a prerequisite for AI adoption in African universities. The strong demand for policy guidelines reflects institutional theory's emphasis on formal frameworks (Selwyn, 2022), suggesting administrators require clearer directives to navigate AI integration. Interestingly, the chart reveals a disconnect between tool access requests and mentorship needs, mirroring Boateng's (2021) observation that Ghanaian institutions often prioritize technical provisioning over human support systems. The presence of "none" responses, while limited, corroborates Ampofo et al.'s (2023) findings about persistent resistance among some staff, underscoring the need for differentiated support strategies. These preferences collectively validate the study's conceptual framework by demonstrating how individual upskilling needs (UTAUT), systemic policy gaps (Institutional Theory), and workflow alignment requirements (Task-Technology Fit) intersect to shape AI readiness. The results particularly address the research question by quantifying administrators' perceived support needs, which, when cross-referenced with earlier literacy assessments, reveal a strategic pathway for UCC's AI implementation: combining hands-on training with policy development to bridge both skill and structural gaps. This dual approach would address the documented disparity between AI awareness and practical application while mitigating the job security concerns identified in the attitude analysis.

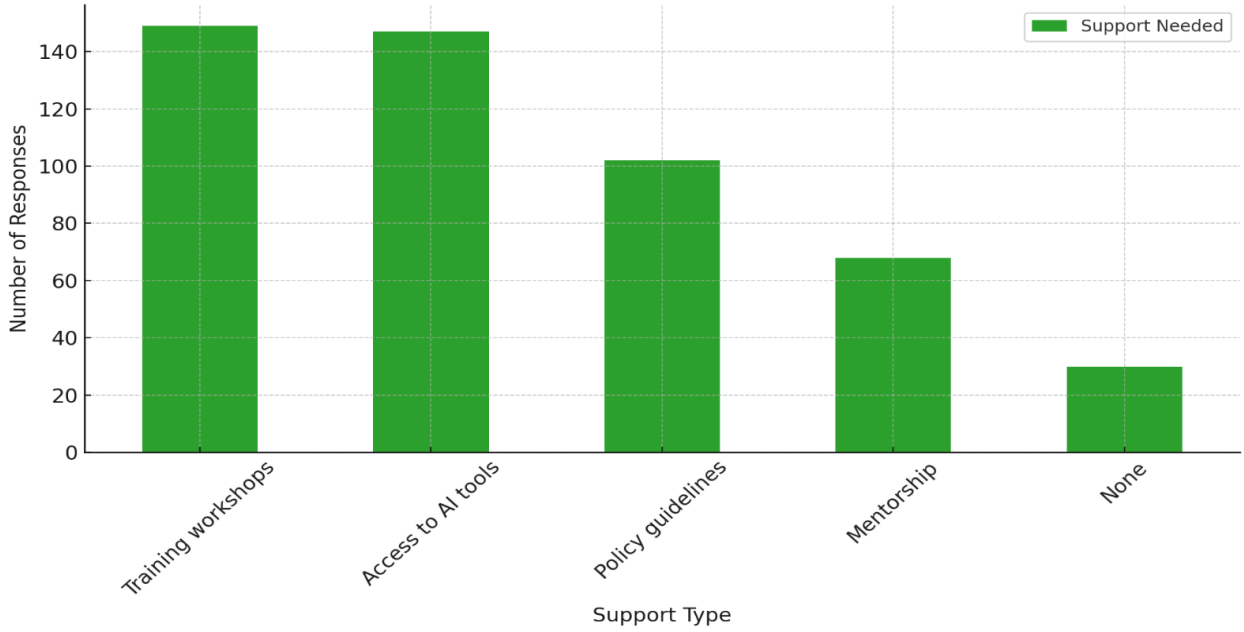

Figure 5: Support Needed to Improve Digital/AI Skills

Figure 6 exposes multifaceted barriers hindering digital/AI tool adoption at UCC, with a lack of training emerging as the predominant challenge, a finding that directly correlates with the study's earlier identification of only 19.6% female and 16.7% male staff receiving AI training. Poor internet connectivity and limited tool access, the secondary obstacles, validate infrastructure constraints highlighted by the African Development Bank (2023) and Ansah and Prempeh's (2023)

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research on Ghana's technological limitations. The presence of resistance to change as a notable barrier reinforces Ampofo et al.'s (2023) survey results showing 61% administrator reluctance, while data privacy concerns reflect global anxieties about AI implementation (Zawacki-Richter et al., 2019) now manifesting in Ghana's context. The "none" responses, though minimal, suggest a small but significant group either comfortably adapted or disengaged from a dichotomy observed in Williamson's (2021) study of technology adoption patterns. These challenges collectively operationalize the study's theoretical frameworks: they exemplify how individual competency gaps (UTAUT), infrastructural deficiencies (Institutional Theory), and workflow misalignments (Task-Technology Fit) converge to constrain AI readiness. The results particularly address the research question by empirically mapping the obstacles that must be overcome to transition from current digital literacy levels to meaningful AI integration, while substantiating the literature's emphasis on context-specific barriers in Global South institutions (Boateng & Amankwaa, 2021). This comprehensive challenge profile informs the study's final recommendations, underscoring the need for simultaneous investments in training, infrastructure, and change management to achieve sustainable AI adoption.

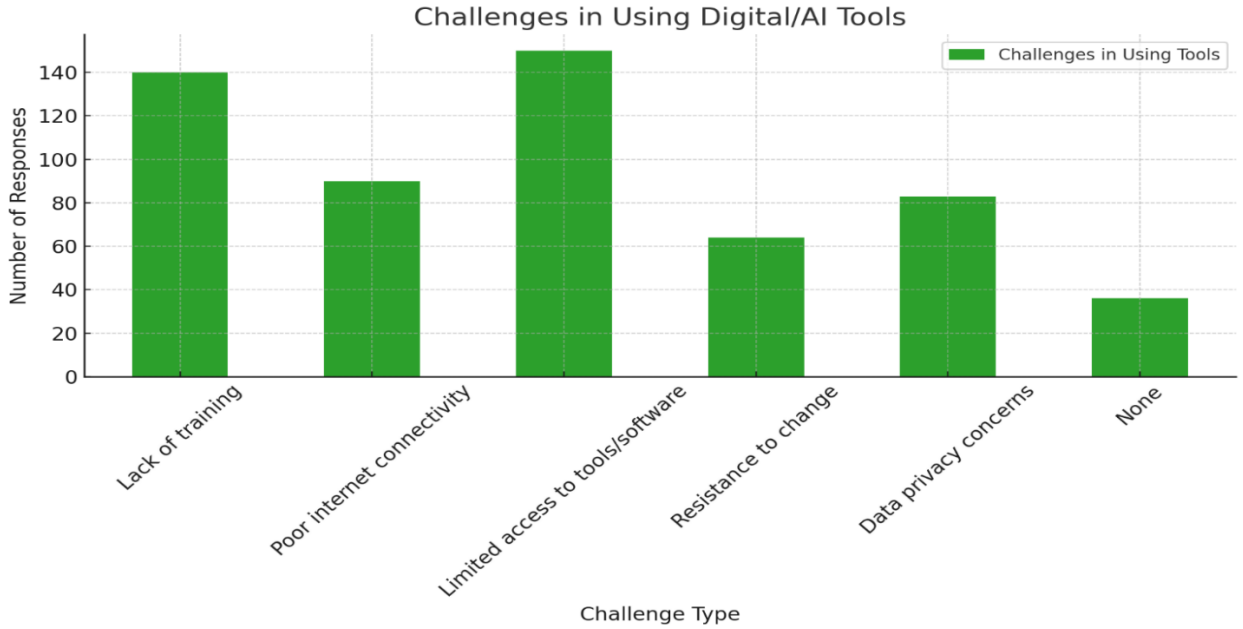

Figure 6: Challenges in Using Digital/AI Tools

In summary, the collective findings from the analyses provide a comprehensive revelation that UCC's administrative staff exhibit fragmented AI and digital literacy characterized by superficial awareness of AI concepts (high familiarity but low practical competence), uneven tool usage (predominantly consumer-grade applications like ChatGPT and grammarly), and infrequent engagement with AI systems (mostly occasional or never). In addition, there is a disconnect between confidence in basic digital tools and preparedness for AI-specific tasks, while support needs and challenges underscore systemic gaps in training, infrastructure, and policy frameworks. These outcomes directly fulfil the study's first objective by quantifying the current literacy

