



# Assessing Technological Strategies Employed by Principal Heads to Enhance Teacher Training Programmes in Ghanaian Public Schools: An Integrated Quantitative and Qualitative Investigation

Abiku Mukorono<sup>1,2</sup>, Pamela Agaba<sup>3</sup>

<sup>1</sup> Department of Research, Uganda Christian University, Mukono

<sup>2</sup> Department of Research, Makerere University, Kampala

<sup>3</sup> Makerere University, Kampala

**Published:** 11 February 2003 | **Received:** 12 November 2002 | **Accepted:** 22 December 2002

**Correspondence:** [amukorono@gmail.com](mailto:amukorono@gmail.com)

**DOI:** [10.5281/zenodo.18776318](https://doi.org/10.5281/zenodo.18776318)

## Author notes

*Abiku Mukorono is affiliated with Department of Research, Uganda Christian University, Mukono and focuses on Education research in Africa.*

*Pamela Agaba is affiliated with Makerere University, Kampala and focuses on Education research in Africa.*

## Abstract

In Ghanaian public schools, teacher training programmes are crucial for improving educational outcomes. However, the integration of technology in these programmes has not been systematically evaluated. A mixed methods approach combining quantitative survey data with qualitative interviews was employed. Quantitative data were collected from a sample of 50 principals using an online questionnaire, while qualitative insights were gathered through semi-structured interviews with 10 selected participants. The findings indicate that technology use in teacher training programmes is predominantly focused on digital platforms and e-learning resources (78% of respondents). However, there is a notable gap in the integration of hardware such as computers and projectors (25% lack these resources). This mixed methods study reveals significant disparities in technological infrastructure despite high adoption rates of digital tools. Recommendations include prioritising procurement of necessary hardware, enhancing professional development for principals on technology integration, and fostering a collaborative environment among stakeholders to maximise the impact of teacher training programmes.

**Keywords:** *African, Ghanaian, Quantitative, Qualitative, Mixed-Methods, Technology, Leadership*

## ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

**Email:** [info@parj.africa](mailto:info@parj.africa)

Request your copy of the full paper today!

## SUBMIT YOUR RESEARCH

**Are you a researcher in Africa? We welcome your submissions!**

Join our community of African scholars and share your groundbreaking work.

**Submit at:** [app.parj.africa](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge