



Quasi-Experimental Design in Ghana's Secondary Education Systems: Evaluating System Reliability within an African Context

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Abstract

The background of this article explores the need for methodological rigor in evaluating secondary education systems in Ghana, a context where energy and educational policy intersect. The proposed approach utilizes a mixed-methods strategy, incorporating both quantitative and qualitative data sources to evaluate the performance of secondary schools in terms of educational outcomes and resource allocation within an energy-focused lens. This theoretical framework not only outlines the methodological design but also highlights the importance of empirical studies for understanding and improving educational systems under challenging environmental conditions. Future research should prioritise longitudinal data collection and robust statistical models to ensure reliable and valid assessments of secondary education systems in Ghana's context. Policy makers are encouraged to integrate findings into actionable strategies aimed at enhancing system reliability and resource management. The empirical specification follows $Y = \beta_{0+\beta} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Sub-Saharan, quasi-experimental, reliability, education policy, energy infrastructure, impact assessment, intervention analysis*

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