

Open University Implementation in Ghana: Environmental Analysis and Collaborative Open University Business Model

Kevien Cabarrubias-Dela Cruz* 

Technological University of the Philippines
Manila, Philippines

Daniel Kwasi Biyie 

Planning, Monitoring, Data Collection, Research, and Records Unit
Ablekuma North Municipal Education Directorate, Accra, Ghana
San Sebastian College Recoletos-Manila, Philippines

Abstract. The increasing demand for flexible and technology-enabled higher education has intensified interest in Open University systems, particularly in developing countries. This study examined the feasibility of implementing Open University programs in Ghana by analyzing political, legal, economic, monetary, trade, and cultural environments, as well as the challenges, opportunities, and strategic guidelines influencing implementation sustainability. The study employed a quantitative descriptive-exploratory research design involving 75 respondents composed of faculty members, students, administrators, government officials, and technology providers selected through purposive sampling. Data were collected using a structured questionnaire and analyzed using frequency counts, percentages, weighted mean, standard deviation, and ranking techniques. The findings revealed that Ghana's political, legal, trade, and cultural environments generally support Open University implementation. However, monetary instability, limited internet accessibility, high technology costs, and insufficient financial support systems were identified as major barriers affecting accessibility and sustainability. Despite these challenges, increasing demand for flexible education, technological advancement, regional integration, and opportunities for international academic collaboration provide strong potential for Open University expansion in Ghana. Based on the findings, the study proposes the Global Collaborative Open University Business Model (GCOUBM), a preliminary evidence-informed strategic framework integrating international collaboration, digital infrastructure, institutional adaptability, and flexible financial mechanisms. The study concludes that sustainable Open University implementation in Ghana

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*Corresponding author: Kevien Cabarrubias-Dela Cruz; kevien_cabarrubias@tup.edu.ph

requires coordinated policy support, strengthened technological infrastructure, institutional collaboration, accessible financing systems, and continuous institutional adaptability. The findings provide strategic insights for policymakers and higher education institutions seeking to strengthen digital and distance education systems in developing-country contexts.

Keywords: Open University; digital education; Ghana; distance learning; business model

1. Introduction

The rapid digital transformation of higher education has reshaped global educational systems through the expansion of online and distance learning platforms. Open Universities have emerged as important mechanisms for promoting equitable access to higher education, particularly for working professionals, adult learners, geographically isolated populations, and individuals unable to participate in conventional campus-based learning (Akintolu & Letseka, 2024). These institutions provide flexible and technology-enabled learning environments that support lifelong learning, workforce development, and educational inclusion within an increasingly digital economy (Anderson & Rivera-Vargas, 2021).

Globally, higher education institutions face increasing pressure to strengthen their strategic capacity for digital education. The COVID-19 pandemic accelerated online learning adoption while exposing structural weaknesses in educational infrastructure, institutional adaptability, policy readiness, and technological accessibility across many developing countries (Alenezi, 2023). Although developed countries rapidly expanded digital education ecosystems, many developing nations continue to experience barriers such as inadequate internet infrastructure, limited technological resources, insufficient faculty preparedness, policy inconsistencies, and financial instability (Mushtaha et al., 2022; Werfhorst et al., 2022).

In Africa, Open Universities have become increasingly important in addressing population growth, workforce development demands, educational disparities, and the growing need for lifelong learning opportunities. However, successful implementation remains dependent on interconnected environmental conditions, including political stability, legal and regulatory support, economic and monetary conditions, trade policies, technological readiness, and cultural acceptance of online education (Acquah, 2021; Trinh, 2023).

Ghana presents an important context for examining Open University implementation owing to its ongoing digital and educational transformation initiatives. Government efforts promoting digitalization, educational accessibility, technological advancement, and regional integration have created favorable conditions for expanding flexible and distance education systems (Abass et al., 2024; Gyamera & Asare, 2023). Ghana's participation in international initiatives such as the African Continental Free Trade Area (AfCFTA) further

strengthens opportunities for cross-border educational collaboration and digital learning innovation.

Despite these opportunities, Ghana continues to face challenges affecting the sustainability and scalability of online and distance education systems. These challenges include inconsistent internet accessibility, high technology costs, monetary instability, limited institutional infrastructure, varying levels of digital literacy, and concerns regarding the credibility and recognition of online qualifications (Anane & Adusei, 2024; Ameyaw, 2022). These realities highlight the need for evidence-based and context-sensitive frameworks capable of guiding sustainable Open University implementation within the Ghanaian setting.

Although previous studies have examined online learning adoption, distance education, and digital transformation in higher education, much of the existing literature focuses primarily on technological adoption, student perceptions, or isolated barriers to online learning. Empirically, limited studies have comprehensively examined the combined influence of political, legal, economic, monetary, trade, and cultural environments on Open University feasibility in Ghana. Methodologically, prior investigations often rely on single-dimensional approaches rather than integrated environmental analysis frameworks. Conceptually, limited scholarship has explored how international collaboration, institutional partnerships, digital infrastructure ecosystems, and flexible financial systems may be strategically integrated into a sustainable Open University business model for developing-country contexts.

These gaps reveal the absence of a holistic and context-sensitive framework capable of explaining how environmental conditions, stakeholder perspectives, and institutional strategies collectively influence Open University implementation in Ghana. Furthermore, limited studies have proposed strategic business models specifically designed for the socio-economic and infrastructural realities of developing African countries. The novelty of this study lies in its multidimensional environmental analysis and the development of the Global Collaborative Open University Business Model (GCOUBM). Unlike previous studies that focused on isolated dimensions of online education, this study integrates political, legal, economic, monetary, trade, and cultural analyses within a unified framework.

The study likewise incorporates perspectives from multiple stakeholders, including faculty members, students, administrators, government officials, and technology providers, thereby providing a broader understanding of Open University feasibility. The proposed GCOUBM contributes to the literature on digital and distance education by integrating international academic collaboration, digital learning infrastructure ecosystems, institutional partnerships, and flexible financial mechanisms into a unified implementation framework responsive to developing-country realities such as Ghana. The study is significant both theoretically and practically.

Theoretically, it contributes to the literature on digital education, Open Universities, and international higher education by integrating Stakeholder Theory, Institutional Theory, and the Resource-Based View (RBV) within the context of educational digital transformation. Practically, the findings provide evidence-based insights for policymakers, educational leaders, technology providers, and higher education institutions seeking to establish sustainable, accessible, and globally competitive Open University systems.

Ultimately, this study contributes to the growing discourse on digital higher education by presenting a context-specific and sustainability-oriented framework for Open University development in Ghana. The findings may likewise provide strategic insights for other developing countries seeking to expand higher education access through digitally enabled and internationally collaborative learning systems.

