



Teacher Professional Development and Student Learning Outcomes in Ghanaian Schools: An Ethnographic Exploration

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Abstract

Teacher professional development (TPD) programmes are crucial for improving student learning outcomes in Ghanaian schools. However, their effectiveness and implementation challenges remain under-researched. Data were collected through participant observation, semi-structured interviews, and document analysis. Focus was placed on a sample of primary school teachers and their students across three regions of Ghana. Findings indicate that while TPD programmes are generally well-received by teachers, there is variability in how they are implemented, with some teachers adapting them to local contexts effectively, leading to improved student engagement and performance in mathematics and reading skills. The study reveals the importance of context-specific approaches for successful implementation of TPD programmes. It also highlights the need for ongoing professional development support to sustain improvements in teaching quality and student learning outcomes. School administrators should prioritise ongoing training opportunities for teachers, while policymakers should consider funding models that encourage sustainable implementation of such programmes.

Keywords: *Geographic, Ghanaian, Ethnography, Teacher Development, Pedagogy, Cultural Studies, Community Engagement*

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