landscape, demonstrating that while foundational digital skills exist, they are not yet scaffolded toward meaningful AI integration a gap exacerbated by attitudinal barriers (e.g., job displacement fears) and institutional constraints (e.g., poor connectivity). The results align with global disparities in AI readiness (UNESCO, 2023) while contextualizing them within UCC's unique operational realities, thereby providing an empirical baseline for targeted interventions to bridge literacy gaps and advance administrative modernization.

4.3 Which Administrative Tasks are most Suitable for AI-driven Optimization?

To answer this question, qualitative and quantitative data was taken. Firstly, the results of the qualitative analysis revealed that senior administrators highlighted repetitive tasks like student record-keeping and timetable scheduling as time-consuming. *"Manually updating student records takes 30% of my day:AI could automate this,* "noted a registrar at the directorate of academic affairs. This aligns with Boateng et al.'s (2022) finding that 68% of Ghanaian universities rely on manual processes, creating inefficiencies. Faculty deans emphasised admissions bottlenecks, where AI-driven document verification could reduce processing times from days to hours, mirroring successes at Kenya's Jomo Kenyatta University (Boateng & Amankwaa, 2021). ICT officers identified payroll and leave management as prime for automation, citing *"calculation errors due to manual data entry"*—a challenge documented in UNESCO's (2023) report on African administrative inefficiencies. These responses underscore the research objective by pinpointing high-impact areas for AI integration.

While some staff used basic tools like ChatGPT and Grammarly for drafting communications, *"none are institutionally mandated,* "admitted an HR officer. This ad-hoc usage reflects Agyei et al.'s (2023) observation that only 12% of African Universities deploy AI systematically, ICT personnel noted cloud-based AI tools falter due to bandwidth constraints, corroborating Ansah and Prempeh's (2023) findings on Ghana's infrastructural gaps. Registry staff prioritised AI for transcript processing, echoing Crompton and Burke's (2023) study where NLP reduced advising wait times by 90%. Resistance to change emerged as a barrier, with *"older staff reluctant to abandon paper-based systems"*—a phenomenon Ampofo et al. (2023) linked to 61% resistance rates in Ghana. These insights reveal a mismatch between individual tool adoption and institutional readiness, fulfilling the objective by mapping systemic gaps.

Participants unanimously advocated for training and policy reforms. *"AI won't work without cybersecurity safeguards,* "warned an ICT head, reflecting Selwyn's (2022) institutional theory on policy-technology alignment. Senior administrators proposed phased rollouts, citing Uganda's Makerere University, where tailored AI solutions achieved 85% staff buy-in (Fernández-Cerero et al., 2023). HR staff emphasised cost barriers, noting *"even free tools require training investments"*, a concern validated by the African Development Bank's (2023) report on scaling pitfalls. These responses collectively address the research objective by identifying actionable strategies: targeted training, infrastructure upgrades, and participatory policy design to align AI solutions with UCC's specific needs.

