

# **UNIVERSITY OF CAPE COAST**



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**ASSIGNMENT 2**

## **Six Data Quality Performance Indicators I Recommend to Meet the Vision of Ghana Education Service (GES).**

Data quality measures how well a dataset meets criteria such as accuracy and fitness for purpose, and it is critical to all data governance initiatives within an organization. Data quality performance indicators are measurable values that assess the quality of data. The six points below are the data quality performance indicators I would recommend to my institution, the GES, to help meet its vision.

### **1. Completeness of Data**

This is the extent to which all required and expected data is captured without gaps. In GES, all schools, teachers, and learners in the country should be fully represented in the database, with no missing essential attributes (e.g., gender, district). Example is datasets with all mandatory fields populated accordingly.

### **2. Accuracy of Data**

This refers to the degree to which data correctly describes the real-world entity or event it describes. To ensure data quality in GES, student enrolment figures, teacher qualifications and school infrastructure data must match actual conditions on the ground. Example, percentage of verified school census records without discrepancies.

### **3. Timeliness of Data**

This refers to the speed with which data is collected, processed, and made available for decision-making. Annual school census results, teacher postings, and performance data should be released within policy-specified deadlines to meet the data quality target. Example, percentage of reports delivered within the set timeframe.

### **4. Consistency of Data**

This can be defined as the uniformity of data across different sources and systems. The number of teachers in EMIS (Education Management Information System) should match HR records; enrolment totals should be consistent across regional and district reports. An example of data consistency is that the rate of data element matches across systems without contradiction.

### **5. Accessibility of Data**

This refers to the ease with which authorized stakeholders can retrieve and use data. Regional and district education officers should be able to access up-to-date information for planning and monitoring without delays. Example is the percentage of stakeholders reporting unhindered access to required datasets.

### **6. Relevance of Data**

The degree to which the data collected meets the actual needs and priorities of the institution. GES should ensure that data collection focuses on indicators that directly support the education strategic plan and SDG4 targets, avoiding unnecessary data burdens.

In conclusion, ensuring completeness, accuracy, timeliness, consistency, accessibility, and relevance of data will enable the Ghana Education Service to improve decision-making, accountability, and service delivery. These indicators provide a strong foundation for achieving the institution's vision while aligning with national education priorities and international goals such as SDG 4.

## **Five Key Administrative Data Points Ghana Education Service (GES) Should Prioritise In Archiving**

Administrative data points are the individual pieces of information collected and maintained by organizations for the purpose of administering services. Archiving refers to the collection of historical documents or records that provide information about a place, institution or a group of people. The points below explain five administrative data that should be prioritized in archiving for the next five years.

### **1. Student Enrollment Data**

This is the annual records of student numbers by school, region, class, age, and gender. This data should be archived because it tracks trends in access to education, supports resource allocation (teachers, infrastructure, textbooks), facilitates analysis of gender parity and equity in education and enables long-term projections for planning.

### **2. Teacher Workforce Data**

This data includes teacher demographics, qualifications, postings, subject specializations, and professional development records. This data should be archived because it helps monitor teacher distribution and address shortages or surpluses, informs teacher training and deployment policies, and it is essential for quality assurance and capacity planning.

### **3. School Infrastructure Data**

This data refers to the facilities inventory (classrooms, laboratories, ICT laboratories, libraries, sanitation facilities) and condition assessments. This data should be archived because it supports infrastructure development and maintenance planning, it informs equity-based distribution of resources and it is crucial for meeting national and international education standards.

### **4. Student Performance and Examination Results**

This includes BECE and WASSCE results as well as continuous assessment scores. The justification for archiving this data includes: it tracks academic trends over time to measure learning outcomes, it identifies gaps in teaching and learning and finally, it supports targeted interventions and curriculum review.

### **5. Education Financing and Budget Allocation Data**

This data includes annual education budgets, disbursements to schools, grants, and donor funding reports. This data should be archived because it enhances transparency and accountability in resource use, it also supports evaluation of funding effectiveness and it enables data-driven advocacy for increased education financing.

In summary, archiving key data on enrolment, teachers, infrastructure, performance, and financing will strengthen GES's ability to plan, monitor, and improve education delivery. These records ensure accountability, support evidence-based decision-making, and help align Ghana's education system with national priorities and global goals.

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