2. Literature Review

The literature review examines studies on Open University implementation, digital transformation in higher education, and distance learning systems in developing countries. It also identifies research gaps related to environmental readiness, institutional sustainability, stakeholder participation, and strategic implementation frameworks that support the development of the proposed Global Collaborative Open University Business Model (GCOUBM).

2.1 Strategic Capacity for Education in a Digital Era

The rapid digitalization of higher education has transformed the operational and strategic priorities of educational institutions worldwide. Universities are increasingly required to develop strategic capacity not only in technological adoption but also in institutional adaptability, stakeholder engagement, governance alignment, and resource optimization (Oliveira & de Souza, 2022). The COVID-19 pandemic further accelerated this transformation by exposing structural inequalities in digital readiness, particularly in developing countries where technological infrastructure and institutional preparedness remain uneven (Alenezi, 2023).

Existing studies consistently recognize digital infrastructure, leadership capability, and institutional flexibility as important determinants of successful online and distance education implementation (Kaspi & Venkatraman, 2023; Whitelock et al., 2024). However, prior research often focuses primarily on technological adoption or learner satisfaction while giving limited attention to the broader environmental and institutional ecosystems necessary for sustaining Open University systems in developing contexts.

Moreover, much of the current literature conceptualizes digital transformation as a technological issue rather than a multidimensional institutional challenge involving governance structures, financial sustainability, regulatory frameworks, stakeholder alignment, and international collaboration. This limitation is particularly significant in developing countries where institutional constraints,

policy inconsistencies, and socio-economic inequalities strongly influence the sustainability of digital education systems (Morris et al., 2020).

In the Ghanaian context, digital transformation initiatives in higher education have expanded considerably in recent years. Nevertheless, significant disparities in internet accessibility, technological infrastructure, faculty readiness, and institutional resources continue to affect the implementation of online learning systems (Anane & Adusei, 2024). These realities suggest that successful Open University implementation requires a broader strategic framework that integrates environmental readiness, institutional collaboration, stakeholder participation, and resource sustainability.

2.2 Open Universities and Distance Education

Open Universities have become increasingly important mechanisms for expanding access to higher education, particularly among adult learners, working professionals, and geographically underserved populations (Akintolu & Letseka, 2024). Existing studies emphasize that Open Universities promote educational flexibility, lifelong learning, and workforce development through digitally enabled learning systems (Jung, 2024).

Despite these advantages, the literature also identifies several persistent challenges affecting Open University systems. These include inadequate technological infrastructure, weak learner support systems, low digital literacy, concerns regarding educational quality, and inconsistent recognition of online qualifications (Mushtaha et al., 2022; Werfhorst et al., 2022). While developed countries have generally established stronger digital ecosystems to support distance learning, developing countries continue to experience structural and institutional barriers that limit scalability and sustainability.

A critical review of prior studies further reveals that many investigations on Open Universities remain fragmented. Some studies focus primarily on technological dimensions, while others emphasize policy, accessibility, or student perceptions independently. Consequently, limited research has examined how political, legal, economic, monetary, trade, and cultural environments collectively shape the feasibility and sustainability of Open University systems.

Furthermore, there is limited scholarship examining Open Universities from a strategic business and institutional sustainability perspective. Existing literature rarely integrates international academic collaboration, institutional partnerships, digital infrastructure ecosystems, and financial flexibility into a unified implementation framework. This gap highlights the need for more holistic and context-sensitive models capable of guiding Open University development in developing countries such as Ghana.

2.3 Open University Development in Ghana

In Ghana, the expansion of online and distance education reflects broader national efforts to improve educational accessibility, digital transformation, and workforce development (Sarpong et al., 2022). Institutions such as the University of Ghana and the Ghana Institute of Management and Public Administration (GIMPA)

have introduced flexible learning programs to address increasing educational demand and improve access for working professionals and lifelong learners (Ihuoma & Abaa, 2022).

Although previous studies generally recognize the positive potential of digital education in Ghana, the literature also documents substantial implementation challenges. These include unstable internet connectivity, uneven digital literacy levels, limited technological infrastructure, financial constraints, and insufficient institutional support systems (Ameyaw, 2022; Anane & Adusei, 2024). These challenges are particularly significant in rural and underserved communities where technological accessibility remains limited. At the same time, Ghana's political stability, expanding digital economy, regional integration initiatives, and growing international partnerships create favorable conditions for Open University development. However, prior studies have not sufficiently examined how these opportunities interact with institutional constraints and environmental risks to influence long-term implementation feasibility.

This limitation reveals an important empirical gap. Existing Ghana-focused studies largely examine online learning adoption, student satisfaction, or digital accessibility independently, rather than analyzing Open University implementation through a multidimensional environmental framework. As a result, there remains limited evidence explaining how environmental conditions collectively influence institutional readiness, sustainability, and strategic development of Open University systems in Ghana.

2.4 Theoretical Framework

This study is anchored on Stakeholder Theory, Institutional Theory, and the Resource-Based View (RBV), which collectively provide the analytical foundation for examining the feasibility and strategic implementation of Open University programs in Ghana. Stakeholder Theory emphasizes that institutional success depends on the ability to address the interests, expectations, and participation of multiple stakeholders, including students, faculty members, administrators, policymakers, and technology providers (Freeman, 1984). In the context of Open Universities, stakeholder support significantly influences institutional legitimacy, learner participation, policy implementation, and program sustainability. The theory therefore highlights the importance of stakeholder engagement in assessing implementation readiness, opportunities, and challenges associated with digital and distance education systems.

Institutional Theory explains how organizations adapt to regulatory, political, cultural, and social pressures in order to achieve legitimacy and operational stability (Meyer & Rowan, 1977). This theoretical perspective is particularly relevant because the implementation of Open University programs in Ghana is strongly influenced by government policies, legal frameworks, accreditation systems, cultural perceptions of online education, and broader socio-economic conditions. Institutional Theory thus supports the analysis of environmental factors shaping Open University feasibility and institutional readiness.

The Resource-Based View (RBV) complements these perspectives by emphasizing the strategic importance of organizational resources and institutional capabilities in achieving sustainable competitive advantage (Barney, 1991). In this study, digital infrastructure, technological capability, faculty expertise, institutional partnerships, and financial systems are considered critical resources necessary for sustainable Open University implementation and long-term institutional competitiveness. Rather than functioning as isolated theoretical perspectives, these theories are conceptually integrated in the present study. Stakeholder Theory explains the role of stakeholder participation and institutional acceptance; Institutional Theory explains environmental and regulatory influences; while the RBV explains how institutional resources and organizational capabilities support sustainability, innovation, and competitiveness.

Collectively, these theories provide a multidimensional analytical framework for understanding how stakeholder alignment, environmental readiness, and institutional capability interact in shaping the development of sustainable Open University systems in Ghana. This theoretical integration also serves as the conceptual foundation for the proposed Global Collaborative Open University Business Model (GCOUBM), which integrates stakeholder collaboration, institutional adaptability, digital infrastructure development, and resource sustainability into a unified strategic framework for Open University implementation.