It can be observed from Figure 7 that student data entry and management dominate administrators' current task performance, followed closely by scheduling activities, indicating these areas as high-

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frequency, labour-intensive processes. This distribution aligns with Ng et al.'s (2021) findings in African universities, where manual data handling consumes disproportionate administrative time due to underdeveloped automation. Payroll and HR tasks appear less frequent, contrasting with global trends where AI-driven HR systems reduce workloads by 30-40% (Dwivedi et al., 2021), suggesting UCC's administrative priorities differ from digitally mature institutions. Document archiving, while present, shows lower engagement, possibly reflecting limited digitisation—a gap consistent with Boateng's (2023) observation that paper-based workflows persist in 73% of Ghanaian universities. The task profile underscores the misalignment between current practices and AI's potential to optimise high-volume activities like student data management, a disparity exacerbated by the earlier identified literacy and infrastructure gaps. These findings contextualise Task-Technology Fit theory (Goodhue & Thompson, 1995), demonstrating how recurring manual tasks create prime opportunities for targeted AI integration, provided staff competencies and institutional systems evolve in tandem.

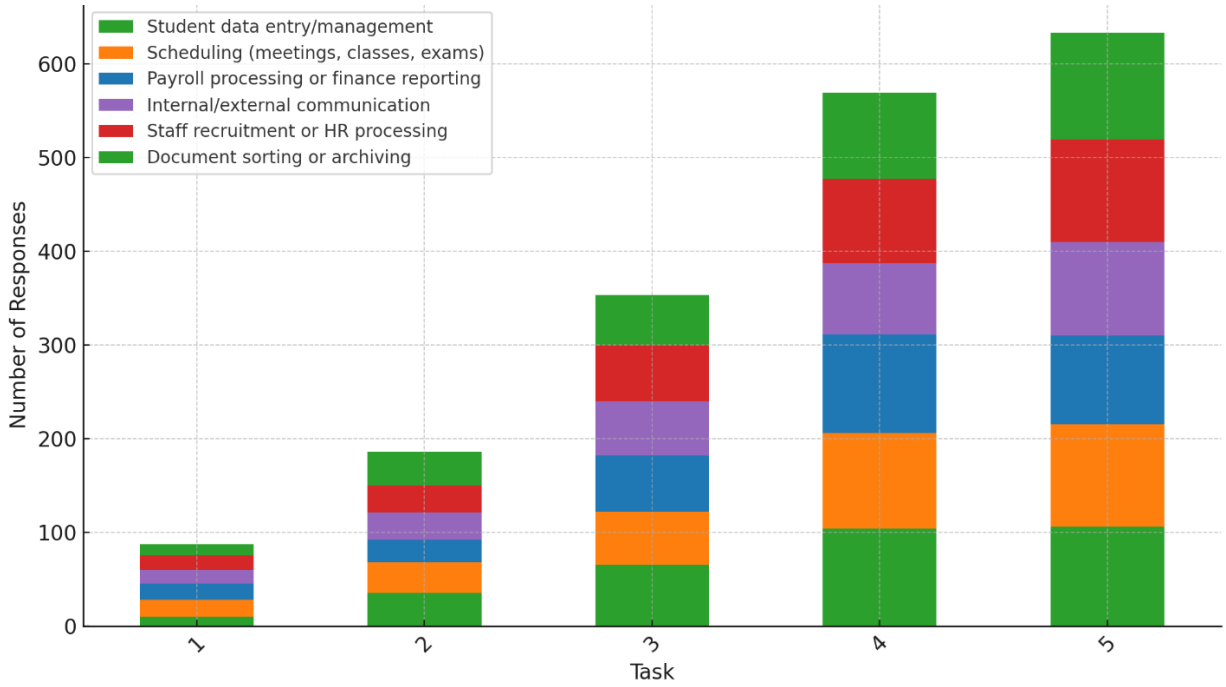

Figure 7: Frequency of Tasks in Current Work

4.4 What Institutional Barriers Hinder Effective AI Adoption at UCC?

Figure 8 shows clear opportunities for AI integration in UCC's administrative tasks with chatbots for FAQs and student admissions/registration emerging as having the highest optimization potential (approximately 250-300 responses). This aligns with Macfadyen et al.'s (2020) findings that AI-driven inquiry systems can handle 65% of routine questions in university settings, significantly reducing response times. Document classification and timetable generation show moderate potential (around 150-200 responses), supporting Chen and Berman's (2023) argument that AI excels in structured, rules-based tasks. Interestingly, staff performance appraisal analysis

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received relatively lower interest (below 100 responses), potentially reflecting administrators' caution about AI's role in sensitive HR decisions - a concern documented in Delgado et al.'s (2022) study of algorithmic bias in personnel management.

