

# Basic School Teacher Participation in Continuous Professional Development: A Study of Teachers in The Sagnarigu Municipality of The Northern Region of Ghana

<sup>1</sup>Edward Abasimi, <sup>2</sup>Ziblim Andani, <sup>3</sup>Daniel Fuachie

<sup>1</sup>Department of Health Science Education, Faculty of Education, University for Development Studies, P.O. Box 1350 Tamale, Ghana

<sup>2</sup>Department of Educational policy Studies, Faculty of Education, University for Development Studies, P.O. Box 1350 Tamale, Ghana

<sup>3</sup>Department of Educational Foundations, Faculty of Education, University for Development Studies, P.O. Box 1350 Tamale, Ghana

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## Abstract:

By engaging in Continuing Professional Development (CPD), professionals ensure that their skills remain up-to-date and relevant, enhancing their competence and improving their overall performance. CPD for teachers has gained increasing attention from governments, educators, and researchers in recent times. This study assessed basic school teachers' participation in CPD and the perceived benefits of the CPD programmes they participated in in the Sagnarigu municipality in the Northern Region of Ghana. The study adopted the quantitative approach where 216 teachers responded to a semi-structured questionnaire. Results reveal that 83.3% of participants engaged in CPD activities. Respondents participated highly in inservice training, workshops/short courses and coaching and mentoring in that order. There was also relatively moderate participation in continuing education and peer class observation. However, teachers participated less in education conferences, observation visits to other schools, study networks, collaborative teaching and research, action research and publications. Sociodemographic characteristics of participants such as professional qualifications and years of working experience influenced participation in CPD activities. In-service training, workshops/short courses and peer class observation and Mentoring/coaching as part of formal school arrangement were considered the most beneficial CPD programmes by teachers. Recommendations included the fact that Stakeholders should organise relevant and high-quality CPD programmes: that are tailored to the needs of teachers and that address the specific challenges they face in the classroom.

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**Keywords:** Basic school teachers, participation, continuous professional development, Sagnarigu Municipality, Northern Region, Ghana.

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## 1. Introduction

The past two decades have seen many calls for teacher learning and professionalism. Emphasis has been placed on the very nature of the teaching profession as a process of continuous and lifelong learning, both formal and informal (ELAN Research Program, 2014). The argument put forth is that as society changes, so must our educational and school systems (Avidov-Ungar et al., 2021). Therefore, teachers, as the principal contributors to these systems, require learning in significant ways through teacher professional development (TPD) interventions, if they are to productively play their roles. According to Mlambo et al. (2021), the term continuous professional development (CPD) refers to educational opportunities that support people in advancing and improving their professional practices. The Organization for Economic Co-operation and Development (OECD, 2014) defines CPD for teachers as a range of activities intended to enhance their knowledge, abilities, attitudes, expertise, and other traits. This allows teachers to gain the skills and knowledge required to successfully navigate the complexities of modern educational systems. This procedure helps to promote improved self-efficacy, more self-assurance, and greater openness to new concepts (Pearman et al., 2021). This tends to improve teachers' classroom and school environment practices and hence their students' learning (Arifin et al., 2024). Regardless of these widely known benefits of CPD, opportunities provided for teachers often appear inadequate (Abakah et al., 2022) a situation described by Saeed and Akhtar (2021) as the "most serious unresolved problem for policy and practice in education".

In the case of Ghana, there is minimal policy interest in teacher professional development activities (Mereku, 2019) consequently, using ongoing professional learning opportunities to shape teachers' beliefs, attitudes, and dispositions for their classroom teaching continue to be lacking (Abakah et al., 2022). A critical look at Ghana's implemented reforms and educational policies to improve quality education over the past decades reveals the neglect of teachers' CPD.

Educational reforms have thus focused on restructuring the educational system, setting new educational standards and curricula, tightening the entry requirements into educational institutions, and introducing promotional examinations (Hall et al., 2015), rather than giving space for learning opportunities that enhance teacher competencies to perform effectively in the classrooms to ensure that the goal of quality education is adequately achieved in Ghana.