2.5 Statement of the Problem

The growing demand for flexible and technology-enabled higher education has increased interest in Open University systems, particularly in developing countries such as Ghana. Although previous studies have examined online learning and distance education, limited research has comprehensively analyzed how political, legal, economic, monetary, trade, and cultural environments collectively influence the feasibility of Open University implementation in Ghana. In addition, limited studies have proposed a context-sensitive strategic framework integrating stakeholder perspectives, institutional conditions, and organizational capabilities for sustainable Open University development.

In response to these gaps, this study examines the feasibility of implementing Open University programs in Ghana and proposes an evidence-informed Global Collaborative Open University Business Model (GCOUBM) based on stakeholder perceptions and environmental analysis. Specifically, the study seeks to answer the following questions:

1. How do stakeholders perceive the feasibility of implementing Open University programs in Ghana in terms of the:
 - 1.1 political environment;
 - 1.2 legal environment;
 - 1.3 economic environment;
 - 1.4 monetary environment;
 - 1.5 trade environment; and
 - 1.6 cultural environment?

2. What major challenges affect the implementation of Open University programs in Ghana?
3. What opportunities support the implementation of Open University programs in Ghana?
4. What strategic guidelines may contribute to the sustainable implementation of Open University programs in Ghana?
5. Based on the findings, what evidence-informed Global Collaborative Open University Business Model (GCOUBM) may be proposed to support Open University implementation in Ghana?

3. Methodology

This section presents the research methodology employed in examining the feasibility of implementing Open University programs in Ghana. It discusses the research design, sampling technique, research instrument, data collection procedures, statistical methods, instrument validation, reliability testing, ethical considerations, and the methodological processes that guided the development of the proposed Global Collaborative Open University Business Model (GCOUBM).

3.1 Research Design and Approach

This study employed a quantitative descriptive-exploratory research approach (Creswell & Creswell, 2018; Saunders et al., 2019) to examine the feasibility of implementing Open University programs in Ghana. The descriptive component was utilized to systematically assess stakeholder perceptions regarding the political, legal, economic, monetary, trade, and cultural environments influencing Open University development. The exploratory component was appropriate because the study investigated an emerging educational and institutional phenomenon within a developing-country context where limited integrated implementation frameworks currently exist.

A cross-sectional survey design was adopted to collect data from multiple stakeholder groups at a single point in time. This design enabled the researcher to obtain diverse perspectives regarding implementation readiness, challenges, opportunities, and strategic considerations associated with Open University development in Ghana.

3.2 Population, Respondents, and Sampling Technique

The target population of the study consisted of stakeholders involved in higher education, digital learning, educational governance, and technology support systems in Accra, Ghana. These stakeholders included faculty members, students, administrators, government officials, and technology providers with relevant knowledge or experience related to online and distance education systems.

A purposive sampling technique was employed (Palinkas et al., 2015) to ensure that participants possessed sufficient familiarity with Open University systems, digital learning environments, or educational policy and implementation. Purposive sampling was considered appropriate because the study required informed perspectives from individuals directly connected to educational digitalization and institutional development initiatives.

A total of 75 respondents participated in the study, comprising 21 faculty members, 31 students, 10 administrators, 10 government officials, and three technology providers. The inclusion of multiple stakeholder groups strengthened the comprehensiveness of the environmental analysis and supported the exploratory nature of the investigation. Given the exploratory nature of the study and the specialized stakeholder groups involved, the sample size was considered appropriate for obtaining informed and contextually relevant perspectives regarding Open University implementation in Ghana.

Table 1 presents the demographic profile of the respondents to contextualize stakeholder perspectives regarding Open University implementation in Ghana. Most participants were students (41.3%) and faculty members (28.0%), followed by administrators and government officials (13.3% each) and technology providers (4.0%). Most respondents had more than 10 years of experience (44.0%), were aged 40–49 years old (48.0%), and held Master's degrees (74.7%), indicating relevant academic and professional background.

Table 1: Demographic characteristics of the respondents

Category	Subcategory	Frequency	Percentage (%)
Role in the University	Faculty	21	28
	Student	31	41.33
	Administrator	10	13.33
	Government Official	10	13.33
	Technology Provider	3	4
Length of Service in Current Role	Less than 1 year	10	13.33
	1-3 years	18	24
	4-6 years	9	12
	7-10 years	0	0
	More than 10 years	33	44
	No work yet (students)	5	6.67
Age	Under 20 years	3	4
	20-29 years	2	2.67
	30-39 years	10	13.33
	40-49 years	36	48
	50-59 years	20	26.67
	60 years and above	4	5.33
Gender	Male	45	60
	Female	30	40
Highest Educational Attainment	Bachelor's Degree	3	4
	Master's Degree	56	74.67
	Doctoral Degree (Ph.D., Ed.D., etc.)	16	21.33

Table 2 presents respondents' online learning experience, satisfaction levels, and reasons for participation. Most respondents reported moderate (44.0%) to extensive (37.33%) experience in online learning, while satisfaction levels were generally positive, with 60.0% satisfied and 32.0% very satisfied. Accessibility from any location and schedule flexibility ranked as the primary reasons for participating in online learning, highlighting the importance of convenience and flexibility in distance education systems.

Table 2: Online learning experience, satisfaction levels, and participation motivations of respondents

Category	Subcategory	Frequency	Percentage (%)
Experience with Online Learning	Expert (teaching or developing courses)	8	10.67
	Extensive experience (fully online)	28	37.33
	Moderate experience	33	44
	Limited experience	6	8
	No experience	0	0
Satisfaction Levels in Online Learning	Very satisfied	24	32
	Satisfied	45	60
	Neutral	0	0
	Dissatisfied	0	0
	Very dissatisfied	6	8
Reasons for Participating in Online Learning	Flexibility in schedule	37	Rank 2
	Accessibility from any location	57	Rank 1
	Affordability	11	Rank 6
	Availability of specific programs/courses	19	Rank 5
	Work commitments	33	Rank 3
	Family commitments	27	Rank 4

3.3 Research Instrument

Data were collected using a researcher-developed structured questionnaire composed of sections aligned with the research objectives and variables of the study. The questionnaire assessed respondents' perceptions regarding environmental feasibility factors, including political, legal, economic, monetary, trade, and cultural environments; implementation challenges; implementation opportunities; strategic guidelines for successful implementation, and components relevant to the development of the proposed Global Collaborative Open University Business Model (GCOUBM), particularly in terms of international collaboration, digital infrastructure, institutional partnerships, and financial sustainability mechanisms.

