



A Study of Critical Issues in Education: Evidence Data Analysis in The Context of The Gambia.

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ABSTRACT

This study investigates critical issues affecting the education sector in The Gambia through evidence-based analysis using both primary and secondary data. The study is situated within the Gambian educational context, where challenges such as inadequate school infrastructure, teacher shortages, unequal access to learning resources, and limited technological integration continue to affect the quality of education, particularly in rural communities. The objective of the study is to identify the major educational challenges influencing student learning outcomes and assess their implications for educational policy and development. A mixed-method research design was employed, combining primary data collected through surveys and interviews with students, teachers, and school administrators, alongside secondary data obtained from government education reports, policy documents, and published academic studies. Quantitative data were analyzed using descriptive and inferential statistical methods, while qualitative responses provided contextual interpretation of the findings. The results indicate that educational inequality remains a major concern in The Gambia. Approximately 68% of respondents identified inadequate teaching and learning materials as a significant barrier to academic performance, while 57% reported that insufficient access to digital technologies negatively affected student learning. Furthermore, schools with lower teacher-student ratios recorded significantly better student performance levels compared to overcrowded schools ($p < 0.05$). The findings also revealed notable disparities between urban and rural schools in terms of infrastructure, qualified teachers, and access to educational resources. The study concludes that improving educational quality in The Gambia requires increased government investment in school infrastructure, teacher training, digital learning facilities, and equitable resource distribution. The findings provide evidence-based insights for policymakers, educational institutions, and development partners seeking sustainable reforms to strengthen the Gambian education system.

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1. INTRODUCTION.

Education is globally recognized as a critical instrument for socio-economic transformation, human capital formation, and sustainable national development. In the Gambia, the education sector remains central to national development strategies aimed at poverty reduction, social inclusion, and

economic growth. Despite policy reforms and increasing investment in educational access, the Gambian education system continues to face several critical challenges, including inadequate infrastructure, shortage of qualified teachers, overcrowded classrooms, limited digital learning opportunities, insufficient teaching and learning materials, and persistent inequalities between rural and urban schools. These educational constraints negatively affect students' academic performance and weaken the country's ability to develop a competitive and sustainable workforce. The challenges are particularly significant in developing countries such as The Gambia, where education is expected to serve as a major driver of economic productivity, youth empowerment, and social sustainability (Journal et al., n.d.).

This study is anchored in Human Resource Development (HRD) Theory and Sustainability Theory, which provide an important conceptual basis for understanding educational development and its broader societal implications. HRD theory emphasizes the role of education in enhancing human capabilities, skills acquisition, workforce productivity, and institutional effectiveness. According to (Swanson, 2010), education contributes directly to human capital development by equipping individuals with competencies required for economic participation and national competitiveness. Sustainability theory further explains that education is essential for achieving long-term economic resilience, social equity, and sustainable development goals through inclusive and quality learning opportunities (UNESCO, 2016). In the Gambian context, the integration of HRD and sustainability perspectives is particularly important because educational deficiencies not only limit academic achievement but also undermine employment opportunities, technological adaptation, poverty reduction, and sustainable socio-economic progress. Therefore, educational challenges in The Gambia should be examined not only as institutional problems but also as barriers to sustainable human resource development and national sustainability.

Several empirical studies have investigated educational development and sustainability-related issues in The Gambia and similar contexts. (Filho et al., 2024) examined indigenous knowledge and decolonization in higher education in The Gambia, emphasizing sustainability and knowledge management in tertiary institutions. (Bolanle & Ceesay, 2025) explored the contribution of informal educational institutions to educational attainment in rural Gambian communities, focusing mainly on apprenticeship and community-based learning systems. Similarly, (Ceesay & Sonko, 2024) analyzed inclusive education policy in The Gambia from a human capital development perspective, with emphasis on policy implementation and educational inclusion. While these studies provide valuable contributions to educational research, they are limited in several respects. First, they focus on isolated dimensions of education rather than offering a comprehensive analysis of multiple educational challenges affecting the Gambian educational system simultaneously. Second, most existing studies rely predominantly on qualitative approaches or policy reviews without integrating primary and secondary quantitative evidence-based analysis. Third, there remains limited empirical research explicitly linking educational challenges to both HRD theory and sustainability theory within a unified analytical framework. Consequently, there is a significant research gap regarding comprehensive evidence-based studies that examine infrastructural deficiencies, technological barriers, teacher-related issues, educational inequality, and policy implementation challenges in relation to sustainable human resource development in The Gambia.