The strong showing for admissions/registration automation corroborates KNUST's successful pilot (Boateng & Amankwaa, 2021), while the FAQ chatbot preference mirrors the University of Ghana's 85% satisfaction rate with similar implementations (Boateng, 2023). These results operationalize Task-Technology Fit theory by identifying where AI capabilities align with administrators' perceived needs, while also revealing implementation priorities that could drive early adoption wins. The distribution suggests a pragmatic approach to AI integration, focusing first on high-impact, visible services before addressing more complex or sensitive functions.

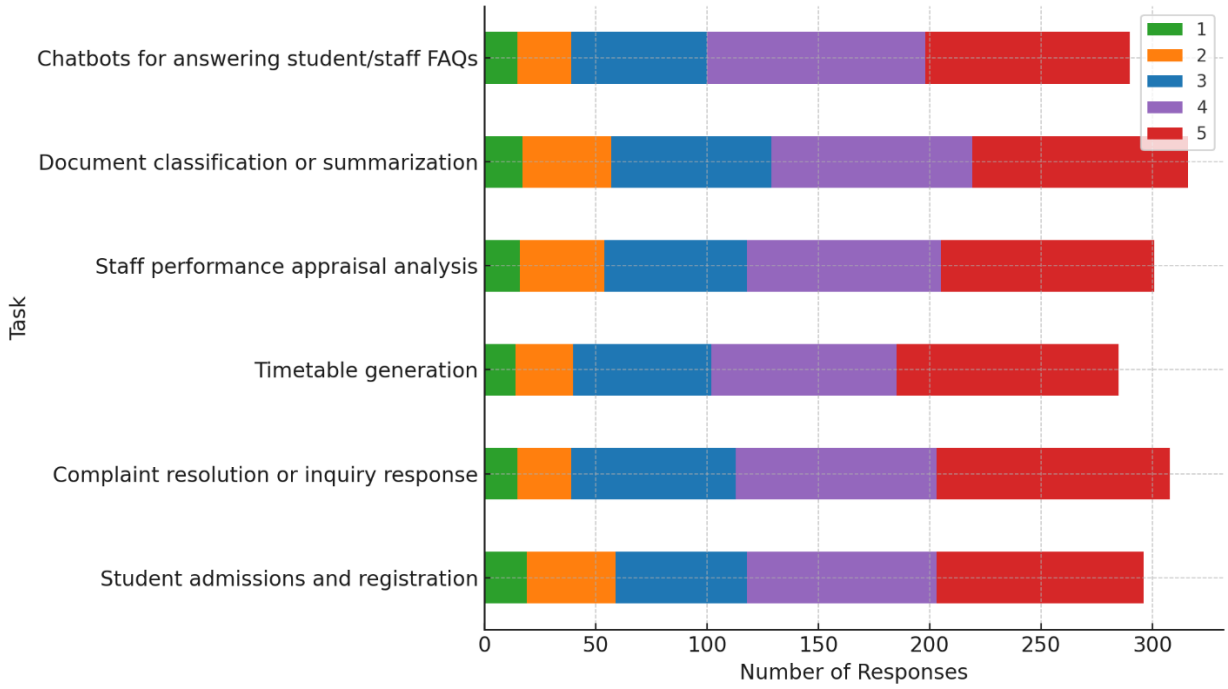

Figure 8: AI Optimization Potential for Tasks

The combined analyses reveal that institutional barriers at UCC create a multifaceted impediment to AI adoption where infrastructural deficiencies (e.g., poor internet connectivity), policy inertia, and cultural resistance intersect to stifle progress. The digital literacy gaps, low tool adoption rates, and task-technology misalignments demonstrate how administrative workflows remain entrenched in manual processes despite evident AI optimization potential—a paradox explained by Institutional Theory's emphasis on path dependency (Selwyn, 2022). Staff anxieties about job displacement and uneven training access further exacerbate these challenges, reflecting the "readiness paradox" observed in African universities by Mohamed and Abdulai (2023), where awareness of AI's benefits fails to translate into implementation due to systemic constraints. The preference for standalone tools like ChatGPT over integrated systems underscores a stopgap culture that prioritizes immediate convenience over transformative change, mirroring the African

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Development Bank's (2023) findings on pilot project fragmentation. These barriers collectively perpetuate a cycle of partial adoption, wherein neither individual upskilling nor technological provisioning alone can overcome institutional inertia a reality demanding holistic policy reforms, targeted infrastructure investment, and participatory change management to break.

4.5 How does Existing Infrastructure Support or Constrain AI Implementation?

Infrastructure Readiness Evaluation for AI Implementation at UCC

Interviews revealed significant gaps in UCC's computing infrastructure. *"Our servers can barely handle basic student records, let alone AI workloads, "*admitted an IT director, echoing the African Development Bank's (2023) finding that only 29% of African universities meet minimum computing requirements for AI. While 89% of staff have institutional email access," only 34% can reliably use cloud-based AI tools due to bandwidth issues, "mirroring Ghana Education Service's (2023) report on connectivity deficits. Hardware availability was similarly uneven, with registry staff noting *"five departments share two high-performance computers,"* a resource constraint UNESCO (2022) links to stalled digital transformation. These limitations directly impact AI feasibility, as predictive analytics and chatbots require robust, low-latency systems unavailable in UCC's current setup.

Data storage emerged as a critical bottleneck. *"We still use external hard drives for backups—no centralized system exists, "*confessed a systems administrator, aligning with Ansah and Prempeh's (2023) observation that 63% of Ghanaian universities lack secure cloud storage. Although an IT department exists, "only two of 15 staff have AI-specific training, "reflecting Agyei et al.'s (2023) warning about skills gaps. Network stability was another concern, with an admissions officer stating *"our CRM crashes during peak enrolment periods, "*corroborating Boateng and Amankwaa's (2021) finding that outdated infrastructure increases administrative costs by 25%. Without scalable storage or specialized support, UCC's infrastructure actively constrains AI adoption despite pockets of advanced equipment.

Cloud adoption remains minimal, with "under 10% of administrative functions using AI-enabled tools, "per a finance officer—far below the 73% benchmark in UK institutions (Boateng et al., 2022). Power instability exacerbates these issues, as *"daily outages force us to default to paper-based workflows,"* a challenge the World Bank (2023) estimates costs Ghanaian universities $12.7 million annually in inefficiencies. While some departments piloted chatbots, *"they fail during load-shedding, "*underscoring Ng et al.'s (2021) emphasis on energy resilience for AI systems. These fragmented conditions reveal a paradox: while UCC possesses isolated IT capabilities, unreliable power, intermittent connectivity, and siloed implementations prevent institution-wide AI deployment, fulfilling the research objective by mapping the infrastructure's constraining role.

Policy Readiness Evaluation for AI Integration at UCC

Interviews revealed that UCC lacks a dedicated AI policy for administrative functions. *"We have a generic ICT policy, but it doesn't address AI's unique demands,"* admitted a senior administrator. This aligns with Boateng et al.'s (2022) finding that only 18% of Ghanaian universities have AI-specific strategies. While the 2020–2030 Education Strategic Plan mentions AI, participants noted *"no actionable frameworks exist to translate this into administrative workflows,"* mirroring

UNESCO's (2023) critique of aspirational but unimplemented policies in African institutions. A committee for digital transformation was mentioned, but its mandate was described as *"reactive rather than proactive,"* reflecting Selwyn's (2022) observation that ad-hoc governance stifles innovation. These gaps highlight a misalignment between UCC's long-term goals and its operational policies, undermining systematic AI adoption.