Consequently, despite the numerous educational reforms in Ghana, there has only been a marginal improvement in the quality of teaching and learning, as well as students' performance in basic schools (Boakye, 2019) of which the Sagnarigu municipality is no exception. It may be that teachers participation in CPD programmes and activities could potentially be the game changer as the relevance of CPD to enhancing teacher quality has been consistently emphasized (Derakhshan et al., 2020). It is therefore important to examine teachers participation in CPD and the potential role it might have on quality teaching and student performance. Thus the current study focuses on existing programmes basic school teachers participate in, how often they participate in them and the perceived benefits of such programmes to the teachers. Examination of perceived benefits to the teachers is critical as teachers are more likely to engage in CPD programmes and activities they consider beneficial.

### **1.2 Statement of the Problem**

The prevailing perception of a decline in academic standards among students in basic schools in Ghana (Ghanney, 2020; Carter et al., 2020; Nkansah, 2021) serves as the backdrop for a critical problem statement. Specifically, attention has been directed toward the competence levels of teachers in elementary schools, with a focus on both essential generic and subject-specific skills (Mereku, 2019) essential for effective teaching and learning. The justification for these concerns lies in the belief that approximately 90% of school children in Ghana are learning inadequately (Ministry of Education, 2012, Mereku 2019), and the incremental improvements in students' performances in the annual Basic Education Certificate Examination (BECE) over the years have been only marginal (Ansong et al., 2015). While other factors may contribute to the declining academic standards, the central role of teachers in promoting active learning among students cannot be overstated. Derakhshan et al., (2020) emphasizes that, among various elements contributing to quality education, the professional development of teachers is the most significant. Quality professional development empowers teachers to make complex decisions, enhance problem-solving abilities, and improve pedagogical and content knowledge to foster students' learning (Sulaimon & Adebayo, 2024). Research on teacher professional development programmes underscores their role in systemic reform, aiming to increase teacher knowledge, transform classroom practices, and enhance student achievement (Abakah et al., 2022). The type of CPD programmes and activities teachers engage in, the frequency of their participation and the perceived benefits of the programmes they participate in from the teachers own perspectives are critical to teacher quality and consequently students' academic success. Despite this, limited documentation addresses these critical factors in the Ghanaian context. Existing research in Ghana emphasize the frequency and organization of teacher professional development programmes such as professional learning community (TLC). This research gap highlights the need for a thorough investigation into these factors to provide a holistic understanding of the impact of CPD on teaching and learning. In light of that context, the present study explored the type of CPD programmes teacher often participate in or had ever participated in, the frequency of their participation and their perceived benefits to the teachers.

### **1.3 Research Questions and objectives**

The current study addressed the following research questions.

1. What are the CPD programmes basic school teachers in the Sanarigu municipality have participated in?
2. Which CPD programmes among those the basic school teachers participated in do they consider most beneficial?

Based on the above research questions, the main purpose of this study is to:

1. identify the CPD programmes in which basic school teachers in the Sagnarigu municipality have participated,
2. determine those CPD programmes the basic school teachers consider most beneficial.

### **1.4 Literature review**

The review focuses on (1) CPD programmes for basic school teachers in Ghana, (2) Benefits of CPD programmes among Basic school teachers in Ghana

#### **1.5 CPD programmes for basic school teachers in Ghana**

Global challenges such as hyper-competition, technological innovation, and economic crunch present stimulus for change in human endeavors. Change requires continuous learning to enable individuals to adapt to such global challenges and their environments (Karim, 2024). Indeed, teachers also face enormous workplace challenges orchestrated by constant technological innovations and the demands of the 21st century. The speedy shifts in the way things are done have forced organizations, institutions, and businesses to demand more efficiency from their employees (Karim, 2024). The global challenges require teacher bodies such as the Ghana Education Service (GES) to employ creative approaches to update teachers' knowledge and build capacity through CPD. Teachers' CPD has become a major focus within the school reform and school improvement literature because of the belief that student learning and success are due, in large part, to the effectiveness of teachers (OECD, 2009).

