

**CHALLENGES OF CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMMES
AMONG BASIC SCHOOL TEACHERS IN THE TAMALE METROPOLIS**

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Abstract: *The purpose of the study was to investigate the challenges Basic school teachers face in undertaking continuing professional development (CPD) programmes necessary for their professional development and growth. The descriptive survey was adopted for the study. The target population for the study consisted of three hundred and eighty-five (385) Basic school teachers on sandwich programmes at the Tamale College of Education Centre. The sample for the study comprised One Hundred and fifty-one (151) teachers made up of eighty (80) males and (71) females. These individuals were considered for the study because of their involvement in the sandwich programme which is an integral part of CPD. Simple random sampling technique was used in the selection of the sample for the study. The main instrument used for data collection was a questionnaire. Descriptive statistics and simple percentages were used in analysing the data. Based on the data analysis, it was found that lack of quality infrastructure, poor teaching and learning materials, inadequate financial support and inappropriate timing of the CPD sessions among others were the major obstacles militating against teachers' participation in CPD in the Tamale metropolis. We, therefore, recommend that the host institutions upgrade and provide adequate and modernised facilities to improve teaching and learning sessions. It was further recommended that the district assemblies in collaboration with the Ghana Education Service identify and support committed Basic School teachers who want to undertake CPD programmes relevant to their profession. This can be done through the institution of a district teacher's support fund from which teachers can be supported financially to pursue CPD programmes.*

Keywords: *Continuing Professional Development programmes, sandwich courses and distance education programmes, Middle school Leaving Certificate (MLSC)*

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