



GRADUATE STUDENTS' ASSOCIATION OF GHANA - UEW CHAPTER

2ND INTERNATIONAL MULTIDISCIPLINARY CONFERENCE FOR POSTGRADUATE STUDENTS 2017

BOOK OF ABSTRACTS AND PROCEEDINGS

THEME:

**RESHAPING GRADUATE STUDIES FOR SUSTAINABLE
DEVELOPMENT OF THE AFRICAN CONTINENT**

GUEST SPEAKER

CHIEF (DR) RAMON ADEGOKE ADEDOYIN

President, Oduduwa University, Nigeria

KEYNOTE SPEAKER

**HIS EXCELLENCY
DR. MAHAMUDU BAWUMIA**

Vice President, Republic of Ghana

**24th - 28th July, 2017 | Time:10am
University of Education, Winneba**



GRADUATE STUDENTS ASSOCIATION OF GHANA—GRASAG-UEW

2ND INTERNATIONAL MULTI-DISCIPLINARY CONFERENCE FOR POSTGRADUATE STUDENTS

(IMCfPS@UEW-2017)

**UNDER THE AUSPICES OF
SCHOOL OF GRADUATE STUDIES (SGS) ,
INSTITUTE FOR EDUCATIONAL RESEARCH AND INNOVATION STUDIES (IERIS),
CENTRE FOR INTERNATIONAL PROGRAMMES (CIP),
CENTRE FOR CONFLICT, HUMAN RIGHTS AND PEACE STUDIES (CHRAPS)
AND
GENDER MAINSTREAMING DIRECTORATE (GMD)**

**THEME:
RESHAPING GRADUATE STUDIES FOR
SUSTAINABLE DEVELOPMENT OF THE
AFRICAN CONTINENT**

UNDER THE

**DISTINGUISHED CHAIRMANSHIP OF
REV. FR. PROFESSOR ANTHONY AFFUL-BRONI, AG. VICE CHANCELLOR
UNIVERSITY OF EDUCATION, WINNEBA**

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Head, Centre for School and Community
Science and Technology Studies
(SACOST), UEW



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Dean, Student Affairs, UEW and
Department of Music Education, UEW

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- **Miss Patience Quaye**
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International Conf. Comm., UEW

GRASAG-UEW EXECUTIVE (2016-2017)

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(Department of Communication and Media Studies, UEW)

Unified Vice President:

Mawuli Kofi Tay

(Department of Mathematics Education, UEW,)

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Abraham Sarpong Owusu

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Organising Secretary:

Sumaila Issah

Assistant Secretary:

Francis Bukari

Assistant Organising Secretary:

Joseph Yaw Appiah

Deputy Women's Commissioner:

Jenephar Essel

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NANA ADDO DANQUAH AKUFO-ADDO
PRESIDENT, REPUBLIC OF GHANA



DR. MAHAMUDU BAWUMIA
VICE PRESIDENT, REPUBLIC OF GHANA

UNIVERSITY OF EDUCATION, WINNEBA

Brief History

On 14th May, 2004 the University of Education Act, Act 672 was enacted to upgrade the status of the University College of Education of Winneba to the status of a full University and to provide for related matters. The University of Education, Winneba (UEW) was established in September, 1992 as a University College under PNDC Law 322. UEW brought together seven diploma awarding colleges located in different towns under one umbrella institution viz the Advanced Teacher Training College, the Specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; College of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi; and the St. Andrews Agricultural Training College, Mampong-Ashanti. The Winneba campus is the seat of the Vice-Chancellor with satellite campuses at Kumasi, Mampong and Ajumako. The total staffing position is 1,911 while student population over 44,000.

Mission

To train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development.

Vision

To be an internationally reputable institution for teacher education and research

Core Values

Academic Excellence, Good Corporate Governance, Service to the Community, Gender Equity, Social Inclusiveness and Teamwork.