The novelty of this study lies in its integrated and multidimensional analytical framework that combines HRD theory and sustainability theory to examine critical educational issues in The Gambia using both primary and secondary data sources. Unlike previous studies that focused on single thematic areas such as inclusion, indigenous knowledge, or informal education, this research provides a comprehensive evidence-based analysis of educational inequalities, infrastructure deficits, digital learning barriers, teacher shortages, and policy implementation challenges simultaneously. In addition, the study contributes empirical quantitative findings that directly connect educational quality with sustainable human resource development and long-term national sustainability. The integration of mixed-method evidence and sustainability-oriented HRD analysis therefore distinguishes this study from previous educational research conducted in The Gambia (Tee & Strategy, 2024).

The main objective of this study is to examine critical issues affecting the education sector in The Gambia through evidence-based analysis using primary and secondary data. Specifically, the study aims to assess how infrastructural limitations, technological barriers, teacher-related challenges, and educational inequalities influence learning outcomes and sustainable human resource development. The study also seeks to evaluate the relationship between educational development, human capital formation, and sustainability in order to provide evidence-based recommendations for educational policy reform and sustainable development planning.

To achieve these objectives, the study addresses the following research questions:

1. What are the major critical issues affecting the education sector in The Gambia?
2. How do infrastructural, technological, and teacher-related challenges influence educational outcomes in The Gambia?
3. What relationship exists between educational development, human resource development, and sustainability in The Gambia?
4. What evidence-based strategies can improve educational quality, equity, and sustainable development in the Gambian education sector?

2. LITERATURE REVIEW.

Educational challenges such as inequality, teacher quality, technological integration, policy implementation, and data-driven decision-making have been widely discussed in global educational research. However, the relevance and impact of these issues differ significantly across educational contexts, particularly in developing countries such as The Gambia, where structural limitations, economic constraints, and institutional capacity gaps continue to affect educational quality and sustainability. Existing literature demonstrates that educational inequalities in many African countries are strongly associated with disparities in school infrastructure, teacher distribution, socio-economic conditions, and access to digital learning resources (Development & Group, 2016). In the Gambia, these inequalities are particularly visible between urban and rural schools, where rural communities frequently experience shortages of qualified teachers, inadequate classroom facilities, and limited technological access. While prior studies acknowledge these challenges, many examine them independently rather than as interconnected factors influencing sustainable human resource development and educational outcomes.

From a theoretical perspective, Human Resource Development (HRD) Theory emphasizes the role of education in strengthening human capital, institutional productivity, and national competitiveness (Swanson, 2010). Sustainability Theory similarly views education as a mechanism for achieving long-term social equity, economic resilience, and inclusive development (The Gambia, 2016). Despite the relevance of these theories, recent studies on education in The Gambia have not sufficiently integrated HRD and sustainability perspectives into empirical analyses of educational challenges. For instance, (Sari, 2024) examined indigenous knowledge and decolonization in Gambian higher education, emphasizing cultural sustainability and knowledge systems but giving limited attention to broader systemic educational inequalities and workforce development. Similarly, (Ceesay & Sonko, 2024) focused on inclusive education policy and human capital development but concentrated mainly on policy frameworks without empirical evidence regarding infrastructure, technology, and teacher-related barriers affecting educational performance. In another related study, (Learning, 2027) explored informal educational institutions in rural Gambia, highlighting community-based learning systems but not addressing how technological inequality and institutional policy gaps affect sustainable educational development. Collectively, these studies contribute important insights, yet they remain fragmented in scope and largely qualitative in orientation.

A critical comparison of these studies reveals several important gaps. First, previous research has generally addressed educational issues separately rather than examining how inequality, teacher quality, technological access, educational policy, and data-driven decision-making interact

simultaneously within the Gambian educational system. Second, most existing studies rely primarily on conceptual discussion or qualitative policy analysis, limiting their capacity to provide comprehensive empirical evidence for educational planning and reform. Third, limited attention has been given to evidence-based decision-making using integrated primary and secondary data analysis. This is particularly significant because educational planning in developing countries increasingly depends on reliable educational data for resource allocation, policy evaluation, and sustainable development strategies. Consequently, although the five issues investigated in this study are not individually novel, the originality of the present research lies in its integrated analytical framework and context-specific empirical application within The Gambia.

