



Assessment of Teacher Professional Development Needs in Ghanaian Schools After Implementing New Digital Curriculum Resources, 2004

Chika Adebayo¹

¹ Obafemi Awolowo University, Ile-Ife

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Correspondence: cadebayo@hotmail.com

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Author notes

Chika Adebayo is affiliated with Obafemi Awolowo University, Ile-Ife and focuses on Arts & Humanities research in Africa.

Abstract

The integration of digital curriculum resources in Ghanaian schools has been a focus for improving educational outcomes and teacher competencies. Qualitative interviews were conducted with educators from selected primary schools in Nigeria to gauge their perceptions and requirements for further support in utilising these resources effectively. Teachers expressed significant interest in workshops that focused on integrating digital tools into traditional teaching methods, particularly regarding the use of multimedia content and interactive learning platforms. The findings indicate a clear need for targeted professional development programmes tailored to assist teachers in adapting to new digital educational resources. School administrators are advised to prioritise offering structured training sessions that cover both theoretical knowledge and practical applications of digital curricula.

Keywords: *Ghanaian, Digitalization, Teacher Development, Curriculum Reform, Qualitative Research, Anthropology of Education, Socio-Ecological Model*

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