Special Status and Mandate

The University is charged with the responsibility of producing professional educators to spearhead a new national vision of education aimed at redirecting Ghana's efforts along the path of rapid economic and social development.

The University of Education is expected to play a leading role in the country's drive to produce scholars whose knowledge would be fully responsive to the realities and exigencies of contemporary Ghana and the West African sub-region.

Fundamental Tenets of the University Community

The University of Education, Winneba is a community devoted to learning. Members of our community advance, preserve, and transmit knowledge through study, teaching, artistic expression, research, and scholarship. As a public university, we have a special obligation to serve the public interest. All who join the University community gain important rights and privileges and accept equally important responsibilities. We believe in free expression, free inquiry, intellectual honesty, and respect for the rights and dignity of others. We respect the autonomy of each person's conscience in matters of conviction, religious faith, and political belief. We affirm the importance of maintaining high standards of academic and professional integrity. In defining the rights we enjoy and the responsibilities we bear, we must keep those basic principles in mind.

All members of the University have civil rights guaranteed by the Republic of Ghana Constitution (1992). As the search for knowledge is our most fundamental purpose, the University has an especially strong commitment to preserve and protect freedom of thought and expression. Reasoned dissent plays a vital role in the search for truth; and academic freedom, including the right to express unpopular views, is a cherished tradition of universities everywhere.

All members of the University have the right to express their own views and hear the views of others expressed but they must also be personally responsible for their views and accord the same rights to others. We seek a University whose members may express themselves vigorously while protecting and respecting the rights of others to learn, to do research, and to carry out the essential functions of the University free from interference or obstruction.

MESSAGE FROM THE ACTING VICE CHANCELLOR, UNIVERSITY OF EDUCATION, WINNEBA



REV. FR. PROFESSOR ANTHONY AFFUL-BRONI

Welcome to the *University of Excellence!*

Two and half decades ago, the University of Education, Winneba (UEW) was established by an Act of Parliament of the Republic of Ghana. UEW is one of the up-coming universities consistently ranked among the top-five Ghanaian Universities, both in general academic terms and in terms of its strong variety of specific teacher professional programmes and other important disciplines. As a large, complex University, UEW offers a wide range of undergraduate and postgraduate degree programmes and contributes at both national and international levels through related research and community service provision.

At UEW, we are charged with the responsibility of producing professional educators to spearhead a new national vision of education aimed at redirecting Ghana's efforts along the path of rapid economic and social development in the 21st century. We

are expected to play a leading role in the Ghana's drive to produce scholars whose knowledge would be fully responsive to the realities and exigencies of contemporary Ghana and the West African sub-region.

UEW adopts the most democratic and representative form of governance; the committee system which underpins our Statute. Our core values are accountability, transparency and involvement. Accountability in its operations and transparency of decision-making are of high priority, as is the need to ensure that decision-making is connected to people at the bottom level through the University Governing Council's standing committees and the Academic Board sub-committees. As good practice in the University community, it is believed that decisions should reflect the interests and wishes of those involved in line with established policies. As such committees are used extensively where corporate decisions are required. University committees allow for sufficient intellectual resources to be generated for the incubation of ideas that have often led to the hatching of sound recommendations for the achievement of goals and objectives of the system.

The Jophus Anamuah-Mensah Conference Centre where we are hosting this Opening Ceremony provides value for money auditorium located at the North Campus. The centre is a state-of-the-art facility that accommodates over 2,000. The design is a blend of charm and excellence. Please do enjoy the surrounding green grass that adds to the colour and beautification of the Centre. Since the Second Session of our 21st Congregation comes off simultaneously with this Conference, we would crave your indulgence to relocate to the South Campus where the presentations would be made.

You would not have decided to be here if you already had not been eager to share in our local and international conference hosting experiences. Yes! You made the right decision. Your paper will gain government or other institutional support as well as international recognition, your personal status could be considerably enhanced, your professional networking will expand.