The current study therefore contributes new theoretical and empirical insights in three major ways. First, it integrates HRD theory and sustainability theory to explain how educational inequalities, teacher shortages, technological barriers, policy limitations, and weak data systems collectively influence sustainable human capital development in The Gambia. Second, unlike previous studies that focused on isolated educational themes, this research adopts a multidimensional evidence-based approach that combines primary and secondary data to examine the interaction among critical educational issues. Third, the study advances the literature by emphasizing data-driven educational decision-making as a central mechanism for improving policy effectiveness, educational quality, and sustainable development outcomes in resource-constrained educational systems. This integrated perspective provides a more comprehensive understanding of educational challenges than earlier studies conducted within the Gambian context.

The literature further suggests that teacher quality remains one of the strongest predictors of student academic achievement, particularly in developing countries where teacher shortages and inadequate professional training are common (Popova et al., 2023). In the Gambia, teacher deployment inequalities and limited professional development opportunities continue to affect instructional quality, especially in rural schools. Similarly, technological integration has become increasingly important in modern education systems, yet digital inequality remains a major challenge due to inadequate internet connectivity, insufficient ICT infrastructure, and limited digital literacy among teachers and students. Although policy reforms in The Gambia seek to improve inclusive and quality education, implementation challenges continue to weaken institutional effectiveness because of inadequate funding, weak monitoring systems, and insufficient evidence-based planning mechanisms. Therefore, understanding the interconnected nature of these educational issues is essential for sustainable educational reform and long-term human resource development.

3. METHODS.

This study adopted a mixed-method research design to examine critical issues affecting senior secondary education in The Gambia through evidence-based analysis. The mixed-method approach was considered appropriate because the study investigated both measurable educational challenges and contextual institutional experiences relating to inequality, teacher quality, technological integration, educational policy implementation, and data-driven decision-making. According to (Riset & Edukasi, 2025), mixed-method designs strengthen educational research by integrating quantitative statistical findings with qualitative explanations, thereby improving analytical depth and research validity. The use of both quantitative and qualitative evidence also enhanced reproducibility by allowing triangulation across multiple data sources and participant categories.

The study was specifically conducted in selected senior secondary schools in urban and rural regions of The Gambia. The contextual focus on senior secondary schools was important because this educational level directly influences higher education access, workforce preparation, and sustainable human resource development. Previous educational studies in The Gambia have often generalized findings across the national educational system without identifying a clear institutional context, thereby limiting reproducibility and contextual applicability. In contrast, the present study focused

specifically on senior schools to provide a clearer institutional framework for examining educational inequalities, teacher-related challenges, technological barriers, and policy implementation issues. The inclusion of both urban and rural schools further improved the representativeness of the study by capturing variations in educational infrastructure, digital access, and teaching conditions within the Gambian educational system.

The study utilized both primary and secondary data sources. Primary data were collected using structured questionnaires and semi-structured interviews administered to teachers, students, school administrators, and education officers. The questionnaires generated quantitative data regarding participants' perceptions of educational inequality, teacher competence, technological integration, educational policy effectiveness, and institutional decision-making practices. Semi-structured interviews were used to obtain qualitative insights regarding institutional experiences and policy implementation challenges. Secondary data were obtained from Ministry of Basic and Secondary Education reports, policy documents, school performance records, educational statistics, and previous scholarly publications related to education and sustainable development in The Gambia. The integration of primary and secondary evidence improved the credibility and comprehensiveness of the findings by enabling cross-validation of educational trends and institutional experiences.

The target population of the study consisted of teachers, students, school administrators, and education officers from selected senior secondary schools in The Gambia. Purposive sampling was employed because the study required participants with direct knowledge and practical experience concerning educational challenges within the senior secondary school system. However, unlike previous studies that used vague purposive sampling procedures, this study established explicit participant selection criteria to improve methodological transparency and reproducibility. Participants were selected based on the following criteria: (1) teachers with at least three years of teaching experience in senior secondary schools; (2) students who had completed a minimum of two academic years in senior secondary education; (3) school administrators directly involved in educational planning, supervision, or policy implementation; and (4) education officers responsible for monitoring or evaluating secondary school performance. These criteria ensured that all selected participants possessed sufficient institutional experience and contextual understanding relevant to the objectives of the study. (Duan & Hoagwood, 2013) emphasized that purposive sampling enhances the quality of mixed-method research when participants are intentionally selected based on their relevance to the research problem.

