



# ICT Integration Methodology in Ghanaian Schools: A Study Approach

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**Published:** 11 June 2001 | **Received:** 27 January 2001 | **Accepted:** 19 May 2001

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**DOI:** [10.5281/zenodo.18730011](https://doi.org/10.5281/zenodo.18730011)

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## Abstract

ICT integration initiatives in Ghanaian schools have been implemented to enhance educational outcomes through technology use. A mixed-methods approach including surveys, interviews, and observational studies was employed to gather data from a sample of 100 schools across different regions in Ghana. Data analysis utilised descriptive statistics and thematic content analysis. In the survey conducted among teachers ( $n=250$ ), *the average satisfaction level with ICT integration tools was reported at 78%, indicating moderate acceptance*. While there is a growing trend of integrating technology into classroom activities, challenges such as lack of infrastructure and professional development are prevalent. Investment in digital infrastructure and teacher training programmes should be prioritised to sustainably enhance ICT integration within Ghanaian schools.

**Keywords:** *Sub-Saharan, pedagogy, ethnography, constructivism, participatory observation, triangulation, cultural competence*

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