



Methodological Assessment of Secondary School Systems in Ghana Using Quasi-Experimental Design

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Abstract

The secondary education sector in Ghana faces challenges related to curriculum implementation and student performance. A mixed-methods approach was used, combining quantitative data from standardised test scores ($mean = 72.5$, $SD = 10.3$) and qualitative insights through interviews ($n = 45$). Secondary schools in the study area exhibited a moderate alignment with curriculum standards ($r = 0.68$, CI [0.59, 0.77]). While there is potential for improvement, the current system shows promise and warrants further investigation. Continuous professional development for teachers and periodic review of curricula are recommended to enhance educational outcomes. secondary education, Ghana, curriculum alignment, quasi-experimental design

Keywords: *African education, quasi-experimental design, school systems, methodology, evaluation, Ghana, rural schools*

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