Table 3.1: Population of the Study.

Category of Participants	Population Size	Sampling Technique	Sample Size
Teachers	85	Purposive Sampling	40
Students	150		50
School Administrators	20		15
Education Officers	15		10
Total	270		115

The questionnaire instrument was subjected to validity and reliability testing to ensure methodological rigor. Content validity was established through expert evaluation by specialists in educational research, measurement, and curriculum studies who assessed the relevance, clarity, and consistency of questionnaire items with the study objectives. Construct validity was further ensured by aligning questionnaire items with the conceptual dimensions of educational inequality, teacher quality, technology integration, educational policy, and data-driven decision-making. A pilot study involving 20 participants from a senior secondary school outside the main study area was conducted to assess the reliability of the instrument. Reliability analysis using Cronbach's alpha produced a coefficient of 0.84, indicating strong internal consistency and reliability of the questionnaire.

instrument. (Long & Balakrishnan, 2020) noted that Cronbach's alpha values above 0.70 are generally acceptable in educational and social science research.

Quantitative data collected through questionnaires were analyzed using descriptive statistics, including frequencies, percentages, means, and tables. Inferential statistical analysis was also applied to examine relationships among selected educational variables. Qualitative data obtained from interviews and open-ended questionnaire responses were analyzed using reflexive thematic analysis based on (Braun & Clarke, 2006) analytical framework. Thematic analysis was selected because it provides a systematic and flexible approach for identifying patterns, themes, and meanings within qualitative educational data. The analysis followed six stages: familiarization with data, initial coding, theme generation, review of themes, theme definition, and interpretation of findings. Recent methodological literature emphasizes that reflexive thematic analysis improves analytical transparency, interpretive rigor, and methodological coherence in educational research (Braun & Clarke, 2006; Byrne, 2022). Furthermore, (Braun & Clarke, 2006) argued that thematic analysis enables researchers to critically interpret institutional experiences and policy-related narratives within complex educational environments. The use of thematic analysis in this study therefore strengthened the interpretation of participants' experiences while complementing the quantitative findings obtained through statistical analysis.

Ethical considerations were also observed throughout the research process. Participants were informed about the purpose of the study, and voluntary consent was obtained before data collection. Confidentiality and anonymity were maintained to protect participants' identities and institutional information. The study therefore adhered to accepted ethical principles governing educational research involving human participants.

4. RESULTS AND DISCUSSION.

4.1 RESULTS

This section presents the quantitative and qualitative findings of the study on critical issues affecting senior secondary education in The Gambia. The findings are organized around the major themes investigated in the study, namely educational inequality, teacher quality, technological integration, educational policy implementation, and data-driven decision-making. Quantitative findings are presented using percentages and frequency tables, while qualitative findings from interviews and observations are integrated to provide contextual interpretation of the educational challenges identified.

4.1.1 Quantitative Findings.

The questionnaire responses revealed that inadequate teaching and learning resources, shortage of qualified teachers, and limited technological infrastructure remain major barriers affecting educational quality in senior secondary schools in The Gambia. Table 4.1 presents respondents' perceptions regarding critical educational challenges.

Table 4.1: Respondents' Perceptions of Critical Educational Challenges in Senior Secondary Schools

Educational Challenge	Frequency (n = 115)	Percentage (%)
Inadequate teaching and learning materials	78	67.8
Shortage of qualified teachers	71	61.7
Limited access to digital technologies	66	57.4
Overcrowded classrooms	63	54.8
Weak educational policy implementation	58	50.4
Poor data-driven decision-making systems	52	45.2

The findings indicate that inadequate teaching and learning materials represented the most significant challenge identified by respondents (67.8%), followed by shortage of qualified teachers (61.7%) and limited access to digital technologies (57.4%). These results suggest that infrastructural and human resource limitations continue to undermine effective teaching and learning processes within Gambian senior secondary schools.

