



Teacher Professional Development and Student Learning in Ghana: An Action Research Study

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Abstract

Teacher professional development (TPD) initiatives have been implemented in Ghana to enhance educational quality and student learning outcomes. An action research approach was employed, involving teachers' self-reflection, peer feedback sessions, and curriculum integration workshops. Data were collected through pre- and post-assessments of students' academic performance and observations of classroom interactions. There was a significant improvement in students' problem-solving skills and critical thinking marked by an increase of 15% in test scores across all subjects after the TPD intervention. TPD programmes significantly enhanced teachers' instructional methods, leading to better academic performance among students. Further research is recommended to explore long-term impacts. Schools should integrate regular teacher training into their curriculum and monitor the effectiveness of these programmes through ongoing evaluations. Teacher professional development, student learning outcomes, Ghanaian education

Keywords:

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Action

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Constructivism, Teacher Education, Professional Development, Curriculum Implementation, Student Achievement

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