The questionnaire utilized a four-point Likert scale to measure respondents' level of agreement with each statement. The response categories included: 4 - Strongly Agree, 3 - Agree, 2 - Disagree, and 1 - Strongly Disagree. In interpreting the weighted mean scores, the following ranges were used: 3.25–4.00 as Strongly Agree, 2.50–3.24 as Agree, 1.75–2.49 as Disagree, and 1.00–1.74 as Strongly Disagree.

3.4 Instrument Validation and Reliability Testing

The research instrument underwent content validation involving three academicians specializing in higher education and educational management, three industry experts with experience in digital learning systems and educational technology, and one statistician responsible for evaluating the alignment of questionnaire items, statistical appropriateness, and measurement consistency.

The academicians reviewed the instrument for conceptual clarity, alignment with the research objectives, and relevance to Open University implementation. The industry experts evaluated the practical applicability and contextual relevance of the questionnaire items in relation to digital education and institutional implementation. The statistician assessed the organization of variables, item consistency, scale appropriateness, and suitability of the instrument for descriptive statistical analysis.

A pilot test involving 30 participants was subsequently conducted to evaluate the reliability of the instrument. Cronbach's Alpha (Cronbach, 1951) yielded a coefficient of 0.928, indicating high internal consistency and reliability of the questionnaire.

3.5 Data Collection Procedures

Following instrument validation and pilot reliability testing, the questionnaire was distributed electronically through academic and professional networks involving higher education stakeholders in Accra, Ghana. Participants were informed regarding the objectives of the study, voluntary participation, confidentiality protocols, and ethical considerations prior to completing the survey. Data collection was conducted during the designated survey period, and only fully completed questionnaires were included in the final analysis. A total of 75 valid responses were retrieved and analyzed for the study.

3.6 Data Analysis Techniques

The collected data were organized, coded, tabulated, and analyzed using descriptive statistical techniques. Frequency counts and percentages were utilized to summarize respondents' demographic characteristics and online learning experiences. The demographic characteristics of respondents were analyzed to contextualize stakeholder perspectives regarding Open University implementation in Ghana.

Weighted mean and standard deviation were employed to assess stakeholder perceptions regarding environmental feasibility factors, implementation challenges, implementation opportunities, and strategic guidelines for Open University development in Ghana. Ranking techniques were further utilized to

determine the relative significance of identified challenges, opportunities, and implementation strategies based on respondents' assessments.

The data were coded, tabulated, and analyzed using descriptive statistical techniques and weighted mean interpretation. The findings served as the empirical basis for the proposed Global Collaborative Open University Business Model (GCOUBM), which is positioned as an evidence-informed conceptual strategic framework derived from stakeholder perceptions, environmental analysis, theoretical integration, and identified implementation factors.

3.7 Ethical Considerations

Participation in the study was voluntary, and respondents were informed regarding the purpose and nature of the research prior to participation. Confidentiality and anonymity were maintained throughout the study, and no personally identifiable information was disclosed in the reporting of findings. Respondents were likewise informed that the collected data would be used solely for academic and research purposes.

3.8 Study Limitations and Generalizability

This study was conducted within the higher education context of Accra, Ghana, which may limit the generalizability of the findings to other countries with different institutional, technological, political, economic, and socio-cultural conditions. The study also employed purposive sampling involving 75 respondents composed of faculty members, students, administrators, government officials, and technology providers. While appropriate for the exploratory nature of the study, the relatively limited sample size and non-probability sampling approach may restrict broader statistical generalization.

Nevertheless, many of the identified challenges and opportunities are consistent with existing literature on digital and distance education in developing countries, particularly regarding technological infrastructure, internet accessibility, financial constraints, institutional readiness, and increasing demand for flexible learning systems. Although the study focused on Accra, Ghana, the findings may still provide useful insights for policymakers and higher education institutions in other developing countries. However, caution should be exercised in applying the proposed Global Collaborative Open University Business Model (GCOUBM) to other contexts due to differences in institutional capacity, policy environments, and technological readiness. Future studies involving multiple countries and institutions may further strengthen the applicability and validation of the proposed framework.

4. Results and Discussion

This section presents the key findings of the study regarding stakeholder perceptions on the feasibility of implementing Open University programs in Ghana. The discussion integrates descriptive statistical results with relevant literature and theoretical perspectives to provide analytical interpretation of the identified environmental conditions, implementation challenges, opportunities, and strategic considerations. Although the findings are exploratory and

perception-based, they provide important insights into institutional readiness and factors affecting Open University development within the Ghanaian higher education context.

4.1 Feasibility of Implementing Open University Programs in Ghana Based on Environmental Factors

4.1.1 Political Environment

As presented in Table 3, respondents generally perceived Ghana's political environment as supportive of Open University development, reflected in the overall mean of 3.02 ("Agree"). Political stability received the highest assessment (WM = 3.15), highlighting stakeholder confidence in Ghana's governance environment and its capacity to support long-term educational reforms and digital transformation initiatives. Respondents also viewed government support for digital and distance education favorably. These findings are consistent with studies emphasizing that stable political systems and supportive educational policies contribute to the successful implementation of digital and distance learning programs in developing countries (Amoako & Otchere, 2024; Loglo, 2024). Political support may facilitate institutional planning, infrastructure investment, and policy alignment necessary for sustaining Open University systems.

However, relatively lower agreement regarding policy consistency across political administrations suggests concerns that leadership changes may affect the continuity of online education initiatives. Similar observations were reported by Osman and van der Walt (2022), who identified policy inconsistency as a challenge affecting long-term implementation of distance education programs. From an Institutional Theory perspective, the findings imply that supportive political and regulatory environments contribute to institutional legitimacy and implementation readiness for Open University systems. The findings suggest that political stability and sustained government support remain important enabling factors for Open University implementation in Ghana.

Table 3: Stakeholder perceptions regarding the feasibility of implementing Open University programs in Ghana in terms of the political environment

Political Environment	WM	Std. Dev.	V.I.
Ghana's political system supports Open University development.	2.99	0.71	Agree
Government policies support digital and distance education.	3.07	0.55	Agree
Political stability reduces risks for Open University programs.	3.15	0.51	Agree
Political policies support online education advancement.	2.97	0.61	Agree
Political risks to educational reforms are minimal.	2.91	0.7	Agree
Categorical Mean/Verbal Interpretation	3.02	0.62	Agree

4.1.2 Legal Environment

As shown in Table 4, respondents generally perceived Ghana's legal environment as conducive to Open University implementation, reflected in the overall mean of 3.02 ("Agree"). The highest-rated indicator was regulations supporting collaboration with local institutions (WM = 3.11), suggesting the significance of policy support and institutional cooperation in enhancing digital and distance education systems. Respondents also regarded accreditation and qualification recognition frameworks as supportive of Open University development. These findings support previous studies emphasizing that effective legal and regulatory systems are essential for ensuring the legitimacy, quality assurance, and sustainability of online and distance education programs (Swai, 2025). Clear accreditation policies and institutional regulations may strengthen stakeholder trust, support collaboration, and improve recognition of Open University qualifications.

