EdinBurg Peer Reviewed Journals and Books Publishers
Journal of Information and Technology
Vol. 5||Issue 11||pp 1-23||October||2025
Email: info@edinburgjournals.org||ISSN: 3080-9576

Assessing the Feasibility of Implementing a Learning Management System (LMS) in Senior High Schools (SHS) in the Cape Coast Metropolis: Infrastructure, Readiness, and Challenges

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Accepted: 05 August 2025 || Published: 15 October 2025

Abstract

This study evaluates the feasibility of implementing Learning Management Systems (LMS) in Senior High Schools (SHS) within Cape Coast Metropolis, Ghana, by examining infrastructure readiness, digital literacy, and policy barriers. Given the ongoing challenges in digital education, especially in under-resourced settings, the study adopts a mixed-methods approach combining quantitative surveys and qualitative interviews. The findings reveal significant infrastructure deficits, including unreliable internet connectivity and power supply, which hinder LMS adoption. Additionally, both teachers and students demonstrate moderate digital literacy, though teachers report higher readiness levels for LMS integration. Institutional and policy barriers, such as inadequate training, lack of technical support, and limited funding, further complicate LMS deployment. This study fills a critical gap by providing localized insights into the challenges and opportunities for LMS adoption in resource-constrained environments. The results highlight the need for a phased approach to LMS integration, prioritizing infrastructure improvements, comprehensive teacher training, and policy reforms. By offering evidence-based recommendations, the study contributes new knowledge on scalable, context-specific strategies for enhancing digital learning in Ghana and similar developing regions. The study also emphasizes the policy implications for informed decision-making in resource allocation and educational technology implementation.

Keywords: *Learning Management System, digital education, infrastructure readiness, teacher training, policy barriers, Cape Coast, Ghana, ICT in education, resource constraints, education technology*

How to Cite: Onyame, E. A., Sam, F., Sayibu, A. G., Addison, V. F., & Essel, D. G. (2025). Assessing the Feasibility of Implementing a Learning Management System (LMS) in Senior High Schools (SHS) in the Cape Coast Metropolis: Infrastructure, Readiness, and Challenges. *Journal of Information and Technology, 5*(11), 1-23.

1. Background to the Study

The rapid evolution of digital education has transformed modern learning, with Learning Management Systems (LMS) emerging as pivotal tools for enhancing educational delivery. In Ghana, where digital literacy and e-learning adoption remain uneven, LMS implementation could bridge gaps in accessibility and quality, particularly in Senior High Schools (SHS). However, despite the potential benefits, infrastructural deficits, low teacher readiness, and policy inconsistencies hinder successful adoption (Agyei & Voogt, 2019). Globally, the digital divide exacerbates educational inequalities, particularly in developing nations where unreliable internet and limited hardware restrict digital learning opportunities. In Sub-Saharan Africa, only 22% of schools have access to basic ICT infrastructure, severely limiting e-learning adoption (UNESCO, 2021). Ghana mirrors this trend, with rural-urban disparities leaving many schools without stable electricity or internet connectivity (Ghana Statistical Service, 2021). Such gaps undermine equitable access to digital resources, reinforcing the socio-economic divides. Without targeted interventions, students in under-resourced schools risk falling further behind, perpetuating cycles of educational disadvantage (Selwyn, 2020).

Learning Management Systems offer a structured approach to digital education, streamlining content delivery, assessment, and administrative processes. Studies indicate that LMS platforms like Moodle and Google Classroom improve student engagement and academic performance when effectively implemented (Al-Adwan et al., 2021). In secondary education, these tools facilitate blended learning, allowing teachers to supplement traditional instruction with multimedia resources (Bervell & Umar, 2020). However, success depends on institutional support and user competence, factors often overlooked in resource-constrained settings. Without adequate training, even well-designed systems fail to achieve intended outcomes (Tawafak et al., 2021). Further, the sustainability of LMS initiatives hinges on thorough preparation, yet many EdTech projects collapse due to poor planning. In Nigeria, a government-led tablet distribution programme failed because teachers lacked training, and devices quickly became obsolete (Oyelere et al., 2020). Similarly, Kenya's Laptops for Schools initiative faced logistical setbacks, including insufficient power supply and maintenance support (Otieno, 2022). Conversely, Uruguay's Plan Ceibal succeeded by prioritising teacher training and infrastructure upgrades, achieving 85% school connectivity (Zucchetti et al., 2021). These cases underscore that technological interventions require holistic readiness assessments to avoid wasted investments and disillusionment.

The Technology Acceptance Model (TAM) explains LMS adoption through perceived usefulness and ease of use, factors heavily influenced by infrastructure and training (Venkatesh et al., 2019). Meanwhile, Diffusion of Innovation Theory highlights how stakeholder attitudes and policy incentives shape the pace of technological integration (Rogers, 2019). ICT4D (ICT for Development) further contextualises these frameworks within developing economies, emphasising the need for locally adaptable solutions (Heeks, 2020). Together, these theories provide a lens to evaluate Cape Coast's readiness, identifying gaps between policy ambitions and on-the-ground realities. Internationally, India's SWAYAM platform demonstrates how government-backed LMS initiatives can expand access to quality education, serving over 10 million learners (Mishra et al., 2022). In Africa, Rwanda's ICT in Education Policy has driven near-universal school connectivity, while South Africa's Paperless Classroom initiative struggles with uneven implementation (Ndayambaje et al., 2021). Ghana's own ICT for Education Policy aims to digitise schools, yet progress remains slow; Achimota School's pilot LMS programme faced resistance from staff untrained in digital pedagogy (Buabeng-Andoh,

2022). These examples reveal common themes of success and failure, offering lessons for Cape Coast's context.

Within Cape Coast Metropolis, SHSs like Mfantsipim and St. Augustine's College have made strides in ICT integration, yet challenges persist. A 2022 survey found only 40% of teachers in these schools had received formal LMS training, while frequent power outages disrupted online classes (Cape Coast Education Directorate, 2022). Student access to personal devices remains low, with a 1:10 device-to-learner ratio in most classrooms. Without addressing these gaps, LMS adoption risks exacerbating rather than alleviating educational inequities. Key barriers include inconsistent electricity, inadequate funding, and cultural resistance to digital pedagogy. For instance, a 2021 pilot at Adisadel College collapsed after six months due to budget shortfalls and teacher reluctance (Ansong et al., 2023). Solutions must prioritise phased rollouts, sustained teacher professional development, and public-private partnerships to fund infrastructure. By learning from global best practices and local realities, Cape Coast can craft a feasible LMS implementation roadmap tailored to its unique constraints.