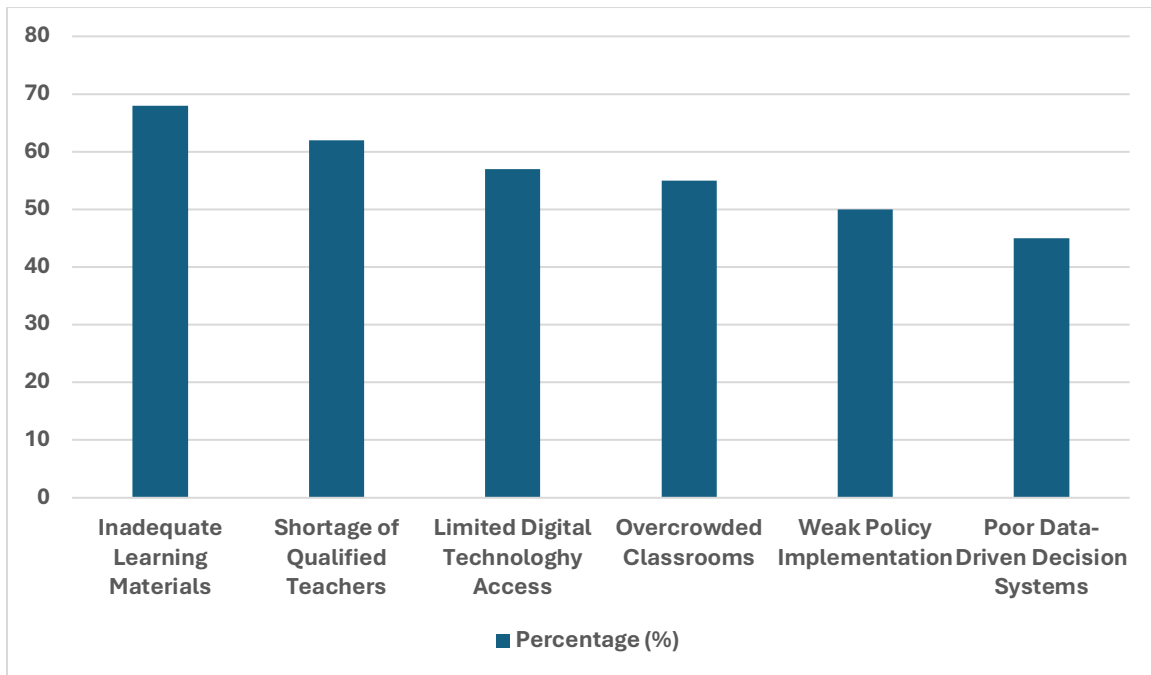


Figure 4.1: Bar Chart Representation of Educational Challenges

The quantitative findings further revealed disparities between urban and rural schools regarding access to educational resources and teacher distribution. Rural schools reported significantly lower access to ICT facilities and qualified teachers compared to urban schools. Statistical analysis also showed a significant relationship between access to educational resources and student academic performance ($p < 0.05$), indicating that schools with better infrastructure and teacher availability demonstrated improved educational outcomes.

4.1.2 Qualitative Findings from Interviews and Observations.

The interview findings supported the quantitative results by revealing deeper institutional and operational challenges affecting educational quality in The Gambia. Many teachers expressed concern regarding inadequate instructional resources and limited professional development opportunities. One teacher from a rural senior secondary school stated:

“We often teach without enough textbooks, laboratory materials, or digital equipment. This affects both students’ understanding and teachers’ ability to deliver lessons effectively.”

Similarly, a school administrator highlighted the problem of teacher shortages:

“Some subject areas such as science and mathematics have very few qualified teachers, especially in rural schools. In some cases, one teacher handles multiple classes beyond the recommended workload.”

Students also reported difficulties associated with technological inequality and overcrowded classrooms. One student explained:

“We hear about digital learning, but many of us do not have access to computers or reliable internet in school. This limits our ability to compete academically.”

Observational findings further revealed that several schools lacked functional computer laboratories, adequate classroom furniture, and stable electricity supply. Rural schools were particularly affected by infrastructural deficits and limited educational technology. These findings demonstrate that educational inequality in The Gambia extends beyond access to schooling and includes disparities in learning conditions, institutional resources, and educational opportunities.