Respondents also viewed the legal framework as generally supportive of protecting students' rights in online learning. However, relatively lower assessments regarding intellectual property regulation suggest continuing concerns related to policy enforcement in digital education systems. Similar concerns were identified by Man et al. (2025), who noted that developing countries often experience regulatory gaps in intellectual property management within online learning environments. From an Institutional Theory perspective, the findings suggest that supportive legal and regulatory structures contribute to institutional legitimacy and implementation readiness for Open University programs. Overall, the results highlight the importance of strengthening legal frameworks to support the sustainability and credibility of digital and distance education initiatives in Ghana.

Table 4: Stakeholder perceptions regarding the feasibility of implementing Open University programs in Ghana in terms of the legal environment

Legal Environment	WM	Std. Dev.	V.I.
Ghana's legal framework supports Open University accreditation.	3.04	0.6	Agree
Intellectual property in online education is well regulated.	2.89	0.58	Agree
Legal risks in online education are minimal.	2.99	0.69	Agree
The legal environment protects students' rights in online learning.	3.05	0.63	Agree
Regulations support collaboration with local institutions.	3.11	0.61	Agree
Categorical Mean/Verbal Interpretation	3.02	0.62	Agree

4.1.3 Economic Environment

The findings in Table 5 suggest that respondents perceive Ghana's economic environment as supportive of Open University implementation, as indicated by the overall mean of 3.02 ("Agree"). Demand for affordable education received a high assessment (WM = 3.15), reflecting the growing need for flexible and accessible higher education opportunities. Respondents also viewed the economic environment as moderately supportive of distance education and digital

infrastructure development. These findings are consistent with studies emphasizing that economic expansion and increasing educational demand create favorable conditions for flexible learning systems and Open Universities (Dei & Peprah, 2021; Kayi & van Wyk, 2025). In developing countries, demand for affordable and accessible education often encourages institutions to adopt alternative delivery systems capable of reaching broader learner populations.

However, respondents also acknowledged that economic risks such as inflation and financial instability may negatively affect students' participation in Open University programs. Similar concerns were identified by Nyadzi et al. (2024), who noted that economic pressures and affordability challenges continue to influence higher education participation in developing countries. From an Institutional Theory perspective, the findings suggest that economic conditions influence institutional readiness and sustainability of Open University implementation. The results also reflect Resource-Based View (RBV) considerations regarding the importance of financial capability and infrastructure investment in sustaining digital education systems. Overall, the findings indicate that Ghana's economic environment presents both opportunities and challenges for Open University development.

Table 5: Stakeholder perceptions regarding the feasibility of implementing Open University programs in Ghana in terms of the economic environment

Economic Environment	WM	Std. Dev.	V.I.
Ghana's economic conditions support Open University affordability.	2.77	0.94	Agree
The economic system supports distance education growth.	2.93	0.76	Agree
Demand for affordable education supports Open University expansion.	3.15	0.75	Agree
Economic risks affect students' ability to enroll.	3.29	0.73	Agree
The economic environment supports investment in digital infrastructure.	2.96	0.74	Agree
Categorical Mean/Verbal Interpretation	3.02	0.78	Agree

4.1.4 Monetary Environment

As presented in Table 6, respondents generally perceived Ghana's monetary environment as a limiting factor in Open University implementation, reflected in the overall mean of 2.30 ("Disagree"). The findings suggest that exchange rate instability, currency-related uncertainties, and inadequate financial support systems may hinder tuition affordability, long-term institutional planning, and global educational partnerships.

Respondents particularly expressed concern regarding the effects of currency fluctuations on student affordability and the limited support provided by monetary policies and financial institutions for Open University financing. These findings reflect broader financial uncertainties affecting educational investment and participation in developing economies.

The results are consistent with studies emphasizing that inflation, unstable exchange rates, and weak financial support systems create barriers to sustaining digital and distance education programs (Amponsah et al., 2024; Bawuah et al., 2023). Swai (2025) likewise noted that limited financial support mechanisms may reduce institutional flexibility and hinder participation in technology-enabled education systems.

From a Resource-Based View (RBV) perspective, the findings suggest that financial stability and access to institutional resources are critical for sustainable Open University implementation. Monetary instability may limit investments in technological infrastructure, operational sustainability, and affordable learning opportunities. Overall, the results highlight the importance of strengthening financial support systems and institutional financing mechanisms to sustain Open University programs in Ghana.

Table 6: Stakeholder perceptions regarding the feasibility of implementing Open University programs in Ghana in terms of the monetary environment

Monetary Environment	WM	Std. Dev.	V.I.
Currency stability supports consistent Open University tuition pricing.	2.36	1.01	Disagree
Exchange rates do not hinder international partnerships.	2.28	1.06	Disagree
Currency fluctuations have limited impact on student affordability.	2.27	1.04	Disagree
Monetary policies support financing for Open University students.	2.24	0.88	Disagree
Financial institutions support Open University transactions.	2.33	0.92	Disagree
Categorical Mean/Verbal Interpretation	2.3	0.98	Disagree

4.1.5 Trade Environment

The findings in Table 7 indicate that respondents generally perceive Ghana's trade environment as conducive to Open University development, reflected in the overall mean of 2.91 ("Agree"). Regional economic integration obtained the highest assessment (WM = 3.03), emphasizing the role of regional cooperation and international partnerships in supporting Open University expansion and qualification recognition. Respondents also perceived trade policies facilitating access to educational technologies as supportive of online learning development. These findings are consistent with studies emphasizing that regional integration and open trade policies support cross-border educational collaboration, technological accessibility, and digital learning expansion (Fokum, 2023; Haleem et al., 2022).

However, respondents expressed relatively lower agreement regarding government incentives for foreign investment in Open University infrastructure, suggesting that stronger investment policies and financial incentives may still be needed. Similar observations were reported by Gidiglo et al. (2023), who highlighted the importance of investment-friendly policies in supporting educational and technological innovation in developing countries.

From an Institutional Theory perspective, the findings imply that supportive trade environments and international cooperation contribute to implementation readiness and institutional adaptability for Open University systems in Ghana.

Table 7: Stakeholder perceptions regarding the feasibility of implementing Open University programs in Ghana in terms of the trade environment

Trade Environment	WM	Std. Dev.	V.I.
Ghana's trade policies support access to technology for online education.	2.99	0.67	Agree
Regional integration supports recognition of Open University qualifications.	3.03	0.61	Agree
Trade barriers do not limit access to digital learning tools.	2.95	0.75	Agree
Ghana's trading partners support international education collaboration.	2.92	0.71	Agree
Government incentives encourage investment in Open University infrastructure.	2.69	0.73	Agree
Categorical Mean/Verbal Interpretation	2.91	0.7	Agree

4.1.6 Cultural Analysis

The findings in Table 8 indicate that respondents generally perceive Ghana's cultural environment as favorable for Open University implementation, reflected in the overall mean of 3.16 ("Agree"). The ability of organizations to adapt to Ghanaian cultural norms received the highest assessment (WM = 3.25), highlighting the importance of cultural adaptability and inclusivity in supporting digital and international education initiatives. Respondents also viewed cultural diversity as supportive of online learning acceptance.