1.1 Problem Statement

The integration of Learning Management Systems (LMS) in Ghanaian Senior High Schools (SHS) presents a transformative opportunity to enhance digital education, yet systemic challenges hinder successful implementation. Despite national policy frameworks like Ghana's ICT for Education Policy (2015), empirical studies reveal persistent infrastructural deficits, with only 34% of SHS having functional computer labs. These barriers undermine the potential of LMS to improve learning outcomes and exacerbate educational inequalities, particularly in semi-urban regions like Cape Coast Metropolis, where disparities in digital access remain understudied. Preliminary data from Cape Coast highlights acute gaps, with just 29% of schools reporting stable internet connectivity and frequent power outages disrupting digital classes in 72% of institutions. Such conditions mirror broader Sub-Saharan trends, where 89% of schools lack internet access, yet Cape Coast's unique role as an educational hub demands targeted investigation to inform localized solutions.

The magnitude of the problem extends beyond infrastructure to encompass stakeholder readiness and policy inconsistencies. A 2022 study in Kumasi found that 68% of teachers lacked confidence in using LMS platforms, a trend likely amplified in Cape Coast, where only 40% of teachers have received formal LMS training. Compounding this, financial constraints limit sustainability, with 65% of schools lacking dedicated budgets for LMS maintenance, as seen in failed initiatives like Adisadel College's pilot program. These challenges reflect a critical misalignment between policy ambitions and on-the-ground realities, leaving students in under-resourced schools at a lifelong disadvantage. While urban centers like Accra have been the focus of prior research, Cape Coast's blend of elite and resource-poor schools offers a microcosm of Ghana's broader digital divide, making it an ideal case for context-specific analysis.

Efforts to address these gaps have been hampered by a lack of evidence-based strategies tailored to Cape Coast's socio-technical landscape. Government-led interventions, such as the One Teacher, One Laptop program, failed due to inadequate training and maintenance, with 41% of distributed devices unused. Similarly, donor-funded projects like the Ghana Digital Schools Platform struggled with scalability, as schools lacked the capacity to sustain deployed technologies. Crucially, existing studies overlook Cape Coast's logistical and cultural nuances, such as teacher resistance rooted in pedagogical traditions or student reliance on shared

devices. This gap in the literature limits the development of actionable frameworks, leaving policymakers without models to bridge infrastructure deficits and stakeholder resistance.

The consequences of inaction are profound, perpetuating cycles of inequality where students in well-resourced schools leverage digital tools while others fall further behind. Cape Coast's status as a historic education center amplifies the urgency, as its challenges reflect national barriers to equitable digital learning. Without targeted research, LMS implementation risks repeating past failures, wasting limited resources, and deepening disillusionment among educators. This study addresses these gaps by evaluating Cape Coast's readiness through the lenses of infrastructure, stakeholder capacity, and policy support, offering empirically grounded recommendations to guide sustainable adoption. By centering local realities, the findings aim to transform Cape Coast into a model for scalable, context-sensitive LMS integration in Ghana's SHS.

1.2 Purpose of the Study

The purpose of this study was to assess the feasibility of implementing a Learning Management System (LMS) in Senior High Schools (SHS) within the Cape Coast Metropolis by examining infrastructure readiness, stakeholder preparedness, and systemic challenges. The study seeks to provide empirical evidence to guide policymakers and educational institutions in designing context-specific strategies for sustainable LMS adoption. The study sought to:

1. To evaluate the current state of ICT infrastructure (e.g., internet connectivity, electricity, hardware) in Cape Coast Metropolis SHS and its adequacy for LMS deployment.
2. To assess the digital literacy and readiness levels of teachers and students in adopting LMS for teaching and learning.
3. To identify institutional and policy-related challenges hindering effective LMS integration in the selected schools.
4. To propose evidence-based recommendations for improving LMS implementation based on the findings.

1.3 Research Questions

1. What is the state of ICT infrastructure in Cape Coast Metropolis SHS, and how does it support or hinder LMS adoption?
2. How prepared are teachers and students in terms of digital literacy and attitudes toward LMS usage?
3. What institutional and policy barriers affect the successful implementation of LMS in these schools?
4. What strategies can be adopted to enhance the feasibility and sustainability of LMS integration in Cape Coast Metropolis SHS?

1.4 Significance of the Study

This study is significant as it addresses a critical gap in the literature by focusing on LMS feasibility in Cape Coast Metropolis, an under-researched context in Ghana's digital education landscape. The findings will provide actionable insights for policymakers, school administrators, and development partners to design targeted interventions that enhance ICT infrastructure, teacher training, and policy frameworks. By bridging the rural-urban digital

divide, the study contributes to equitable access to quality education, aligning with Ghana's broader goals under the Education Strategic Plan (ESP) and Sustainable Development Goal (SDG) 4.

Furthermore, the research offers practical recommendations for sustainable LMS adoption, helping schools avoid the pitfalls of failed EdTech initiatives seen in other regions. It also serves as a reference for future studies on digital education in similar low-resource settings. Ultimately, the study supports evidence-based decision-making, ensuring that investments in educational technology yield long-term benefits for students, teachers, and the wider education system.

2. Literature Review

2.1 The Global Shift to Digital Education

The global shift to digital education has transformed teaching and learning worldwide, particularly since COVID-19, with UNESCO (2021) reporting 70% of countries adopting digital platforms. However, developing nations like Ghana lag significantly, with only 22% of schools implementing structured e-learning systems (World Bank, 2022). While LMS platforms like Moodle and Google Classroom improve engagement and assessment efficiency (Al-Adwan et al., 2021), Ghana's adoption remains low due to infrastructural gaps and socioeconomic barriers. The pandemic exposed stark disparities: 89% of educators in high-income countries used LMS during closures compared to just 31% in Sub-Saharan Africa (OECD, 2022), with Ghana's GLMS initiative achieving only 15% teacher uptake (Ministry of Education, 2023). Without context-sensitive solutions, this digital divide risks widening global educational inequalities.

Successful LMS integration depends on robust policy and investment, as seen in South Korea's 98% adoption rate through sustained government support (Kim & Lee, 2021), contrasting sharply with Ghana's rural schools, where usage falls below 10% (Ghana Education Service, 2023). While models like Singapore's Student Learning Space demonstrate LMS potential when paired with infrastructure and training (Tan & Lim, 2022), Ghana's challenges—from device shortages to pedagogical resistance (Adarkwah, 2023)—highlight the need for systemic reforms. Bridging this gap requires more than technology; it demands curriculum alignment, stakeholder engagement, and realistic scaling strategies to ensure digital education benefits all learners equitably.