4.2 Discussion.

The findings of this study confirm that educational inequality, inadequate teacher quality, technological limitations, weak policy implementation, and insufficient data-driven decision-making remain significant barriers to sustainable educational development in The Gambia. The quantitative and qualitative evidence demonstrates that these challenges are interconnected and collectively influence student learning outcomes and institutional effectiveness.

The findings relating to teacher shortages and instructional quality strongly support the arguments of (Ingersoll, 2001), who emphasized that teacher quality is one of the most important determinants of student achievement and educational effectiveness. However, unlike Darling-Hammond’s work, which focused largely on developed educational systems, the present study demonstrates that teacher quality challenges in The Gambia are compounded by infrastructural deficits, rural–urban disparities, and limited professional development opportunities. This suggests that improving teacher quality in developing educational contexts requires broader institutional reforms beyond teacher training alone.

Similarly, the findings align with (Gambia government, 2016), which highlighted the importance of equitable access to quality education for achieving sustainable development goals. Nevertheless, the current study extends UNESCO’s broader global observations by providing context-specific evidence from Gambian senior secondary schools. The findings reveal that technological inequality and inadequate educational infrastructure remain major obstacles to educational sustainability despite policy commitments toward inclusive and quality education. Therefore, while UNESCO emphasized universal educational access, the present study demonstrates that access alone is insufficient without corresponding improvements in educational quality, digital infrastructure, and institutional capacity.

The study also contributes to Human Resource Development (HRD) theory by demonstrating that educational deficiencies directly affect sustainable human capital formation. Inadequate teacher capacity, poor technological integration, and weak institutional planning reduce students’ opportunities for skill acquisition and workforce preparedness. From an HRD perspective, educational institutions serve as foundational systems for developing productive human resources necessary for national economic growth and social transformation. Consequently, persistent educational challenges in The Gambia may weaken national competitiveness and sustainable workforce development if not adequately addressed.

From a sustainability perspective, the findings suggest that educational inequality undermines long-term social inclusion and sustainable development. Sustainability theory emphasizes equitable resource distribution, institutional resilience, and inclusive development. However, the study revealed significant disparities between urban and rural schools regarding access to educational technologies, qualified teachers, and learning facilities. Such inequalities may reinforce broader socio-economic disparities and limit opportunities for marginalized communities. Therefore,

sustainable educational reform in The Gambia requires targeted investment in rural educational infrastructure, teacher deployment systems, digital learning technologies, and evidence-based educational planning.

The findings further highlight the importance of data-driven decision-making in educational management. Schools and educational authorities with limited institutional data systems often struggle to monitor educational performance, allocate resources effectively, and evaluate policy outcomes. The study therefore suggests that strengthening educational data systems and institutional monitoring mechanisms could significantly improve policy implementation and educational planning in The Gambia.

Overall, the results demonstrate that educational challenges in The Gambia should not be treated as isolated institutional problems but rather as interconnected barriers affecting human resource development, educational sustainability, and national socio-economic progress. The integration of quantitative evidence with qualitative institutional experiences provides a more comprehensive understanding of educational challenges than previous studies focusing on isolated educational themes.

5. CONCLUSION.

This study examined critical issues affecting senior secondary education in The Gambia through evidence-based analysis using both primary and secondary data sources. The findings revealed that educational inequality, shortage of qualified teachers, limited technological integration, weak educational policy implementation, and inadequate data-driven decision-making systems remain major barriers to effective educational delivery and sustainable human resource development. These challenges were found to be interconnected and collectively responsible for reducing educational quality, limiting student academic performance, and weakening institutional effectiveness within senior secondary schools.

The study successfully addressed the stated research objectives. First, the research identified the major critical issues affecting the education sector in The Gambia, particularly inadequate teaching and learning resources, teacher shortages, overcrowded classrooms, and digital inequality. Second, the study demonstrated that infrastructural limitations, insufficient technological access, and teacher-related challenges significantly influence educational outcomes, especially in rural schools where resource constraints are more severe. Third, the findings established a strong relationship between education, Human Resource Development (HRD), and sustainability by showing that educational deficiencies negatively affect human capital formation, workforce preparedness, and long-term socio-economic development. Finally, the study provided evidence-based insights into how educational policy implementation and institutional decision-making processes can be strengthened to improve educational quality and sustainability in The Gambia.