Policymakers and education leaders are convinced that if they are going to make significant improvements in the quality of education, good teachers are critical (Bros & Schechter, 2022). The future of every nation's development depends on the quality of education it provides for its young children. The Government of Ghana (GoG) having identified education as a key development tool of the nation and aiming to ensure free access to quality basic education has worked tirelessly over the years to achieve these goals. As a result, policies such as the abolition of school fees, the introduction of the capitation grant, and the school feeding programme were introduced by the Ghana government (Mohammed & Apiung, 2025).

The current policy on pre-tertiary teacher professional development and management (PTPDM) is based on Act 774 of 2008, the Education Act, and it aims to establish certain benchmarks and regulations for professional development programmes for educators. A competency-based approach must be used in the programme formulation and assessment of all professional development programmes according to the PTPDM policy. Therefore, for professional development programmes for teachers to be effective, they need to prepare instructors to handle the unique challenges of the teaching profession. According to the education ministry (2012), CPD programmes in Ghana should be structured to align with the goals and aims of pre-tertiary education. The current teacher system of upgradation, which depends on the years of practice, will be replaced with a new approach that emphasizes proof of teachers' professional development activities. The Ministry of Education (2012) states that professional development activities should be connected to teachers' career advancement and serve as proof of their professional progression and accomplishments. These activities should constitute the foundation for career progression and awards.

In Ghana, basic school teachers generally have two options for CPD opportunities. Initially, educational authorities arrange workshops and training programmes focused on certain subjects such as pedagogical content knowledge, leadership, and management, and extend invitations to teachers to partake in them. Furthermore, educational institutions possess the autonomy to select their own CPD initiatives that are following their specific requirements (Yaqub et al., 2020). However, there is a lack of comprehensive research examining teachers participation in CPD programmes and activities and the perceived benefits to teachers from their own perspective in Ghana.

### **1.6 Benefits of CPD programmes for basic school teachers**

The importance of professional development programmes for basic school teachers cannot be overstated. Professional development programmes helps basic school teachers to increase their knowledge and skills. Many scholars( e.g., Obeng-Tuaah (2025; Subramanian & Suresh, 2022) suggested that training and development programmes were key to improved employees' performance at work, updating their knowledge, and improving their skills, attitude and development and that this would result in several potential benefits for the individual and to their employer. To achieve long-lasting beneficial changes in teachers' classroom practices, the activities or programmes offered through CPD must be tailored to the specific requirements of both instructors and their pupils. Teachers acquire fundamental information and comprehension throughout their pre-service training. However, they continue to have continuing learning requirements that emerge at each phase of their profession (Purwanti, 2024; Abakah et al., 2022). Therefore, professional development programmes should focus on addressing the specific areas of improvement that instructors require. To achieve long-lasting beneficial changes in teachers' classroom practices, the activities or programmes offered through CPD must be tailored to the specific requirements of both instructors and their pupils.

According to Yang and Kaiser (2022), a study revealed that instructors require professional development in the areas of didactical knowledge and the ability to handle the emotional elements of students' mathematical learning. Within the group of Ghanaian basic school teachers, it has been noticed that there are certain professional development demands that they require. Pedagogical subject understanding, utilization of teaching and learning resources, proficiency in ICT-related technologies, implementation of effective school management methods, and adeptness in student behavior management (Abakah et al., 2022). Teachers, CPD programme designers, and facilitators thus must find their CPD needs and support instructors in adjusting to the changes they have to create in their work.

## **2. Method**

### **2.1 Research Design**

The chosen research design for this study was descriptive survey design, rooted in the pragmatic philosophical assumption (Creswell & Clark, 2018). This design aimed to provide a comprehensive understanding of the motivation of basic school teachers to participate in CPD.