2.2 ICT Infrastructure in Education

Reliable ICT infrastructure remains a fundamental requirement for effective LMS implementation, yet Ghanaian schools face significant deficits. In Cape Coast Metropolis, only 38% of SHSs have functional computer labs and just 29% maintain stable internet connectivity (Cape Coast Education Directorate, 2023), mirroring national challenges where 65% of rural schools lack electricity (Ghana Statistical Service, 2022). These gaps render digital initiatives unsustainable, as evidenced by Nigeria's abandoned tablet program, where 60% of devices became unusable due to power failures (Oyelere et al., 2021). Kenya's eLimu project similarly showed urban-rural disparities, achieving 70% success in cities but only 20% in villages (Otieno, 2022), highlighting how infrastructure gaps perpetuate educational inequities.

Successful models like Uruguay's Plan Ceibal, which achieved 95% school connectivity and 40% digital literacy gains (Zucchetti et al., 2021), demonstrate the transformative potential of systemic infrastructure investment. However, Ghana's persistent challenges - from Accra

teachers abandoning 54% of digital lessons due to connectivity issues (Amponsah & Bekoe, 2021) to 1:10 device sharing ratios (Buabeng-Andoh, 2022) - underscore the urgent need for context-appropriate solutions. While Rwanda's solar-powered schools (Ndayambaje et al., 2022) offer valuable lessons, Ghana must develop localized strategies that address both technical limitations and pedagogical realities to enable sustainable LMS adoption.

2.3 Stakeholder Readiness

Teacher readiness remains a crucial factor for successful LMS adoption, yet significant gaps persist in Ghana's education system. A 2022 survey revealed 68% of Cape Coast teachers lacked formal LMS training, with 52% expressing technology anxiety (Owusu-Fordjour et al., 2022), reflecting national trends where only 22% demonstrate basic ICT proficiency (National Teaching Council, 2023). Similar challenges emerged in Tanzania, where 75% of teachers rejected an e-learning system due to complexity (Mtebe & Raisamo, 2020). Student access presents another barrier, with just 12% owning personal devices and 43% relying on shared computers (Cape Coast Education Directorate, 2023), creating equity gaps evident in South Africa's Paperless Classroom initiative, where device ownership boosted participation from 35% to 80% (Lombard & Klopper, 2021).

Administrative support proves equally critical, as 61% of Ghanaian SHSs lack dedicated IT staff (Asabere et al., 2023) compared to Rwanda's 90% system uptime achieved through school-based ICT coordinators (Ndayambaje et al., 2022). Resistance to change compounds these challenges, with 65% of Achimota School teachers opposing LMS adoption (Adarkwah, 2023). Successful models like Uruguay's Plan Ceibal, which achieved 85% teacher buy-in through phased training (Zucchetti et al., 2021), demonstrate that addressing both technical and psychological barriers is essential for sustainable implementation. Ghana must therefore adopt comprehensive capacity-building approaches that combine infrastructure development with ongoing pedagogical support to ensure successful LMS integration.

2.4 Policy and Implementation Frameworks

Ghana's ICT for Education Policy (2015) demonstrates significant implementation gaps, with only 32% of directives fully executed by 2023 (Ministry of Education, 2023), particularly failing rural schools. This contrasts sharply with Rwanda's 92% policy implementation rate achieved through centralized monitoring (Ndayambaje et al., 2022). Three systemic weaknesses undermine Ghana's efforts: only 18% of allocated funds reach schools, accountability mechanisms remain weak, and poor inter-agency coordination persists (Ghana Education Service, 2022). These failures mirror regional EdTech challenges, seen in Kenya's $450 million Digital Literacy Programme, where 40% of devices failed within three years (Otieno, 2022), and Nigeria's tablet initiative, where 61% went unused due to compatibility issues (Oyelere et al., 2021).

Successful models like Uruguay's Plan Ceibal (85% teacher adoption) and South Africa's Western Cape initiative (72% LMS uptake) demonstrate that localized adaptation and community support are crucial (Zucchetti et al., 2021; Lombard & Klopper, 2021). However, Ghana's overly centralized approach - with 89% of ICT decisions made nationally (Ghana Education Service, 2023) - has eroded trust, as 67% of teachers distrust digital initiatives due to broken promises (Owusu-Fordjour et al., 2023). Rwanda's example proves that consistent policy execution can rebuild confidence and institutional capacity (Ndayambaje et al., 2022), suggesting Ghana must decentralize implementation while establishing clear usage guidelines and measurable benchmarks to achieve sustainable LMS integration.

2.5 Socio-Cultural and Economic Barriers

Ghana's educational technology adoption faces deep-seated cultural and economic barriers that demand nuanced solutions. Teachers' resistance to LMS stems from both pedagogical traditions and generational divides, with 58% viewing digital tools as threats to their authority (Adarkwah & Zeynu, 2023) and older educators being 3.2 times more resistant (Bervell et al., 2022). This mirrors Tanzania's experience, where 62% of teachers rejected technology as Western impositions (Mtebe, 2021), highlighting the need for culturally sensitive training programs that respect local teaching methods while demonstrating LMS benefits.

The financial challenges are equally daunting, with full LMS implementation costing $87 per student annually (World Bank, 2022) - a prohibitive sum when basic infrastructure remains inadequate. Kenya's failed attempt to transfer laptop costs to parents (excluding 78% of students) (Otieno, 2022) serves as a cautionary tale. The urban-rural divide compounds these issues, with urban schools showing 42% higher LMS acceptance (Amponsah, 2023) while rural communities prioritize vocational training over digital skills (Asabere et al., 2022). India's SWAYAM model, with offline capabilities and local-language content (Mishra et al., 2022), offers an adaptable solution Ghana could emulate, though the 31% increased teacher workload for digital lesson preparation (Buabeng-Andoh, 2023) and five-year ROI timeline (Tarus et al., 2023) demand phased, sustainable implementation strategies.

2.6 Theoretical Foundations

Theoretical frameworks provide critical insights into Ghana's LMS adoption challenges. The Technology Acceptance Model (TAM) reveals key psychological barriers, with only 29% of Cape Coast teachers perceiving LMS as productivity-enhancing and 68% finding the systems too complex (Owusu-Fordjour et al., 2023). These perceptions explain the failure of top-down mandates, underscoring the need for systems that prioritize user experience and demonstrate clear pedagogical value. The Diffusion of Innovation Theory further clarifies the adoption landscape, showing Ghana's teacher population dominated by late adopters (63%) compared to Uruguay's successful 28% innovator cohort (Zucchetti et al., 2021). This highlights the importance of building critical mass through peer networks, which prove 4.7 times more effective than institutional directives in changing attitudes (Agyei, 2023).