These findings are consistent with studies emphasizing that cultural adaptability, inclusiveness, and social acceptance significantly influence participation in digital and distance education systems (Gaftandzhieva et al., 2023; Chubb et al., 2024). Similarly, Sarpong (2023) highlighted the growing acceptance of digital education in Ghana as institutions increasingly adopt technology-enabled learning systems. Respondents also perceived language barriers as having relatively limited impact on educational operations, suggesting increasing openness toward international and digitally mediated learning environments.

However, the findings still imply that cultural sensitivity and contextual adaptation remain important in designing Open University systems for diverse learner populations. Similar observations were reported by Adanlawo et al. (2021), who emphasized the importance of intercultural communication in international educational environments. From a Stakeholder Theory perspective, the findings suggest that cultural inclusivity and institutional adaptability contribute to stakeholder acceptance and participation in Open University programs in Ghana.

Table 8: Stakeholder perceptions regarding the feasibility of implementing Open University programs in Ghana in terms of the cultural analysis

Cultural Analysis	WM	Std. Dev.	V.I.
Ghanaian culture supports digital and international education.	3.12	0.66	Agree
Businesses adapt easily to Ghanaian cultural norms.	3.25	0.57	Agree
Cultural diversity supports inclusive business strategies.	3.19	0.63	Agree
Language barriers have limited impact on business operations.	3.04	0.69	Agree
Understanding cultural dimensions supports business success.	3.19	0.69	Agree
Categorical Mean/Verbal Interpretation	3.16	0.65	Agree

4.2 Challenges Faced in the Implementation of Open University Programs in Ghana

The findings indicate that respondents generally agree that institutional, technological, and economic challenges affect the implementation of Open University programs in Ghana, as reflected in the overall mean of 3.05 (“Agree”). Limited internet access emerged as the most significant challenge (WM = 3.49), highlighting the importance of digital infrastructure in supporting effective online learning participation. Economic fluctuations and high technology costs were also identified as major barriers affecting affordability, institutional sustainability, and student enrollment.

These findings are consistent with studies emphasizing that inadequate internet connectivity, technological inequality, and financial instability remain major barriers affecting digital and distance education systems in developing countries (Asante, 2025; Afzal et al., 2023). Similar observations were reported by Ngeze and Iyer (2022), who noted that limited technical support and insufficient faculty readiness continue to affect the quality and accessibility of online education.

Respondents also identified unclear regulations, limited institutional collaboration, and policy shifts as additional implementation challenges. These findings suggest that Open University implementation is influenced not only by technological readiness but also by institutional coordination and regulatory stability. From an Institutional Theory perspective, supportive governance structures and policy consistency are important for sustaining digital education initiatives.

Interestingly, cultural and language barriers, as well as employer recognition of Open University qualifications, were perceived as less critical challenges than technological and financial concerns. This may suggest increasing acceptance of online learning and alternative educational delivery systems within the Ghanaian context. Collectively, the findings suggest that improving internet accessibility, strengthening financial support systems, enhancing institutional collaboration, and establishing clearer regulatory frameworks are important for the sustainable implementation of Open University programs in Ghana.

Table 9: Challenges Faced in the Implementation of Open University Programs in Ghana

Challenges	WM	Std. Dev.	V.I.	Rank
Limited internet access affects participation in Open University programs.	3.49	0.55	Agree	1
High technology costs hinder student enrollment.	3.27	0.81	Agree	3
Inadequate technical support limits online learning participation.	3.25	0.79	Agree	4
Faculty lack sufficient training for online teaching.	2.79	1	Agree	8
Cultural and language barriers affect student engagement.	2.63	1.04	Agree	9
Employer recognition of Open University qualifications is uncertain.	2.77	0.88	Agree	10
Political changes may affect program sustainability.	2.84	0.87	Agree	7
Economic fluctuations affect student affordability and enrollment.	3.29	0.65	Agree	2
Unclear regulations create challenges for online education implementation.	3.16	0.72	Agree	5
Limited collaboration with local institutions affects program delivery.	3.04	0.86	Agree	6
Categorical Mean/Verbal Interpretation	3.05	0.82	Agree	

4.3 Opportunities Available in the Implementation and Participation in Open University Programs in Ghana

The findings reveal strong stakeholder agreement regarding the opportunities available for Open University development in Ghana, as reflected in the overall mean of 3.29 (“Agree”). The growing demand for flexible education emerged as the most significant opportunity (WM = 3.47), indicating increasing interest in online and distance learning systems capable of providing accessible and flexible higher education opportunities.

These findings are consistent with previous studies emphasizing that digital transformation, international academic collaboration, and technological innovation create favorable conditions for expanding Open University systems in developing countries (Tereshchenko et al., 2024). Similarly, Adablanu et al. (2024) highlighted the role of mobile technologies in addressing infrastructure limitations and improving educational accessibility among underserved populations.

The findings also suggest that supportive government policies and economic growth may further strengthen opportunities for Open University implementation. From a Resource-Based View (RBV) perspective, technological capability, institutional partnerships, and policy support may function as strategic resources that enhance institutional competitiveness and long-term sustainability in digital education environments.

While the findings are exploratory and perception-based, they nevertheless indicate that Ghana possesses several favorable conditions for Open University expansion, particularly in relation to flexible learning demand, technological advancement, and international educational collaboration.

Table 10: Opportunities Available in the Implementation of Open University Programs in Ghana

Opportunities	WM	Std. Dev.	V.I.	Rank
Demand for flexible education supports Open University programs.	3.47	0.5	Agree	1
Digital technologies improve online education delivery.	3.37	0.54	Agree	3.5
Government policies support distance education expansion.	3.17	0.6	Agree	9
Open Universities can reach underserved populations.	3.24	0.69	Agree	6.5
International partnerships enhance program credibility.	3.39	0.49	Agree	2
Economic growth may increase student affordability.	3.23	0.58	Agree	8
Cultural diversity supports inclusive curricula.	3.24	0.59	Agree	6.5
Regional integration supports cross-border education.	3.37	0.54	Agree	3.5
Mobile technology improves access to online learning.	3.32	0.52	Agree	5
Government incentives support Open University development.	3.07	0.72	Agree	10
Categorical Mean/Verbal Interpretation	3.29	0.58	Agree	

4.4 Guidelines for Success in Establishing Open University Programs in Ghana

The findings indicate strong stakeholder agreement regarding the strategic guidelines necessary for successful Open University implementation in Ghana, as reflected in the overall mean of 3.55 (“Strongly Agree”). Regular evaluation and updating of programs emerged as the most important guideline (WM = 3.63), emphasizing the importance of adaptability to changing educational, technological, and economic conditions.