### **2.2 Sample**

Using Krejcie and Morgan's (1970) guide for sample size determination, 216 participants were sampled from selected schools in the study area using a proportional simple random sampling approach, where the sample was proportionally distributed among the selected schools. This sample included 130 (60.2%) male and 86 (39.2 %) female. Age was captured under categories ranging from 20-29 to 50-59 with the 30-39 category being the highest with a 43.5%. A high number of 81% were married and 14.8% were single and the rest were either divorced or widowed. With regards to educational qualification, teachers qualifications included Certificate, Diploma, Bachelor and Postgraduate degrees with 66% being Bachelor degree holders followed by Diploma holders (27.3%) and post graduate( 6%). The average number of years of working experience was 10 years. Finally, subjects taught by teachers were 11 including English, Mathematics, science, social studies and ICT with 23.6% of teachers teaching English followed by 16.6% and 10.1% teaching mathematics and science respectively.

### **2.3 Research Instrument**

A semi-structured closed ended questionnaire was employed to collect data. In addition to demographic information such as age, gender, years of experience, and qualification, the questionnaire consisted of items on teacher CPD programmes and activities and

items on perceived benefits of CPD programmes. Sample items on teacher CPD programmes and activities include for example “Have you ever participated in any CPD programme” with respondents expected to answer yes/no, and “Which CPD programme have you ever participated in?” with respondents expected to choose from a predetermined list (e.g., in-service training, workshops, mentorship)”. Another example was “which CPD programme do you consider most beneficial?” with respondents expected to choose from a predetermined list. These questionnaires were adapted from previously published studies (Abakah, Widin et al., 2022; Yaqub et al., 2020; Nkundabakura et al., 2024). To ensure the suitability of the instruments for use, a pilot test was conducted with 25 teachers from two schools in a neighboring district (Savelugu district) participating. The instrument was considered suitable after the pilot study with the instrument yielding a Cronbach Alpha Coefficient of 0.87.

**2.4 Data Analysis**

The data was analyzed mainly descriptively employing frequencies, percentages, means, and standard deviation using Microsoft Excel and SPSS version 25. were also employed for aspects of the analysis.

**2.5 Ethical Considerations**

Numerous ethical considerations were addressed throughout the study. Each participant gave their explicit informed consent at the outset, guaranteeing that they were fully aware of the goals, methods, and possible consequences of the research. Participation was also made voluntary, and confidentiality and anonymity was assured. Lastly, the researchers adhered unwaveringly to the ethical principles stipulated by relevant professional associations or institutional review boards. The principles of honesty, integrity, and a profound respect for the well-being of the participants were upheld.

**3. Results**

The following sections present the results of the study based on its objectives.

**3.1 Objective One: Identifying the CPD programmes basic school teachers participated in**

This section of the study presents results on participation in CPD, specific CPDs that teachers participated in, frequency of participation, and sociodemographic-specific frequency of participation among others.

On the issue of whether respondents ever participated in a CPD programme, results revealed that majority 180 (83.3%) of them did. while the remaining few (17%) indicated they had never participated in any form of CPD programme.

**3.2 Specific CPD programmes participated in by teachers**

As shown in Table 1, the results revealed the specific CPD programmes basic school teachers participated in. A large number of participants 168(77.8%) had ever participated in in-service training. A significant number, 166 (76.9%) ever participated in workshops and short courses, while more than one quarter 57(26.4%) ever attended educational conferences. A total number of eighty (80) (37.0%) participants indicated that they were continuing their education and more than half, 111(51.4%) indicated that they took part in a peer class observation. Half, 108(50.0%) of the participants ever participated in a coaching and mentoring activity within formal school arrangements.

**Table 1 Results on specific CPD programmes teachers participated in**

<b>CPD Programme</b>	<b>Frequency</b>	<b>Percentage</b>
In-service training	168	77.8
Short courses and workshops	166	76.9
Conferences	57	26.4
Further studies or continuing education	80	37.0
Visits to sister schools for observations	62	28.7
Collaborative teaching	50	23.1
Teacher-network study	35	16.2
Observation of peers	111	51.4
Coaching and mentoring with school arrangements	108	50.0
Collaborative research	54	25.0
Action study	64	29.6
Publication	24	11.1
Other	8	3.7

**3.3 Frequency of participation in CPD programmes**

The study also examined the frequency of participation of teachers in CPD programmes. Respondents were required to indicate how often they participated in CPD programmes on a scale ranging from 5 = “very often” to 1 = “Never”. Results were computed

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in terms of frequency and again based on the mean with a criterion value of 3 which was calculated by adding the values of all five points on the Likert scale (5+4+3+2+1=15) and dividing it by 5. Thus, a mean score below 3 indicated low participation frequency and mean score equal to or greater than 3 indicated high participation frequency.

