


Chapter 26

Business Intelligence in Secondary Education: Data-Driven Innovation by Quality Measurement

Marco Spruit

 <https://orcid.org/0000-0002-9237-221X>

Utrecht University, The Netherlands

Tiffany Adriana

Utrecht University, The Netherlands

ABSTRACT

This research assesses the education quality factors in secondary schools using a business intelligence approach. We operationalize each layer of the business intelligence framework to identify the stakeholders and components relevant to education quality. The resulting Education Quality Indicator (EQI) framework consists of seven Critical Success Factors (CSFs) and is measured through twenty-eight Key Performance Indicators (KPIs). The EQI framework was evaluated through expert interviews and a survey, and uncovers that the most important factor in assuring education quality is a teacher's ability to communicate with students. Furthermore, a feasibility analysis was conducted in a Dutch student monitoring information system. The results pave the way towards attainable and data-driven innovation in secondary education towards personalized student and teacher performance management using business intelligence technologies, which may ultimately integrate a wide variety of data sources from environmental sensors to wearables to optimally understand each individual student and teacher.

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1. INTRODUCTION

Even though many research works have been conducted to assess quality in education, there is no standard on how to measure quality of education (Becket & Brookes, 2005). In the Netherlands, there exists a protocol for measuring education quality in schools, which is conducted by the Education Inspectorate by investigating various aspects that affect the education process. However, this inspection is conducted on a yearly basis. This means that the measurement of a school's strategy can only be done on a yearly basis, which is not ideal for schools as they cannot see whether their operational activities are conducted towards the right direction. Our research aims to provide a 'traffic light' which warns when school activities are not going toward the desired goal. This is done by employing a business intelligence framework and process model as first proposed by Spruit & Adriana (2015) to help schools direct their policy. We aim to answer the following research question: 'how can a business intelligence process be developed to assess the quality of education in secondary schools?'

2. RESEARCH METHODS

This research follows the Design Science research model by Hevner, March, Park, & Ram (2004) to create a framework that encompasses all the important components and stakeholders of the education process. As a first step of this research, a literature study is conducted in both the topic of education quality and business intelligence. In addition, we review the Dutch education system as this will be the exemplary environment for our research. Next, a semi-structured interview method (Longhurst, 2010; DiCicco-Bloom & Crabtree, 2006) is employed to gather data from experts in the field of education. The interviewees involved in this research include policy advisors of a school group, quality assurance personnel of a school group, independent researchers on education management and quality, and one founder of an education quality assessment organization. After conducting interviews, we develop our initial framework, which is then validated through a questionnaire survey to secondary school directors in the Netherlands. The questionnaires handed out in this research are online and aimed for school directors of the different level of secondary schools in the Netherlands.

3. THEORY

3.1. The Dutch Education System

In the Netherlands, the education system is divided into three parts: primary, secondary, and tertiary education, as shown in Figure 1 (Scheerens, Luyten, & Ravens, 2011; Dutch Eurydice Unit, 2007). The focus of this research is on secondary education, which starts at the age of twelve. After finishing primary education, students will enter one of the three types of secondary education, namely VMBO (pre-vocational secondary education), HAVO (senior general secondary education), and VWO (pre-university education). Pupils move after primary education to one of the type of schools described above on the basis of their achievement levels within primary education (Scheerens et al., 2011).

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