Affordable tuition and flexible payment systems were also highly emphasized, suggesting that financial accessibility remains a critical factor influencing student participation and retention. Respondents likewise identified reliable technological infrastructure, faculty development, and institutional reputation as essential components supporting effective online learning delivery and public trust in Open University qualifications.

These findings are consistent with studies highlighting the importance of institutional adaptability, technological readiness, and quality assurance in sustaining online and distance education systems (Bardakcı, 2024; Jung &

Latchem, 2012; Sarpong, 2023). Similar findings were reported by Oware and Mokoena (2025), who emphasized that institutional credibility and qualification recognition significantly influence stakeholder confidence and graduate employability in digital education systems.

The findings further suggest that government support, regulatory compliance, and strong student support services are important for strengthening institutional legitimacy and learner engagement. From a Stakeholder Theory perspective, successful Open University implementation depends on effectively addressing the needs of students, faculty members, institutions, policymakers, and industry stakeholders. Despite being perception-based, the findings indicate that sustainable Open University implementation in Ghana depends on continuous program evaluation, accessible financing, reliable technological infrastructure, faculty capability development, institutional collaboration, and supportive governance systems.

Table 11: Guidelines for Success in Implementing Open University Programs in Ghana

Guidelines for Success in Implementing Open University Programs in Ghana	WM	Std. Dev.	V.I.	Rank
Strengthen partnerships with local educational institutions.	3.43	0.6	Agree	10
Align curricula with Ghanaian cultural and societal contexts.	3.44	0.6	Agree	9
Ensure government support and regulatory compliance.	3.55	0.5	Strongly Agree	7
Provide affordable tuition and flexible payment options.	3.61	0.49	Strongly Agree	2
Develop reliable and accessible technological infrastructure.	3.6	0.55	Strongly Agree	4
Deliver comprehensive student support services.	3.57	0.5	Strongly Agree	6
Provide continuous faculty training in online teaching.	3.6	0.49	Strongly Agree	4
Implement targeted marketing strategies to increase enrollment.	3.48	0.55	Agree	8
Regularly evaluate and update programs to maintain relevance.	3.63	0.49	Strongly Agree	1
Build a strong institutional reputation and qualification recognition.	3.6	0.49	Strongly Agree	4
Categorical Mean/Verbal Interpretation	3.55	0.53	Strongly Agree	

4.5 Proposed Global Collaborative Open University Business Model (GCOUBM)

The proposed Global Collaborative Open University Business Model (GCOUBM) is positioned as a preliminary evidence-informed strategic framework derived from stakeholder perceptions, environmental analysis, theoretical integration, and implementation-related findings concerning Open University development

in Ghana. Rather than functioning as a finalized predictive or fully validated implementation model, the framework serves as an initial conceptual guide intended to support policy formulation, institutional planning, institutional collaboration, and future empirical validation related to Open University implementation within developing-country contexts.

The framework was developed to address gaps identified in existing literature on Open University systems and digital higher education implementation. Previous studies often examined isolated dimensions of online learning, such as technological adoption, learner satisfaction, policy development, or digital accessibility, without comprehensively integrating environmental conditions, stakeholder participation, institutional readiness, governance systems, financial sustainability, and international collaboration within a unified strategic framework. In contrast, the proposed GCOUBM integrates these multidimensional components into a context-sensitive conceptual structure responsive to the realities of developing countries such as Ghana.

The framework is anchored on Stakeholder Theory, Institutional Theory, and the Resource-Based View (RBV). Stakeholder Theory informed the collaborative dimensions of the framework by emphasizing the role of students, faculty members, policymakers, administrators, institutions, and technology providers in supporting implementation sustainability and institutional legitimacy. Institutional Theory guided the environmental and governance dimensions by highlighting the influence of political, legal, socio-cultural, and regulatory environments on institutional adaptability and implementation readiness. Meanwhile, the Resource-Based View informed the strategic capability dimensions of the framework, particularly regarding digital infrastructure, institutional partnerships, faculty capability, technological resources, and financial sustainability mechanisms necessary for long-term operational continuity and competitiveness.

The development of the GCOUBM was likewise guided by the empirical findings of the study. Opportunities identified by respondents, including increasing demand for flexible education, technological advancement, regional integration, international academic collaboration, and growing accessibility of digital technologies, informed the framework's expansion-oriented dimensions. Conversely, implementation challenges such as limited internet accessibility, high technology costs, economic instability, insufficient financial support systems, policy inconsistency, and institutional constraints informed the framework's emphasis on infrastructure development, governance support, institutional adaptability, and sustainable financing mechanisms.

The conceptual structure and strategic components of the GCOUBM were likewise reviewed by academic and industry experts during the instrument validation stage to assess conceptual relevance, contextual applicability, implementation feasibility, and alignment with Open University development realities. This preliminary expert review contributed to strengthening the conceptual consistency and practical relevance of the proposed framework.

Figure 1 illustrates the interconnected strategic dimensions of the proposed Global Collaborative Open University Business Model (GCOUBM). The framework demonstrates how environmental conditions, stakeholder participation, institutional governance, digital infrastructure, financial sustainability, faculty capability, and international collaboration collectively interact to support sustainable Open University implementation. The model further highlights the dynamic relationship between external environmental factors and internal institutional capabilities, emphasizing that successful Open University development requires coordinated governance, technological readiness, policy support, and collaborative partnerships within developing-country contexts such as Ghana.

The arrows and interconnected components presented in the framework signify the multidirectional and interdependent relationships among governance systems, institutional resources, stakeholder engagement, and implementation sustainability. This interconnected structure suggests that Open University implementation cannot rely on a single institutional factor alone but instead requires the alignment of political support, financial capacity, technological infrastructure, institutional adaptability, faculty preparedness, and stakeholder collaboration to achieve long-term sustainability and operational effectiveness.

The GCOUBM consists of interconnected strategic components that collectively support sustainable Open University implementation in Ghana. These components include international academic collaboration and institutional partnerships, digital infrastructure and technological capability, institutional adaptability and governance support, financial sustainability and educational accessibility, and faculty capability development with student support systems. International collaboration and institutional partnerships may strengthen program credibility, qualification recognition, research collaboration, technological exchange, and institutional capability development.