As shown in Table 2, results show that in general, with the exception of inservice training, workshops/short courses and coaching and mentoring as CPD programmes which had mean score above 3 indicating high frequency of overall participation, all other CPD programmes or activities scored below 3, indicating that basic school teachers generally participated less in these programmes. Even though below the average, programmes such as continuing education and peer class observation also received relatively moderately high participation with mean score of 2.48 and 2.85 respectively. The results, as shown on Table 2 corroborate the results on Table 1 and implies that basic school teachers in the Sanarigu Municipality generally participated less in education conferences, observation visits to other schools, study networks, collaborative teaching and research, action research and publications among other CPD activities.

**Table 2 Results on Frequency of CPD Programme Participation by teachers**

CPD Programme	Very often	Often	Sometimes	Rarely	Never	Mean	S.D
In-service training	34(15.7)	74(34.3)	59(27.3)	1(0.5)	10(4.6)	3.65	0.96
Workshops/short courses	20(9.3)	74(34.3)	64(29.6)		12(5.6)	3.53	0.96
Education conference	4(1.9)	13(6.0)	42(19.4)	2(0.9)	91(42.1)	1.95	1.23
Continuing education	11(5.1)	25(11.6)	60(27.8)		65(30.1)	2.48	1.34
Observation visits to other schools	6(2.8)	13(6.0)	36(16.7)			1.94	1.27
Collaborative teaching	10(4.6)	13(6.0)	23(10.6)		107(49.5)	1.82	1.33
Study networks among teachers	8(3.7)	5(2.3)	23(10.6)	117(54)	153(70.8)	1.61	1.17
Peer class observation	14(6.5)	52(24.1)	40(18.5)		52(24.1)	2.85	1.41
Coaching and mentoring	27(12.5)	57(26.4)	30(13.9)		52(24.1)	3.04	1.50
Collaborative research	6(2.8)	15(6.9)	21(9.7)		105(48.6)	1.76	1.26
Action study	4(1.9)	10(4.6)	38(17.6)		104(48.1)	1.78	1.17
Publication	5(2.3)	1(0.5)	6(2.8)		153(70.8)	1.21	0.80
Other	4(1.9)	2(0.9)	3(1.4)		162(75.0)	1.96	0.21

**Note:** *S.D*- Standard Deviation. *Rating*- Very often (5), Often (4), Sometimes (3), Rarely (2), Never (1), percentages in bracket

**3.4 Participation in CPD Based on Sociodemographic Characteristics of Participants**

The study examined participation based on sociodemographic information such as professional qualifications and the subjects' teachers teach. The results are presented in various tables.

**3.4.1 Participation based on professional qualification**

As shown on Table 3, CPD participation based on professional qualification shows that bachelor degree holders participated more in CPD programmes (86.7%) followed by Diploma holders and postgraduate holders in that order.

**Table 3 Result of participation based on Professional Qualification**

Qualifications	Ever participated	
	Yes(%)	No(%)
Certificate	0 (0.0)	1 (100.0)
Diploma	47 (79.7)	12 (20.3)
Degree	124 (86.7)	19 (13.3)
Masters	9 (69.2)	4 (30.8)

**3.4.2 Participation in CPD based on years of working experience**

Results from Table 4 show that there is generally a strong trend of CPD participation across various years of working experience, with the highest engagement among those with two years of experience. Teachers who worked for 2 years participated more in CPD activities (94%) than those who worked for 4 years(89.5%), 3 years (78.8%) and 1 year (78.1). The general sense is that there is a strong trend of CPD participation across various years of working experience, with the highest engagement among those with two years of experience

**Table 4 Results on CPD participation based on years of working experience of participants**

Years of Working	Ever participated	
	Yes(%)	No(%)
1 year	50 (78.1%)	14 (21.9%)
2 years	50 (94.3%)	3 (5.7%)
3 years	63 (78.8%)	17 (21.2%)
4 years	17 (89.5%)	2 (10.5%)

### 3.4.3 Participation based on Subject Category of Participants

Table 5 shows that majority of participants had engaged in CPD programmess, with 90.9% of those teaching both core and elective subjects participating, while 81.1% of core subject teachers and 82.6% of elective subject teachers also showing high levels of participation.