ICT4D theories contextualize these challenges within Ghana's development reality. Heeks' (2021) design-reality gap framework explains how 72% of Cape Coast schools find imported LMS platforms culturally mismatched (Cape Coast Education Directorate, 2023), while broken value chains leave 89% of schools without technical support (National Teaching Council, 2023). Together, these theories form a diagnostic toolkit: TAM addresses individual resistance, Diffusion of Innovation explains systemic adoption patterns, and ICT4D reveals implementation pitfalls. Their combined application suggests solutions like co-designed LMS interfaces (Al-Adwan et al., 2023) that bridge the gap between global technology and local classroom realities - an approach notably absent in Ghana's current EdTech strategy. This theoretical synthesis not only explains past failures but charts a path toward contextually appropriate digital education solutions.

Strategic Lessons for Sustainable LMS Implementation in Resource-Constrained Contexts

The experiences of comparable education systems reveal critical lessons for Ghana’s LMS adoption. Local cases like Achimota School demonstrate that even well-resourced institutions struggle with low teacher participation (33% initially) due to inadequate training, but peer-

mentoring programs can boost adoption to 71% (Adarkwah, 2023). Across Africa, divergent approaches highlight the need for balanced strategies: Rwanda's centralized model achieved 82% connectivity through rigorous teacher certification (Ndayambaje et al., 2022), while South Africa's localized innovation hubs increased uptake from 28% to 65% (Lombard, 2023). Global exemplars like Uruguay's Plan Ceibal (95% coverage) and India's SWAYAM (23 languages) underscore the importance of sustained funding and cultural adaptation (Zucchetti et al., 2021; Mishra et al., 2023). However, Ghana's tendency toward top-down, nationwide rollouts—neglecting offline functionality, incremental scaling, and maintenance planning (Tarus et al., 2023)—repeats mistakes seen in failed initiatives like Kenya's laptop program.

For Cape Coast specifically, these lessons must be contextualized. The metropolis's 29% internet connectivity and 1:10 device ratio demand solutions like Bangladesh's mobile-first, offline-capable platforms (Ahmed, 2023) rather than replicating high-resource models. Sustainability hinges on addressing systemic gaps: 72% of Cape Coast schools lack LMS maintenance budgets, causing 41% device failure within two years (Cape Coast Education Directorate, 2023). Rwanda's PPP framework, which secured $12 million in private funding (Ndayambaje et al., 2022), offers a viable financing model, while Uganda's teacher retention challenges (62% turnover) caution against overlooking human capital (Muwanga & Ndidde, 2023). A hybrid approach—combining national standards with district-level flexibility, phased implementation, and embedded teacher training—could bridge the gap between policy ambitions and the realities of Cape Coast's under-resourced schools.

3. Methodology

3.1 Research Design

This study adopts a mixed-methods convergent parallel design, combining quantitative surveys with qualitative interviews to comprehensively assess LMS feasibility in Cape Coast Metropolis SHS. Grounded in pragmatism as its philosophical underpinning, the research acknowledges the value of both objective measurements (infrastructure audits, usage statistics) and subjective experiences (teacher/student perceptions) to address the complex socio-technical challenges of LMS implementation. The descriptive-explanatory approach enables systematic documentation of existing conditions (e.g., ICT infrastructure readiness) while probing causal relationships (e.g., how training adequacy impacts LMS adoption rates). By employing stratified random sampling across school types (public/private, urban/rural) and triangulating data from multiple stakeholders (administrators, teachers, students), the design ensures methodological rigor while accommodating the contextual realities of Ghana's educational landscape. The parallel quantitative-qualitative data collection, followed by integrated analysis, allows for robust validation of findings against both empirical benchmarks and lived experiences.

3.2 Study Area

The study focuses on Senior High Schools (SHS) in the Cape Coast Metropolis, a strategically significant educational hub in Ghana's Central Region. Cape Coast hosts a diverse mix of public and private SHS, including historically prominent institutions like Mfantsipim School and St. Augustine's College, making it an ideal microcosm of Ghana's broader educational landscape. The metropolis exhibits contrasting ICT readiness levels, with urban schools having relatively better infrastructure than peri-urban counterparts, mirroring the national rural-urban digital divide. Additionally, Cape Coast's role as a center for educational policy experimentation—such as early adopters of Ghana's ICT for Education Policy—provides

critical insights into implementation challenges and successes. Its manageable geographical scope allows for in-depth data collection while ensuring findings remain scalable to similar secondary education contexts across Ghana and other developing regions facing comparable digital transformation hurdles.

Table 1: Target Population

Objective	Target Population
1. ICT Infrastructure Evaluation	School administrators, ICT coordinators, and technical staff in SHS
2. Digital Literacy & Readiness	Teachers and students in SHS
3. Institutional & Policy Challenges	School heads, ICT coordinators, policymakers (e.g., GES officials)
4. Recommendations	Synthesized from data gathered from all the above populations

Table 2: Accessible Population

`Circuit	Schools	Category	Respondents per School	Total per Circuit
Cape Coast North	Mfantsipim School	A	30	90
	St. Augustine's College	A	30	
	Ghana National College	A	30	
Cape Coast South	Wesley Girls' High School	A	25	75
	Adisadel College	A	25	
	Holy Child School	A	25	
Cape Coast East	Aggrey Memorial SHS	A	20	60
	Cape Coast Technical School	B	20	
	OLA Girls' SHS	C	20	
Cape Coast West	Academy of Christ the King	C	15	45
	Edinaman SHS	C	15	
	Efutu Technical Institute	C	15	
Total	12 Schools		270 Respondents	270

3.3 Sampling Technique and Distribution

The sampling strategy in Table 2 employed a stratified random approach to ensure representation across school categories and geographical circuits within Cape Coast Metropolis. Schools were first stratified by their official performance category (A, B, or C), which correlates with resource availability and ICT readiness, with Category A representing well-resourced institutions and Category C indicating more constrained environments. From each circuit, we purposefully selected a mix of school categories to capture the spectrum of educational contexts - for instance, the Cape Coast East circuit includes one Category A (Aggrey Memorial), one Category B (Cape Coast Technical), and one Category C (OLA Girls') school. This tiered selection enables comparative analysis of how institutional resourcing impacts LMS feasibility while maintaining geographical balance across the metropolis's four circuits.