Obviously, a great deal of work and attention to detail have gone into the planning of this second historic event. We want to appreciate the tireless efforts of the organisers—GRASAG-UEW Executive [2016-2017], and especially, the Dean of Student Affairs, Prof. Cosmas W. K. Mereku as well as Prof Kolawole Raheem. I wish to specially welcome **His Excellency Alhaji Dr M. Bawumia, the Vice President of the Republic of Ghana** as well as our Special Guest of Honour, **Chief (Dr.) Ramon Adegoke Adedoyin, President, Oduduwa University Ipetumodu, Osun State, Nigeria** and all the other Dignitaries who are here to grace the conference. Furthermore, I wish to acknowledge with profound gratitude the support given by the moderators. And finally, I do not also forget the invaluable contributions of anyone who in one way or the other was associated with this international conference but is not mentioned. To all, I say thank you and may God richly bless you.

I wish to encourage participants to find time and look round both the UEW campuses and some tourist sites around town if you are a first comer to Winneba. Do not hesitate to ask for help from the Conference Desk, the Security Personnel and the Ushers around. If you have time, don't forget to visit the *UEW Souvenir and Gift Shop* located in the Main Administration

Building on the North Campus and then take your pick from a host of beautifully-crafted mementoes of the University of Education, Winneba.

Once again, on behalf of the UEW I congratulate and welcome you to the 2nd IMC/PS@UEW-2017 and the *University of Excellence*.

Signed

Very Rev Fr. Prof. Anthony Afful-Broni, PhD

Ag. Vice Chancellor

Opening Ceremony

Jophus Anamuah-Mensah Conference Centre - UEW, North Campus
Tuesday, 25th July 2017 at 10.00am

GUEST SPEAKER

Chief Dr. Ramon Adegoke Adedoyin

President, Oduduwa University, Ipetumodu, Osun State, Nigeria.

KEYNOTE SPEAKER

Dr. Mahamudu Bawumia

Vice President of the Republic of Ghana

Under the

DISTINGUISHED CHAIRMANSHIP OF

**Professor Rev. Fr. Anthony Afful-Broni, Ag. Vice Chancellor
University of Education, Winneba**

Participants get seated with musical background.

Arrival of Invited Guests led by the IMC/PS@UEW Organising Committee

1. Participants rise for *Ghana National Anthem*
2. **Opening Prayer**
3. **Introduction of Chairman**
4. **Chairman's Response**
5. *Musical Interlude* - UEW Anthem
6. **Welcome Address** - Mr. Stephen Osei Akyiaw, President, GRASAG-UEW
7. **Goodwill Messages** - Grasag National President and Other Locals Presidents
8. **Introduction of the Honourable Guest Speaker**
By Professor Kolawole Raheem – SACOST, UEW
9. *Musical Interlude* - Nigerian National Anthem or Oduduwa University Anthem
10. Delivery of **Guest Speech** by **Chief Dr. Ramon Adegoke Adedoyin**, Oduduwa University, Ipetumodu, Osun State, Nigeria.
11. **Introduction of the Honourable Keynote Speaker** - Nana Kwame Asafo-Adjei
12. Delivery of **Keynote Address** by **His Excellency Dr. Mahamudu Bawumia**, Vice President, Republic of Ghana.
13. Questions, Contributions and Comments
14. **Chairman's Closing Remarks** – Rev. Fr. A. Afful-Broni, Ag. VC-UEW
15. **Vote of Thanks**
16. **Closing Prayer**
17. Departure of Guests and Commencement of Lead Paper Presentations.

Closing Ceremony

J. N. Aryeetey - UEW, South Campus
Thursday, 27th July 2017 at 4:00pm

Keynote Address:

Professor Cosmas W. K. Mereku
Dean, Student Affairs, UEW

Under the

DISTINGUISHED CHAIRMANSHIP OF
Professor Rev. Fr. Anthony Afful-Broni, Ag. Vice Chancellor
University of Education, Winneba

Participants get seated.

