



Methodological Evaluation of Secondary School Systems in Ghana Using Difference-in-Differences Approach to Assess Yield Improvement Efforts

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Abstract

Secondary schools in Ghana play a critical role in agricultural education and training. However, their effectiveness in improving student knowledge and practices related to crop yield has not been rigorously evaluated. The analysis employs a DID approach to compare pre- and post-intervention outcomes for student performance metrics. Student-level data from multiple academic years will be utilised. A preliminary analysis indicates that secondary school enrollment correlates with modest but statistically significant improvements in crop yield knowledge, although the magnitude of this effect is relatively small. While secondary schools appear to have a positive impact on student understanding of agricultural practices, further research is needed to determine their broader contributions to actual yield outcomes. Future studies should consider longitudinal data and direct measurements of crop yields to better assess the effectiveness of secondary school systems in fostering sustainable agricultural practices. The empirical specification follows $Y = \beta_{0+\beta} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Sub-Saharan, Agricultural, Economics, Social, Development, DID, Yield*

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