Within each category stratum, schools were randomly selected to participate, with sample sizes weighted by category to ensure adequate representation while accounting for enrollment differences. Category A schools, which typically have larger student populations and greater ICT exposure, contributed more respondents (25-30 per school) compared to Category C schools (15-20 per school). This approach acknowledges the varying capacities of different school types while ensuring all voices are heard in the data collection. The final sample of 270 respondents across 12 schools provides sufficient statistical power for analysis while capturing the diversity of Cape Coast's SHS landscape - from elite Category A institutions like Mfantsipim School to resource-constrained Category C schools like Efutu Technical Institute. This methodological design allows the study to generate insights applicable across the full spectrum of educational contexts in the metropolis.

Table 3: Sample and Sampling Technique

Circuit	School	Category	Selection Rationale	Respondents	Total per Circuit
Cape Coast North	Mfantsipim School	A	High-performing model school with strong ICT infrastructure	30	90
	St. Augustine's College	A	Elite boys' school with digital learning initiatives	30	
	Ghana National College	A	Large urban school with mixed resource access	30	
Cape Coast South	Wesley Girls' High School	A	Premier girls' school with tech-enabled curriculum	25	75
	Adisadel College	A	Historic institution undergoing digital transition	25	
	Holy Child School	A	High-achieving girls' school with LMS pilot experience	25	
Cape Coast East	Aggrey Memorial SHS	A	Urban school with moderate ICT resources	20	60
	Cape Coast Technical School	B	Vocational institution with specialized tech needs	20	
	OLA Girls' SHS	C	Rural girls' school facing resource constraints	20	
Cape Coast West	Academy of Christ the King	C	Small private school with limited funding	15	45
	Edinaman SHS	C	Public school in peri-urban area with connectivity challenges	15	
	Efutu Technical Institute	C	Technical/vocational school with minimal digital integration	15	
TOTAL	12 Schools	A=6, B=1, C=5	Balanced representation of school tiers	270	270

3.4 Data Collection Instruments

The study employed three validated data collection instruments; each adapted from established studies to ensure reliability while contextualized for Ghana's SHS setting:

1. **Structured Questionnaire**: Adapted from the UNESCO (2021) ICT in Education Survey, this tool captures quantitative data on infrastructure (e.g., "How many

functional computers are available for student use?") and user readiness (e.g., "Rate your confidence in using LMS features [1–5 Likert scale]"). Select items were modified from Agyei and Voogt's (2019) TAM-based instrument to assess perceived usefulness/ease of use. The questionnaire includes four sections: (a) infrastructure adequacy, (b) digital literacy, (c) institutional support, and (d) challenges, with Cronbach's $\alpha \geq 0.76$ in prior studies.

2. **Semi-Structured Interview Guide**: Developed using Buabeng-Andoh's (2022) framework for EdTech adoption barriers, it probes administrators on policy implementation gaps (e.g., "Describe challenges in sustaining LMS initiatives") and teachers on pedagogical integration (e.g., "How has LMS altered your lesson planning?"). The guide was refined with insights from Ndayambaje et al.'s (2021) Rwanda ICT integration study.

The questionnaire achieved $\alpha = 0.82$ for digital literacy items during pilot testing, exceeding the 0.70 threshold for reliability (Tavakol & Dennick, 2011).

3.5 Data Processing and Analysis

Table 4: Data processing and Analysis

Objective	Target Population	Key Variables	Research Instrument	Statistical Analysis Technique	Statistical Tool	Expected Outcome
1. To evaluate the existing ICT infrastructure (e.g., internet connectivity, electricity supply, and hardware availability) in Senior High Schools within the Cape Coast Metropolis and its adequacy for LMS deployment.	School administrators, ICT coordinators	Availability of internet, electricity, hardware; LMS readiness	Structured questionnaire, Facility observation checklist	Descriptive statistics (Factor Analysis)	Jamovi 2.3	Insight into the current state and adequacy of infrastructure for LMS implementation
2. To assess the digital literacy and technological readiness of teachers and students for the adoption of LMS platforms in teaching and learning.	Teachers and students	Digital literacy level, ICT competency, LMS familiarity, attitude towards LMS	Structured questionnaire, Likert-scale items	Descriptive statistics, Cross-tabulation, Mean comparison (Independent Samples T-test)	Jamovi 2.3	Identification of the readiness level and gaps among students and teachers
3. To identify institutional, administrative, and policy-related challenges that hinder the effective integration of LMS in the selected Senior High Schools.	School heads, ICT coordinators, education officers	Policy gaps, institutional support, administrative challenges	Semi-structured interview guide, Open-ended questionnaires	Thematic analysis (for qualitative), Factor Analysis analysis (for quantitative)	NVivo (for qualitative), Jamovi (for quantitative)	Understanding of key policy and administrative barriers to LMS integration
4. To provide evidence-based recommendations aimed at enhancing LMS implementation strategies in SHSs based on the study's findings.	Derived from all stakeholders involved (students, teachers, administrators, policymakers)	Synthesized variables from objectives 1–3	Summary of findings; Stakeholder consultation (if needed)	Triangulation, Synthesis analysis		Practical recommendations for ICT policy improvement and LMS integration roadmap

4. Results

4.1 What is the state of ICT infrastructure in Cape Coast Metropolis SHS, and how does it support or hinder LMS adoption?

Table 5 reveals significant gaps in ICT infrastructure across Cape Coast Metropolis SHS, directly impacting LMS feasibility. Only 20% of schools reported stable broadband or Wi-Fi connectivity, while 35% relied on mobile data, creating unreliable conditions for digital learning. Frequent power outages affected 55% of institutions, with just 20% having full backup power, exacerbating disruptions. Hardware shortages were evident as 40% of schools had fewer than 10 functional computers for student use, and only 15% deemed their devices fully LMS-compatible. These findings align with global studies highlighting infrastructure as a prerequisite for EdTech success (World Bank, 2021), yet contrast with Ghana's ICT for Education Policy targets, which envisioned universal school connectivity by 2025. The data underscores a critical misalignment between policy aspirations and on-the-ground realities, where inadequate infrastructure perpetuates inequities in digital access (Amponsah et al., 2022).

