



# Policy Shocks and Educational Transformations in Ghana: A Sociological Assessment

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## Abstract

This study examines how policy shocks have influenced educational transformations in Ghana, focusing on the country's education sector. This study employs a mixed-methods approach combining both quantitative surveys and qualitative interviews among educators, students, and parents from various regions across Ghana. Data analysis includes statistical testing and thematic content analysis of responses. Recent policy changes have led to notable improvements in teacher training programmes, with an increase of 20% in the number of teachers receiving professional development courses compared to previous years. The findings suggest that targeted educational reforms are effective in enhancing teaching quality and student performance, highlighting the need for sustained investment in these areas. Ghana should continue funding teacher training programmes and consider expanding access to digital learning resources to further improve educational outcomes.

**Keywords:** *Sub-Saharan, educational reform, policy analysis, qualitative research, quantitative methods, neo-liberalism, institutionalization*

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