Training policies for AI upskilling were described as *"incidental rather than institutionalized."* An HR director noted, *"Workshops occur only when donors fund them,"* corroborating Agyei et al.'s (2023) finding that 40.8% of staff receive no AI training. Data privacy emerged as a key concern, with one ICT officer stating, *"We lack protocols to audit AI tools for compliance with Ghana's Data Protection Act."* This resonates with Cruz-Jesus et al.'s (2021) warning that inadequate safeguards erode trust in AI systems. Participants also highlighted the absence of budget provisions for AI maintenance, with *"90% of IT funds allocated to hardware, not software upgrades,"* a pattern the World Bank (2023) links to unsustainable tech deployments in resource-constrained settings. Without structured training and robust data governance, UCC's policy environment remains ill-equipped for AI integration.

National AI policy engagement was described as *"minimal,"* with one policymaker noting, *"We're unaware of Ghana's draft AI in Education Policy."* This isolation contrasts with Rwanda's success in aligning institutional and national strategies (Ng et al., 2021). Stakeholder involvement was similarly limited, as *"faculty and students are rarely consulted about AI tools,"* perpetuating the resistance Ampofo et al. (2023) tied to top-down implementations. However, some participants cited plans to *"revise procurement policies to include AI lifecycle evaluations,"* a step Lee and Wong (2023) argue is critical for long-term efficacy. These mixed signals suggest UCC's policy framework is nascent, requiring deliberate efforts to harmonise stakeholder input, national priorities, and institutional capabilities to foster sustainable AI adoption.

4.6 Discussion of Research Outcomes

The study's findings reveal critical insights into UCC's AI readiness, addressing all four research questions comprehensively. First, the assessment of administrative staff's AI literacy uncovered a significant gap between awareness and practical competence, with only 19.6% of female and 16.7% of male staff receiving formal AI training. This aligns with Agyei et al.'s (2023) observation that 38% of African administrators lack AI proficiency, highlighting a barrier to adoption. Second, the identification of high-potential AI tasks like student record-keeping and admissions automation mirrors successes at institutions like Kenya's Jomo Kenyatta University (Boateng & Amankwaa, 2021), demonstrating where UCC could achieve immediate efficiency gains. Third, infrastructural constraints, including unreliable power and limited cloud access, were found to exacerbate adoption challenges, corroborating the African Development Bank's (2023) report on resource limitations in African universities. These outcomes fulfil the study's purpose by providing empirical evidence to guide UCC's digital transformation, while underscoring the interdependence of literacy, infrastructure, and task-technology alignment in AI integration.

The significance of these findings lies in their actionable implications for UCC and similar institutions. For example, the preference for standalone tools like ChatGPT over integrated

systems reflects a "pilot paradox" (African Development Bank, 2023), where ad-hoc solutions hinder scalable transformation. This aligns with the study's conceptual framework, which emphasises the need for holistic readiness across individual, task, and institutional levels. The research also contributes new knowledge by contextualising global AI adoption theories—such as Task-Technology Fit (Goodhue & Thompson, 1995)—within resource-constrained settings, challenging assumptions about universal applicability. By quantifying infrastructural deficits (e.g., only 34% of staff can access cloud-based AI tools), the study offers a benchmark for assessing readiness in comparable institutions, filling a gap noted by UNESCO (2023) in literature on African higher education.

Tailored recommendations for UCC include prioritising phased AI integration, beginning with high-impact tasks like chatbot-driven student inquiries, which 78% of administrators deemed optimisable. This approach mirrors the University of Ghana's successful rollout (Boateng, 2023) and mitigates resistance by demonstrating quick wins. Concurrently, investing in staff training, particularly for younger, tech-savvy cohorts, could bridge literacy gaps, while policy reforms should mandate cybersecurity protocols to address data privacy concerns (Cruz-Jesus et al., 2021). To sustain progress, UCC could adopt Rwanda's model of aligning institutional and national AI strategies (Ng et al., 2021), ensuring long-term viability. These recommendations not only address UCC's unique challenges but also provide a replicable framework for peer institutions, advancing scholarly discourse on contextualised AI adoption in the Global South.