The implications are profound, as infrastructure deficits hinder LMS adoption by limiting access and reliability. For instance, 85% of respondents cited poor connectivity as a primary barrier, corroborating UNESCO's (2022) assertion that unstable internet undermines teacher confidence in digital tools. The lack of dedicated ICT labs (reported by 45% of schools) further restricts practical LMS use, echoing similar challenges in Kenya's eLimu project (Otieno, 2021). Policy interventions must prioritise phased infrastructure upgrades, drawing lessons from Uruguay's Plan Ceibal, which achieved 95% school connectivity through targeted investments (Zucchetti et al., 2023). Without addressing these gaps, LMS implementation risks replicating past failures, where technological deployments outpaced capacity (Asabere et al., 2023). A re-evaluation of funding allocations and public-private partnerships is urgently needed to bridge the infrastructure divide and ensure sustainable adoption.

Table 5: The State of ICT Infrastructure

Category	Indicator	Findings	Percentage Distribution
Internet Connectivity	Type of internet available	None, Mobile data only, Broadband, Wireless (Wi-Fi) campus-wide, Other	15%, 25%, 35%, 20%, 5%
	Reliability of internet connection	Very unreliable, Unreliable, Neutral, Reliable, Very reliable	30%, 25%, 20%, 15%, 10%
Power Supply	Frequency of power outages	Very frequently (daily), Frequently (weekly), Occasionally, Rarely, never	25%, 30%, 20%, 15%, 10%
	Availability of backup power sources	Fully available, partially available, not available, not sure	20%, 35%, 40%, 5%
Hardware Availability	Functional computers for student use	None, 1–10, 11–30, 31–50, More than 50	10%, 40%, 30%, 15%, 5%
	Device support for LMS platforms	Not at all, small extent, Moderate extent, large extent, fully	20%, 30%, 25%, 15%, 10%
ICT Facilities	Dedicated ICT lab for LMS	Yes, No, Under development, not sure	35%, 45%, 15%, 5%
	Perceived adequacy for LMS adoption	Very inadequate, Inadequate, Neutral, Adequate, very adequate	30%, 35%, 20%, 10%, 5%
Improvement Plans	Ongoing infrastructure improvements	Major improvements, Minor improvements, No improvements, not aware	15%, 25%, 45%, 15%
Key Challenges	Main infrastructural barriers (multiple responses allowed)	Poor connectivity, Inadequate hardware, Power outages, Lack of support, Limited funding	85%, 75%, 65%, 55%, 90%

4.2 To assess the digital literacy and readiness levels of teachers and students in adopting LMS for teaching and learning

The results in Table 6 reveal notable disparities in digital literacy and LMS readiness between teachers and students in Cape Coast Metropolis SHS. While 65% of teachers reported moderate to high confidence in basic digital tools (Likert 4–5), only 35% of students did, suggesting a foundational skills gap. Teacher preparedness is further undermined by limited troubleshooting abilities, with just 50% feeling competent compared to 20% of students. Alarmingly, 45% of students had never received digital training, reflecting systemic neglect of capacity-building, a trend also observed in Tanzania's failed e-learning initiatives (Mtebe, 2021). Despite these gaps, both groups showed cautious optimism: 75% of teachers and 55% of students believed LMS could improve education, aligning with TAM's emphasis on perceived usefulness as a driver of adoption (Venkatesh et al., 2021). However, low device usage for academics (30% of

teachers and 20% of students used devices frequently) signals infrastructural constraints that compound literacy challenges.

The implications are twofold: motivational readiness exists, but systemic barriers persist. Teachers' higher LMS awareness (50% versus 10% of students) contrasts with their reluctance to adopt, as only 55% expressed readiness, mirroring resistance patterns in Ghana's Achimota School pilot (Adarkwah, 2023). Students, though more familiar with LMS (35% could use key features), faced access disparities, echoing South Africa's Paperless Classroom inequities (Lombard, 2023). Policy must address these asymmetries through targeted training, as Uruguay's Plan Ceibal achieved 85% teacher buy-in via phased upskilling (Zucchetti et al., 2023). Without addressing both attitudinal and structural gaps, LMS adoption risks becoming another top-down initiative that overlooks end-user realities, perpetuating the "skill-use divide" observed in low-resource EdTech projects (Selwyn, 2020).

Table 6: The digital literacy and readiness levels

Category	Indicator	Teachers' Responses (1-5 Likert)	Students' Responses (1-5 Likert)
Digital Literacy	Confidence in basic digital tools	5%, 10%, 20%, 45%, 20%	15%, 20%, 30%, 25%, 10%
	Ability to troubleshoot ICT problems	10%, 15%, 25%, 35%, 15%	20%, 25%, 35%, 15%, 5%
	Received digital skills training	15%, 20%, 25%, 25%, 15%	45%, 30%, 15%, 8%, 2%
	Frequency of device use for academics	5%, 10%, 15%, 40%, 30%	5%, 15%, 25%, 35%, 20%
LMS Familiarity	Awareness of at least one LMS	10%, 15%, 25%, 30%, 20%	30%, 35%, 25%, 8%, 2%
	Ability to use key LMS features	15%, 20%, 30%, 25%, 10%	35%, 40%, 15%, 7%, 3%
Attitudes Toward LMS	Belief in LMS improving education	5%, 5%, 15%, 45%, 30%	5%, 15%, 25%, 35%, 20%
	Motivation for regular LMS use	5%, 10%, 25%, 40%, 20%	15%, 20%, 35%, 20%, 10%
	Perception of LMS ease of use	10%, 15%, 30%, 30%, 15%	20%, 25%, 40%, 10%, 5%
	Readiness to adopt LMS	5%, 15%, 25%, 35%, 20%	15%, 25%, 35%, 15%, 10%

The results in Table 7 is a sequel to Table 6, it reveals statistically significant differences between teachers and students in digital literacy ($t = 2.82$, $p = 0.005$), with teachers scoring higher ($M = 44.28$) than students ($M = 43.39$). This aligns with the earlier Likert-scale findings where 65% of teachers reported moderate-to-high confidence in digital tools compared to only 35% of students. The 0.885 mean difference, while statistically significant, is practically modest, suggesting that while teachers outperform students, both groups still operate below optimal readiness levels. This complements the inadequate training opportunities, particularly

for students (45% had never received digital skills training). The homogeneity of variances (Levene's p = 0.761) confirms the validity of comparing these groups, reinforcing that systemic gaps affect both cohorts differently but persistently (Agyei & Voogt, 2022).

For digital readiness, no significant difference exists between teachers (M = 8.1) and students (M = 7.98; t = 1.45, p = 0.147), despite the earlier Likert data showing teachers had greater LMS awareness. This paradox suggests that while teachers may recognize LMS platforms more (50% awareness vs. 10% for students), their practical readiness to implement them remains equally constrained. The overlapping confidence intervals (-0.0431 to 0.287) indicate both groups face similar systemic barriers to adoption, like infrastructural deficits and pedagogical resistance (Buabeng-Andoh, 2023). Together, these results demonstrate that while teachers possess marginally better digital literacy, systemic challenges, including inconsistent training and resource gaps, hinder meaningful readiness for LMS adoption across all stakeholders (UNESCO, 2022). This underscores the need for holistic interventions addressing both skill development and institutional support.

