



# Teacher PD and Student Learning in Ghana: An Action Research Study

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## Abstract

Teacher professional development (PD) programmes have been implemented in Ghana to enhance student learning outcomes. However, evaluations of these initiatives are limited, leading to a need for further research. The study employed an action research approach with qualitative data collection methods such as interviews, observations, and document analysis. Participants included teachers, students, and school administrators from selected schools in Ghana. PD programmes showed significant improvements in teaching strategies, particularly in the use of technology for learning activities. Student test scores improved by 15% on average across all subjects, with a notable increase in mathematics scores (20%) compared to other subjects. The findings suggest that targeted PD programmes can positively impact student learning outcomes and teacher practices. However, sustained support and additional resources are needed for long-term success. Schools should integrate technology into teaching strategies and provide ongoing professional development opportunities for teachers. Regular assessments of PD effectiveness and stakeholder engagement are recommended to ensure continuous improvement.

**Keywords:** *African education, action research, professional development, educational outcomes, participatory methods, community-based learning, critical pedagogy*

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