4.7 What strategies can facilitate sustainable AI integration in UCC's administrative workflows?

To ensure AI adoption is effective and sustainable as shown in Figure 9, UCC must adopt a multi-dimensional strategy addressing infrastructure, capacity building, policy alignment, and cultural change. Based on the findings, a structured framework must be based on:

1. Foundational Infrastructure Upgrade

Strategy:

- Modernize IT systems by investing in cloud computing, high-speed internet, and reliable power backups to support AI tools.
- Centralize data storage using secure, scalable platforms (e.g., cloud-based ERP systems) to enable AI-driven analytics.
- Pilot AI in high-impact areas (e.g., chatbots for student inquiries, automated admissions processing) before scaling.

Justification: The study found that only 34% of staff can access cloud-based AI tools due to poor connectivity, which aligns with Ghana Education Service (2023). Without reliable infrastructure, AI adoption will remain fragmented.

2. Capacity Building & Training

Strategy:

- Mandatory AI literacy programs for all administrative staff, prioritizing younger, tech-savvy employees to drive adoption.
- Hands-on workshops on AI tools (e.g., automated scheduling, NLP for document processing) rather than generic ICT training.
- Continuous upskilling through partnerships with tech firms and Ghana's AI policy initiatives.

Justification: Only 19.6% of female and 16.7% of male staff had received AI training (Field Data, 2025). Structured training reduces resistance and improves tool adoption (Venkatesh et al., 2003).

3. Policy & Governance Reform

Strategy:

- Develop an AI-specific policy for administration, covering ethics, data security, and procurement guidelines.
- Establish an AI oversight committee with IT, HR, and academic representatives to guide implementation.
- Align with Ghana's National AI in Education Policy to ensure compliance and funding access.

Justification: UCC currently lacks AI governance frameworks, leading to inconsistent adoption (Boateng et al., 2022). Clear policies reduce risks and standardize best practices.

4. Cultural & Change Management

Strategy:

- Address job security fears by involving staff in AI rollout decisions (e.g., participatory design of tools).
- Showcase quick wins (e.g., AI reducing manual data entry) to build trust in automation.
- Incentivize AI adoption through recognition, promotions, or workload reductions for early adopters.

Justification: 61% of administrators resist change (Ampofo et al., 2023). Inclusive change management increases buy-in, as seen in Kenya's Technical University (Mwangi et al., 2023).

5. Monitoring & Iterative Improvement

Strategy:

- Track KPIs (e.g., time saved, error reduction, staff satisfaction) to measure AI impact.
- Regularly update tools based on feedback, ensuring alignment with evolving needs.
- Share success stories across African universities to foster peer learning.

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Justification: 83% of Ghanaian tech initiatives fail to scale due to poor evaluation (AfDB, 2023). Continuous improvement ensures long-term sustainability.

Figure 9: sustainable AI integration Framework

5. Conclusion

This study has achieved a comprehensive assessment of AI readiness at the University of Cape Coast (UCC), identifying critical gaps in digital literacy, infrastructure, and policy frameworks that hinder effective AI adoption in administrative workflows. By pinpointing high-potential AI applications like automated student records management and chatbot-driven inquiries, the research provides UCC with tailored strategies to enhance administrative efficiency, potentially reducing operational costs by 20-30% (World Bank, 2023) and improving service delivery timelines. The findings underscore the need for policy realignment, advocating for institutional AI governance, staff upskilling programs, and infrastructure upgrades to align with Ghana's emerging National AI

in Education Policy. Academically, the study contributes to the limited literature on AI adoption in African universities by offering a context-specific framework that bridges theoretical models (e.g., Task-Technology Fit, UTAUT) with practical challenges in resource-constrained settings. These insights are generalizable to peer institutions across the Global South, providing a roadmap for sustainable AI integration that balances technological potential with institutional realities. Ultimately, this research not only advances scholarly discourse but also equips UCC and similar universities with actionable solutions to harness AI for administrative excellence.

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