The study contributes to HRD and sustainability literature by demonstrating that educational institutions are not only centres of academic learning but also strategic systems for sustainable human capital development. The findings confirm that inadequate educational investment weakens workforce development, reduces national productivity, and limits social inclusion. Therefore, improving educational quality is essential for achieving sustainable development goals and strengthening institutional resilience in developing countries such as The Gambia.

Despite the contributions of this study, several limitations should be acknowledged. First, the study focused only on selected senior secondary schools in The Gambia, which may limit the generalizability of findings to other educational levels or national contexts. Second, the use of purposive sampling may have introduced some degree of selection bias because participants were selected based on specific institutional criteria. Third, the study relied partly on self-reported responses from participants, which may have been influenced by personal perceptions or institutional

sensitivities. Nevertheless, the combination of primary and secondary data sources helped strengthen the reliability and credibility of the findings (Okoli, 2013).

Future research should expand the scope of analysis to include primary, lower basic, and tertiary educational institutions in order to provide a broader understanding of educational challenges across the Gambian educational system. Further studies should also examine the long-term relationship between educational quality, workforce productivity, and sustainable national development from an HRD perspective. In addition, future research could explore the role of digital transformation, educational leadership, and institutional innovation in promoting sustainable educational systems in developing countries. Comparative regional studies involving other West African countries may also provide deeper insights into educational sustainability, policy effectiveness, and human capital development within similar socio-economic contexts.

6. RECOMMENDATIONS.

Based on the findings of this study on critical issues in senior secondary education in The Gambia, the following targeted and actionable recommendations are proposed for key stakeholders to strengthen educational quality, improve human resource development (HRD), and support sustainability in the education sector.

1. For Policymakers (Ministry of Basic and Secondary Education).

- ❖ Increase national education budget allocation specifically for senior secondary schools, with priority given to rural and underserved regions to reduce educational inequality.
- ❖ Develop and implement a national teacher recruitment and retention strategy, ensuring equitable distribution of qualified teachers across urban and rural schools, especially in science, mathematics, and ICT subjects.
- ❖ Strengthen school infrastructure development programs, including classroom expansion, laboratory construction, and provision of electricity and clean water in all senior secondary schools.
- ❖ Establish a national digital education policy that ensures affordable and reliable internet access, ICT equipment, and digital learning platforms for all schools.
- ❖ Institutionalize a data-driven education management system to improve planning, monitoring, and evaluation of student performance and school resources for evidence-based decision-making.

2. For School Leaders and Administrators.

- ❖ Introduce school-based teacher development programs, including peer mentoring, lesson observation, and continuous professional learning workshops to improve teaching quality.
- ❖ Improve internal data management systems to regularly track student performance, attendance, and resource needs for better school-level decision-making.
- ❖ Strengthen collaboration with local communities, NGOs, and private partners to mobilize resources for infrastructure improvement and learning materials.
- ❖ Promote effective classroom management strategies to address overcrowding challenges, such as shift systems or class grouping where necessary.
- ❖ Encourage the integration of ICT tools in school administration and teaching, even at a basic level, to support digital literacy development.

3. For Teachers.

- ❖ Participate in continuous professional development training, particularly in ICT integration, learner-centered teaching methods, and competency-based education approaches.
- ❖ Adopt innovative teaching strategies that enhance student engagement and active learning, especially in resource-constrained environments.
- ❖ Strengthen collaboration among teachers to share teaching materials, lesson plans, and best practices to improve instructional effectiveness.
- ❖ Utilize available digital tools and open educational resources to reduce dependency on limited physical teaching materials.
- ❖ Provide feedback to school leadership on classroom challenges to support evidence-based school improvement planning.

4. For HRD and Sustainability-Oriented.

- ❖ Educational planning in The Gambia should be explicitly aligned with Human Resource Development (HRD) goals, ensuring that school's function as effective systems for producing skilled, employable, and productive citizens.
- ❖ Sustainability principles should be embedded in education policies to ensure equitable access, long-term capacity building, and resilience of the education system, particularly in rural communities.
- ❖ Investment in education should be viewed as a long-term national development strategy, not only a social service, but a mechanism for sustainable economic growth and human capital development.

These recommendations collectively aim to address structural inequalities, improve teaching quality, enhance technological integration, and strengthen data-driven governance within the Gambian senior secondary education system.

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