Table 7: Differences in Teachers and Students' Readiness and Literacy

Group Descriptive								
	Group	**N**	**Mean**	**Median**	**SD**	**SE**		
Digital Literacy	Teachers	1068	44.28	45	7.16	0.219		
	Students	985	43.39	44	7.04	0.2243		
Digital Readiness	Teachers	1073	8.1	8	1.9	0.0579		
	Students	989	7.98	8	1.93	0.0612		
Homogeneity of Variances Test (Levene's)					Normality Test (Shapiro-Wilk)			
	F	**df**	**df2**	**p**		**W**	**p**	
Digital Literacy	0.0922	1	2051	0.761	Digital Literacy e	0.992	< .001	
Digital Readiness	0.0127	1	2060	0.91	Digital Readiness	0.871	< .001	
Independent Samples T-Test								
							95% Confidence Interval	
		Statistic	**df**	**p**	**Mean difference**	**SE difference**	**Lower**	**Upper**
Digital Literacy	adopting LMS t	2.82	2051	0.005	0.885	0.3137	0.2702	1.501
Digital Readiness	adopting LMS t	1.45	2060	0.147	0.122	0.0842	-0.0431	0.287

4.3 What institutional and policy barriers affect the successful implementation of LMS in these schools?

Table 8 reveals three distinct institutional and policy barriers hindering LMS integration in Cape Coast Metropolis SHS, collectively explaining 72.4% of the variance. The strongest barrier (26.7% variance) relates to institutional support, with factor loadings ≥0.771 for issues like unclear strategic plans (0.913), funding shortages (0.886), and inadequate technical support. This aligns with Kenya's Digital Literacy Programme failures, where 40% of devices became non-functional due to similar institutional gaps (Otieno, 2022). The second component (26.1% variance) captures policy and governance failures, particularly absent formal LMS

policies (0.893) and weak national incentives (0.848), mirroring Ghana's broader ICT for Education Policy implementation gaps, where only 32% of directives were operationalized (Ministry of Education, 2023). The Bartlett's test ($p<0.001$) and KMO value (0.746) confirm the robustness of these dimensions, while Cronbach's alpha (0.718) indicates reliable scale consistency.

The third component (19.6% variance) highlights administrative and cultural barriers, notably teacher workload (0.753), which corroborates qualitative findings that 65% of Cape Coast teachers resist LMS due to competing demands (Owusu-Fordjour et al., 2023). This triad of barriers—institutional, policy, and cultural—interacts to create a perfect storm: even when policies exist (e.g., Ghana's One Teacher, One Laptop initiative), implementation falters without aligned institutional support and stakeholder buy-in. The high uniqueness values (≥ 0.327) for accountability gaps suggest these are systemic rather than isolated issues. These findings necessitate a Rwanda-style approach where centralized policy coordination (92% implementation rate) was paired with school-level ICT coordinators (Ndayambaje et al., 2022), addressing all three barrier types simultaneously through structural reforms and capacity building.

Table 8: Policy gaps, institutional support, and administrative challenges

	Component			
	Institutional Support	Policy and Governance	Administrative and Cultural Barriers	**Uniqueness**
lacks a clear strategic plan or roadmap for integrating LMS into teaching and learning	0.913			0.108
insufficient funding allocated for ICT development and LMS infrastructure.	0.886			0.162
inadequate technical and Training support (e.g., ICT staff, maintenance team) to facilitate LMS use	0.771			0.137
Teachers are overloaded with responsibilities and cannot prioritize LMS adoption.			0.753	0.287
no formal policy at the school or district level guiding the adoption and use of LMS.		0.893		0.186
National or regional education policies do not provide adequate support or incentives for LMS implementation		0.848		0.258
lack of accountability structures to ensure that LMS platforms are used effectively.		0.77		0.327
% of Variance	26.7	26.1	19.6	
Bartlett's Test of Sphericity	$X^2 = 2020$	Df = 45	P <0.001	
KMO Measure of Sampling Adequacy	0.746			
Cronbach's Alpha	0.718			

4.4 Qualitative Analysis of Institutional Readiness for LMS Adoption in Cape Coast Metropolis SHS

The Fragile State of ICT Infrastructure

School administrators unanimously described ICT infrastructure as "grossly inadequate" for LMS implementation. As the headmaster of Mfantsipim School noted, *"Our computer lab has 30 functional desktops for 1,200 students, you do the math. When the power goes out, which happens weekly, even those become decorative pieces. "*This aligns with UNESCO's (2022) finding that only 22% of Sub-Saharan African schools have reliable electricity. A district ICT coordinator added, *"The government's 'Wi-Fi for all schools' promise hasn't reached us. Teachers use their mobile data to download materials at home—how sustainable is that?"*These accounts mirror the infrastructural deficits observed in Nigeria's failed tablet programs, where 60% of devices were abandoned due to power and connectivity issues (Oyelere et al., 2021).

The Digital Literacy Paradox

While teachers displayed theoretical awareness of LMS platforms, practical competence lagged. A St. Augustine's College department head confessed,*"We attended a one-day Moodle workshop last year, but I still can't upload lesson notes. Many colleagues avoid digital tools entirely—they fear looking incompetent in front of tech-savvy students. "*This echoes Buabeng-Andoh's (2023) finding that only 29% of Ghanaian teachers confidently use basic LMS features. Students faced different challenges: *"I know how to use WhatsApp, but the LMS interface confuses me. The school blocks our phones anyway, "*lamented a Wesley Girls' student. This digital literacy gap—where teachers lack technical skills while students lack academic digital experience—creates a "readiness vacuum" that parallels Tanzanian schools' struggles with similar dichotomies (Mtebe & Raisamo, 2020).

Policy-Implementation Chasm

District education officers highlighted systemic disconnects between national policies and local realities. *"The ICT for Education Policy looks great on paper, but where's the budget for maintenance? "*questioned a Cape Coast Metro Director. Another remarked, *"Schools receive LMS directives without devices, training, or electricity. It's like ordering a fisherman to use a net he doesn't have. "*These frustrations reflect what Heeks (2020) terms the "design-reality gap" in ICT4D projects. A striking example emerged from Adisadel College, where *"a donated LMS platform collapsed within months because no provision was made for licensing renewals "*(ICT coordinator). This mirrors Kenya's Laptops for Schools program, where poor planning led to 40% device failure rates (Otieno, 2022).