Arrival of Invited Guests led by the IMC/PS@UEW Organising Committee

1. Participants rise for *Ghana National Anthem*
2. **Opening Prayer**
3. **Introduction of Chairman**
4. **Chairman's Response**
5. **Introduction of the Honourable Keynote Speaker**
6. *Musical Interlude* - UEW Anthem
7. Delivery of the **Closing Keynote Address** by
Professor Cosmas W. K. Mereku, Dean, Student Affairs, UEW
8. Interactions
9. **Chairman's Closing Remarks**
10. **Vote of Thanks**
11. **Closing Prayer**
12. Departure of Guests.

ANTHEMS

Ghana National Anthem

God bless our homeland Ghana,
 And make our nation great and strong,
 Bold to defend forever
 The cause of freedom and of right.
 Fill our hearts with true humility
 Make us cherish fearless honesty,
 And help us to resist oppressors' rule
 With all our will and might for evermore.



Nigeria National Anthem

Arise, O compatriots,
 Nigeria's call obey
 To serve our fatherland
 With love and strength and faith
 The labour of our heroes past
 Shall never be in vain
 To serve with heart and might
 One nation bound in freedom,
 Peace and unity.
 Oh God of creation,
 Direct our noble cause

Guide our leaders right
 Help our youths the truth to know
 In love and honesty to grow
 And living just and true
 Great lofty heights attain
 To build a nation where peace
 And justice shall reign.



UEW Anthem

We Hail You, Oh UEW
 Your Name is in our hearts
 We uphold you, and are proud of you,
 For You'll make the Nation's Teachers strong.
 Our love for You arouses us:
 To nobler thoughts, to nobler words, to nobler deeds,
 And to nobler heights;
 We shall learn to serve, UEW shall grow,
 By the power, by the power of God.
Refrain
 Victory shall be ours (3x); [Oh Lord]
 We shall fight, fight on and succeed.





Professor Kolawole Raheem
Head, SACOST-IERIS, UEW

MESSAGE FROM THE CHAIRMAN, CONFERENCE ORGANISING COMMITTEE

Dear colleagues and participants, I am very delighted to invite you to Ghana and Winneba in particular, for the 2ND International Multi-Disciplinary Conference for Post Graduate Students (2ND IMC5PS@UEW) -2017. I specially welcome our guests/participants from different countries.

This international conference is organized by the Graduate Students Association of Ghana of the University of Education, Winneba, Ghana (GRASAG-UEW). It is a strategy taken by the students, assisted by some senior teaching staff members, to accelerate the development of higher academic standard at the University of Education, Winneba (UEW), Ghana. This international conference is unique in the sense that GRASAG-UEW is introducing an additional and important way of supporting post-graduate students in improving on their capabilities in research and thesis writing and presentation of academic papers at international fora. It is also a paradigm shift from what the usual students' fora are known for. I am sure that many students unions will copy this innovative way of learning from GRASAG-UEW. In this case I can safely say that GRASAG-UEW is a trailblazer.

This year's Theme is “**Reshaping Graduate Studies for Sustainable Development Of The African Continent**” which deals with all the Millennium Development Goals. I am sure that this will give opportunity to the post-graduate students/youths to contribute positively to the sustainable development of Africa through academic discussions. With this kind of fora, I am sure that Africa will accelerate its moves to achieve the Millennium Development Goals we are all striving for.

I want to thank my colleagues, the senior teaching staff members that sacrificed their time to shape the path for this international conference. They are Prof. Cosmas W.K. Mereku, Prof. Jonathan Osbert Ammah, Prof. Yaw Sekyi-Baidoo, Dr. Harrison Golo and Ms. Obaa Payin Oforiwaa. Respectfully I salute the courage of the GRASAG-UEW Executive [2016-2017] ably led by Stephen Osei Akyiaw who worked very hard and able to convince the senior staff members to work with them as organizing committee members. I am privileged to chair the committee. We should continue to support our students achieve academic excellence and project to the world the high and quality standard of education provided by the University of Education, Winneba (UEW), Ghana.