Digital infrastructure and technological capability are essential for ensuring accessibility, effective online learning delivery, and operational sustainability. Institutional adaptability and governance support emphasize the importance of regulatory compliance, policy consistency, quality assurance, and institutional responsiveness in sustaining Open University initiatives. Financial sustainability and educational accessibility highlight the importance of affordable tuition systems, flexible payment mechanisms, institutional financing support, and inclusive educational access. Meanwhile, faculty capability development and student support systems are necessary for strengthening online teaching readiness, learner engagement, retention, and academic support within digital learning environments.

The strategic components of the proposed GCOUBM are directly grounded on the empirical findings and theoretical foundations of the study. The framework integrates stakeholder participation, institutional adaptability, digital infrastructure capability, financial sustainability, and collaborative governance mechanisms identified throughout the environmental analysis and stakeholder

assessments. Collectively, these components reflect the interconnected influence of Stakeholder Theory, Institutional Theory, and the Resource-Based View in supporting sustainable Open University implementation within developing-country contexts such as Ghana.

Although the proposed GCOUBM was developed through empirical findings, environmental analysis, theoretical integration, and preliminary expert review, the framework has not yet undergone advanced predictive or consensus-based validation procedures such as Structural Equation Modeling (SEM), Delphi technique, longitudinal institutional implementation testing, or multi-country comparative validation. Future studies may further strengthen and validate the framework by examining causal relationships among model components, conducting expert consensus validation, and applying the framework across multiple institutional and national contexts. Nevertheless, the proposed GCOUBM provides an evidence-informed and context-sensitive strategic foundation that may guide future research, institutional planning, and policy development concerning Open University implementation in developing-country settings such as Ghana.

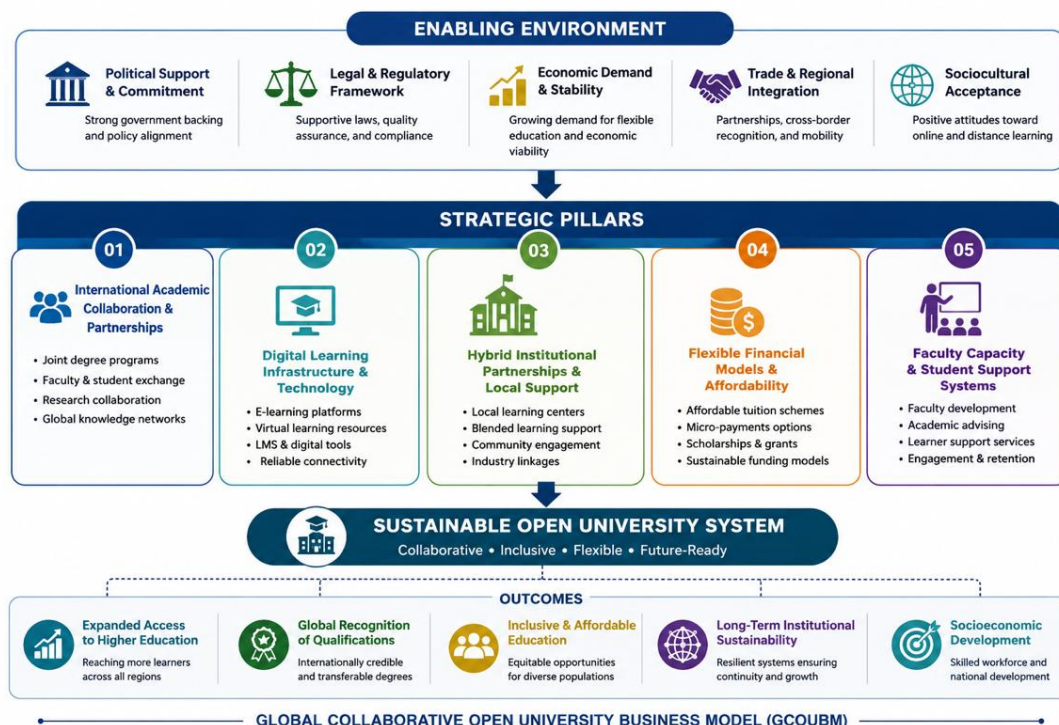


Figure 1: Global Collaborative Open University Business Model (GCOUBM)

5. Conclusion

This study examined the feasibility of implementing Open University programs in Ghana through an analysis of political, legal, economic, monetary, trade, and cultural environments, as well as the challenges, opportunities, and strategic guidelines associated with Open University development. The findings indicate that Ghana generally possesses favorable political, legal, trade, and cultural conditions for Open University implementation. Political stability, supportive

legal frameworks, regional integration, cultural adaptability, and increasing demand for flexible education emerged as important enabling factors supporting digital and distance learning systems.

However, several significant challenges were identified, including limited internet accessibility, high technology costs, economic instability, insufficient financial support systems, and policy inconsistencies. These findings suggest that successful Open University implementation requires coordinated technological, institutional, financial, and policy support systems. The study also identified key guidelines for sustainable implementation, including continuous program evaluation, affordable tuition and flexible payment systems, reliable technological infrastructure, faculty capability development, institutional collaboration, and supportive governance frameworks. These factors emphasize the importance of adaptability, accessibility, and institutional sustainability in developing effective Open University systems.

From a theoretical perspective, the study contributes to the literature by integrating Stakeholder Theory, Institutional Theory, and the Resource-Based View (RBV) within the context of Open University implementation in a developing-country setting. Practically, the proposed Global Collaborative Open University Business Model (GCOUBM) serves as an evidence-informed conceptual framework integrating international collaboration, institutional adaptability, digital infrastructure, and financial sustainability mechanisms.

The findings also carry important policy implications for governments, higher education institutions, and educational stakeholders. Policymakers may consider strengthening national digital infrastructure, expanding affordable internet access, and developing consistent regulatory frameworks that support Open and Distance Learning (ODL). Government agencies and educational institutions may likewise establish sustainable funding mechanisms, faculty development programs, and cross-border academic partnerships to improve the quality, accessibility, and long-term viability of Open University systems. Furthermore, institutional leaders may adopt flexible governance structures and technology-driven learning strategies to enhance educational inclusion and responsiveness to evolving labor market demands.

Although the study employed a quantitative descriptive-exploratory design with a relatively limited purposive sample, the findings provide useful insights for policymakers and higher education institutions seeking to strengthen Open University and distance education initiatives in developing countries. Future research may further validate the proposed GCOUBM framework using larger and more diverse samples across multiple institutional and national contexts. Subsequent studies may also employ mixed-methods, longitudinal, or Structural Equation Modeling (SEM) approaches to examine causal relationships among institutional readiness, technological capacity, financial sustainability, and stakeholder engagement. Comparative studies across developing and developed countries may likewise provide deeper insights into best practices and contextual factors influencing successful Open University implementation.

6. Conflict of Interest

The author declares that there are no financial, personal, or institutional conflicts of interest that could have influenced the conduct or outcomes of this study. The research was carried out independently, and the findings presented in this paper reflect the objective analysis of the data collected.

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