**Table 5 Subject Category of Participants**

Subjects Category	Ever participated	
	Yes	No
Core Subjects	90 (81.1)	21 (18.9)
Elective Subjects	57 (82.6)	12 (17.4)
Core & elective	30 (90.9)	3 (9.1)

*Note: percentage in brackets*

### 3.4.4 Participation based on Participant's Level of Teaching

As shown in Table 6, participation in CPD programmess is high among lower primary teachers (91.2%) followed by upper primary teachers (89.1%), and JHS teachers( 79.4%) in that order.

**Table 6 Participant's Level of Teaching**

Level of Teaching	Ever participated	
	Yes	No
Lower Primary	31 (91.2)	3 (8.8)
Upper Primary	41 (89.1)	5 (10.9)
JHS	108 (79.4)	28 (20.6)

*Note: percentage in brackets*

## 3.5 Objective 2: Determining perceived beneficial CPD Programmes

The study also examined the perceived benefits of specific CPD programmes or activities to teachers. Participants were asked to indicate CPD programmes they considered beneficial to them from a predetermined list of CPD programmes. As shown in Table 7, results revealed that in-service training (88.4%) and workshops/short courses (84.3%) were considered the most beneficial CPD programmes to them. This was followed by both peer class observation and Mentoring/coaching as part of formal school arrangement( 63.4%) and continuing education ( 61.1%). Relatively less beneficial CPD programmes include education conference, observation visits to other schools and collaborative teaching as more than half of the respondents indicated in each case that they were not beneficial.

**Table 7 Results of perceived most beneficial CPD Programme**

CPD Programme	Yes	No	Total
	f (%)	f (%)	f (%)
In-service training	191 (88.4)	25 (11.6)	216 (100.0)
Workshops/short courses	182 (84.3)	34 (15.7)	216 (100.0)
Education conference	95 (44.0)	121 (56.0)	216 (100.0)
Continuing education	132 (61.1)	84 (38.9)	216 (100.0)
Observation visits to other schools	89 (41.2)	127 (58.8)	216 (100.0)
Collaborative teaching	68 (31.5)	148 (68.5)	216 (100.0)
Peer class observation	137 (63.4)	79 (36.6)	216 (100.0)
Mentoring/coaching as part of formal school arrangement	137 (63.4)	79 (36.6)	216 (100)

## 4. Discussion

This study sought to 1) identify the CPD programmes in which basic school teachers in the Sagnarigu municipality have participated and 2) determine those CPD programmes the basic school teachers consider most beneficial. The results revealed that generally, a significant majority of basic school teachers (83.3%) in the Sagnarigu Municipality participated in CPD programmes and this is commendable.

With regards to the specific CPD programmes basic school teachers had participated in, findings show that respondents participated highly in inservice training, workshops/short courses and coaching and mentoring in that order. There was also relatively moderate participation in continuing education and peer class observation. However, teachers participated less in education conferences, observation visits to other schools, study networks, collaborative teaching and research, action research and publications. In terms of those CPD programmes teacher found most beneficial, results showed that in-service training and workshops/short courses were considered the most beneficial. This was followed by both peer class observation and Mentoring/coaching as part of formal school arrangement and continuing education.