Cultural Resistance and Workload Pressures

Teacher resistance emerged as a nuanced barrier. A veteran teacher at Aggrey Memorial SHS shared, *"These digital tools disrupt our teaching rhythm. My chalkboard method has worked for 20 years why fix what isn't broken? "*Such sentiments align with Adarkwah's (2023) findings that 58% of Ghanaian teachers view LMS as culturally alien. Compounding this, administrative staff highlighted unrealistic expectations: *"Adding LMS duties to teachers already handling 40 students per class is a recipe for burnout"* (District Education Officer). This workload crisis mirrors Ugandan schools, where LMS adoption failed because teachers prioritized exam preparation over digital experimentation (Muwanga & Ndidde, 2023).

Accountability and Sustainability Concerns

The absence of monitoring mechanisms troubled stakeholders. *"We launched a Google Classroom initiative last term, but nobody checks if teachers actually use it, "*admitted a school head. Another warned, *"Donor-funded projects arrive with fanfare but vanish when funding ends we have closets full of obsolete tablets. "*These observations corroborate Asabere et al.'s (2023) analysis of Ghana's "project graveyard" syndrome. Contrast this with Rwanda, where *"each school's LMS usage is audited quarterly"* (Ndayambaje et al., 2022) a model Cape Coast could emulate.

A Call for Grounded Solutions

The interviews reveal a tangle of infrastructural, human, and policy barriers requiring context-sensitive interventions. As one administrator poignantly summarized, *"We don't need another top-down LMS mandate. We need sustainable power, ongoing training, and realistic timelines. "*Uruguay's Plan Ceibal offers a proven blueprint, combining phased infrastructure rollout with teacher communities of practice (Zucchetti et al., 2023). For Cape Coast, success hinges on bridging the gap between ministerial aspirations and classroom realities a lesson echoed across Global South educational technology initiatives (Selwyn, 2020).

4.5 Strategies for Sustainable LMS Integration in Cape Coast Metropolis SHS

The analyses reveal that successful LMS adoption requires **multi-dimensional interventions** addressing infrastructure deficits, capacity gaps, policy coherence, and cultural resistance. Below are actionable strategies derived from empirical findings and global best practices:

1. Phased Infrastructure Development

- Immediate Solution: Prioritize offline-capable LMS platforms (e.g., Moodle with local server backups) to mitigate internet instability, as successfully implemented in Bangladesh's Teachers Portal (Ahmed, 2023).
- Medium-Term Investment: Partner with telecom providers to deploy solar-powered Wi-Fi hubs in schools, following Kenya's BRCK model (Otieno, 2022).
- Long-Term Policy Reform: Mandate minimum ICT infrastructure standards (e.g., 1:5 device ratio, backup power) in line with Rwanda's ICT in Education Policy (Ndayambaje et al., 2022).

Quote from a District ICT Officer:

"We don't need 1,000 tablets tomorrow—we need 100 reliable devices with sustainable power and maintenance plans."

2. Teacher-Centered Capacity Building

- Peer-Learning Networks: Establish "*LMS champion*" programs where tech-savvy teachers mentor colleagues, replicating Achimota School's 71% adoption success (Adarkwah, 2023).
- Embedded Training: Integrate LMS workshops into existing professional development cycles (e.g., INSET days) to avoid overburdening teachers (Owusu-Fordjour et al., 2023).
- Incentivization: Link LMS proficiency to career advancement, as done in Uruguay's Plan Ceibal (Zucchetti et al., 2023).

Teacher's Perspective**:** *"Show me how LMS saves time—don't just add it to my workload."*

3. Policy and Accountability Reforms

- Localized Implementation Frameworks: Decentralize LMS rollout, allowing schools to adapt timelines based on readiness, similar to South Africa's provincial innovation hubs (Lombard, 2023).
- Public-Private Partnerships (PPPs): Leverage corporate social responsibility (CSR) initiatives for device procurement and maintenance, as seen in Rwanda's partnership with MTN (Ndayambaje & Mugabo, 2023).
- Mandatory Usage Metrics: Introduce quarterly LMS audits tied to school performance reviews, mirroring Rwanda's accountability model.

District Director's Recommendation: *"Policy without monitoring is just paperwork. We need clear targets and consequences."*

4. Student-Centric Digital Literacy Programs

- Embed LMS training in ICT curricula, ensuring students gain hands-on experience before graduation (Al-Adwan et al., 2021).
- Allow controlled smartphone use for LMS access, addressing device shortages (Buabeng-Andoh, 2023).

Student's Suggestion: *"If we can use phones for WhatsApp, why not for learning?"*

5. Cultural Change Through Stakeholder Engagement

- Parental Awareness Campaigns: Demonstrate LMS benefits (e.g., exam performance tracking) to build community support (Mtebe, 2021).
- Gradual Adoption Models: Pilot LMS in non-core subjects (e.g., ICT, Elective Maths) to ease resistance (Selwyn, 2020).

A Realistic Roadmap

The proposed strategies, grounded in local data and global evidence, offer a pragmatic pathway for Cape Coast's LMS integration. The key to success is avoiding "*big bang*" rollouts in favour of incremental, context-sensitive scaling, as exemplified by Uruguay and Rwanda. Without addressing infrastructure, training, and policy enforcement simultaneously, LMS initiatives risk joining Ghana's history of abandoned EdTech projects.

5. Conclusion

This study has systematically assessed the feasibility of implementing Learning Management Systems (LMS) in Senior High Schools (SHS) across the Cape Coast Metropolis, filling a critical research gap by providing localized insights into infrastructural readiness, digital literacy, and policy barriers factors previously underexplored in Ghana's educational technology discourse. By integrating quantitative surveys, qualitative interviews, and comparative policy analysis, the research offers a nuanced understanding of why past LMS initiatives have faltered while proposing actionable, context-specific solutions. Its findings contribute to policy by advocating for decentralized, sustainable implementation frameworks, to literature by enriching ICT4D and EdTech adoption theories with empirical data from a resource-constrained setting, and to technology by highlighting the need for offline-capable, low-bandwidth LMS designs tailored to Sub-Saharan African schools. For Cape Coast, a

microcosm of Ghana's educational inequalities, this study provides a roadmap to bridge the digital divide, ensuring that LMS adoption enhances rather than exacerbates existing disparities. Ultimately, the research underscores that successful technology integration demands not just tools, but holistic investments in infrastructure, training, and stakeholder engagement.

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