

Big Data Analytics in Higher Education

Julius Murumba* and **Elyjoy Micheni***

Department of Management Science and Technology, Technical University of Kenya

Big Data provides an opportunity to educational Institutions to use their Information Technology resources strategically to improve educational quality and guide students to higher rates of completion, and to improve student persistence and outcomes. This paper explores the attributes of big data that are relevant to educational institutions, investigates the factors influencing adoption of big data and analytics in learning institutions and seeks to establish the limiting factors hindering use of big data in Institutions of higher learning. The study has been conducted through a desk search and reviewed sources of literature including scientific research journals and reports. The paper is based on desk research. The sources of literature that were reviewed included scientific research articles and journals, conference reports and theses. Online journals found on the internet were also examined with the search being broadened by Google Scholar where the following keywords were used “big data”, “developing countries”, “education systems” and “clustering”. The paper concludes that Big Data is important since it offers Universities opportunities to their Information Technology resources strategically to improve educational quality and guide students, colleges and universities see value in analytics; and therefore recommends that these institutions carry out investments in analytics programs and in people to have relevant data science. This is because Big Data can afford educational institutions opportunities to shape a modern and dynamic education system, in which every individual student can have the maximum benefit from, and can greatly contribute towards improving the quality of education

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