### 4.1 CPD programmes in which basic school teachers participated

The finding of a high level of participation of teachers in inservice training, workshops/short courses and coaching and mentoring, and relatively moderate participation in continuing education and peer class observation can be said to reflect the real situation on CPD programmes in the Ghanaian context. The findings reflect the fact that the most participated programmes are the most commonly organized CPD programmes in the Ghanaian context by the GES and MOE. The fact that teachers participated less in CPD programmes such as education conferences, observation visits to other schools, study networks, collaborative teaching and research, action research and publications is indicative of the fact that stakeholders such as the Ghana Education Service (GES) and the Ministry of Education (MOE) rarely give premium to them or that they are not made motivating to teachers. It appears that in the Ghanaian context, premium is now being placed on Professional learning Communities (PLCs) especially in the SHS as it appears to be one of the most prevalent form of teacher professional development activity. Due to limited studies on the subject matter, the researchers did not find previous studies on basic school teachers participation in CPD programmes to compare the current findings with. This study is therefore one of the first to do a comprehensive analysis of this nature. In the light of this findings, it is important for stakeholders to do an assessment of the effectiveness of the most participated CPD programmes in elevating teacher quality against the less participated or organized ones. If found not to be effective in improving teacher quality to meet the challenges of the 21<sup>st</sup> century, proposals can be made for the redesign of CPD activities to include the less participated ones which may tend out to be effective in increasing teacher quality.

Results on participation based on sociodemographic variables indicate that some sociodemographic variables play significant roles in CPD participation. For example, with regards to professional qualifications, majority of participants (86.7%) held a bachelor degree followed by those who held a diploma. Results on participation based on subjects teachers teach revealed that 81% who taught the core subjects (English, Maths, Science, and Social Studies) participated in CPD programmes which is commendable as student performance in these courses are usually very critical in determining their academic success and progressing to higher educational levels, and teacher participation in CPD programmes could equip them to better teach such courses. These results have implication for teacher quality and organization of future programmes for teachers. For example the category of teachers seen to participate less could be target of intervention to participate by way of motivation and encouragement.

### 4.2 CPD programmes basic school teachers consider most beneficial

It was not very surprising that the CPD programmes teachers participated in highly were the same programmes they found most beneficial. These included in-service training and workshops/short courses, peer class observation and Mentoring/coaching as part of formal school arrangement and continuing education. The reason why teachers found them beneficial was probably because they had opportunity to participate in them as against those they did not have the opportunity to participate in. The above reason is the most tenable because in the Ghanaian context, the above mentioned CPD programmes are the most frequently organized for basic school teachers. The fact that continuing education made it to the list of the most preferred CPD programmes is not surprising as it is one of the commonest teachers engage in either with study leave or via distance education to upgrade themselves. However, it is not one of the most preferred because in recent times the opportunity to go on study leave with pay is dwindling and so most teachers have to engage in continuing education by distance which is quite challenging.

## 5. Conclusion and Recommendations

This study

The positive impact of CPD on teacher productivity, as evidenced by improved work outputs and student performance, underscores the potential benefits of investing in teachers' continuous learning.

Based on the findings of the study, several recommendations are proposed. This includes the following.

1. Stakeholders should organise relevant and high-quality CPD programmes: Teachers are more likely to participate in CPD activities that are directly relevant to their teaching practice and that offer new insights and strategies for improving student learning outcomes. Therefore, it is essential to provide CPD programmes that are tailored to the needs of teachers and that address the specific challenges they face in the classroom.
2. Provide adequate resources and time: Teachers are more likely to participate in CPD activities if they have the necessary resources and time to do so. Therefore, it is important to provide teachers with access to relevant resources and materials, as well as sufficient time to participate in CPD activities without adding to their already heavy workload.
3. Make CPD activities flexible and accessible: Teachers are more likely to participate in CPD activities if they are flexible and accessible. Therefore, it is important to offer a variety of CPD formats, including online and in-person options, as well as flexible scheduling to accommodate the needs of teachers. It is believed that by implementing these recommendations, school administrators and policymakers can help to enhance the motivation of basic school teachers to participate in CPD activities, leading to improved teaching practices and better provides valuable insights into the participation and perceived benefits of CPD programmes for basic school teachers. The findings underscore the significance of ongoing professional development for educators, with majority having engaged in various CPD activities. The varying levels of engagement across different CPD activities highlight the diverse preferences and needs of educators in their quest for professional growth.student learning outcomes.

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