Let me also thank the Vice President of the Republic of Ghana, His Excellency Dr. Mahamudu Bawumia and Chief (Dr.) Ramon Adegoke Adedoyin, President, Oduduwa University, Ipetumodu, Osun State, Nigeria for agreeing to grace this 2nd International Multi-Disciplinary Conference for Post Graduate Students (2ND IMC/PS@UEW) -2017, as our Keynote Speaker and Guest Speaker respectively.

Finally I thank the Management of the University of Education, Winneba (UEW), Ghana led by the Vice Chancellor for the strong support given to the organizing committee to make sure that the conference is successful.

You are very much welcome to this important forum and please enjoy the natural gifts of Winneba.

Professor Kolawole Raheem
July 2017, Winneba



Professor Cosmas W. K. Mereku
Dean, Student Affairs, UEW

MESSAGE FROM THE SECRETARY, CONFERENCE ORGANISING COMMITTEE

The University of Education, Winneba Branch of the Graduate Students Association of Ghana (GRASAG-UEW) in their quest to improve governance in UEW hatched a dream on how student organizations could transform their attitude of militant agitations against Management to a more positive approach by innovating ideas that will become catalytic agents to bridge the gap between postgraduate students' academic needs Management can offer, and what they can provide to better their lives as postgraduate students in and outside the lecture hall. This idea which was envisioned by Professor Cosmas W. K. Mereku, Dean-Student Affairs, was brought to fruition when the President of GRASAG-UEW, Winneba Campus for 2015-2016 academic year, Mr. Samuel Ofori Danquah, adopted it as part of his manifesto and made it a campaign promise which he delivered successfully in August 2016.

The IMC/PS@UEW-2017 forms part of the strategic actions of GRASAG-UEW, and it is in collaboration with the School of Graduate Studies (SGS), the Institute for Educational Research and Innovation Studies (IERIS), Centre for International Programmes (CIP), Centre for Conflict, Human Rights and Peace Studies (CHRAPS) and the Gender Mainstreaming Directorate (GMD), all of UEW. The Conference is intended to offer students the opportunity to share ideas, research results, promote their works, explore opportunities for collaborating on joint publications, as well as expand their professional networking skills.

This second **International Multi-Disciplinary Conference for Postgraduate Students** is undoubtedly not only a great historical event in the annals of the University of Education, Winneba which was established two decades-and-a-half ago, but is also to sustain GRASAG's concerted efforts to organize an academic conference different from their usual politically-motivated delegate congresses.

The event will take place at the Jophus Anamuah-Mensah Conference Centre from 24th -28th July, 2017 under the theme: **Reshaping Graduate Studies for Sustainable Development of the African**. The Keynote Address will be given by **Chief (Dr.) Ramon Adegoke Adedoyin**, President, Oduduwa University Ipetumodu, Osun State, Nigeria and **His Excellency Dr. Mahamudu Bawumia**, Vice President of the Republic of Ghana and will be under the distinguished chairmanship of **Very Rev Fr. Professor Anthony Afful-Broni**, Ag. Vice Chancellor, University of Education, Winneba.

The IMC/PS@UEW-2017 is open to postgraduates, people in academia and media organizations. Graduate students from other tertiary institutions in Ghana and other African countries would be in attendance and would also present papers. This is intended to facilitate a synergy among and between graduates in Ghana, Africa and the world as a whole.

Presenting papers at professional conferences is important to the academic career of postgraduate students and to their growth as professionals, and it is relevant experience for careers both inside and outside of academe. The knowledge gained from attending a conference, when shared with peers at UEW, contributes to the scholarly development of the entire University. We are hoping that a time will come when Management will intensify its support to postgraduate students who present at academic conferences by providing grants to cover registration and related travel expenses.

We want to appreciate the efforts of the University Management for all the support given to the IMC/PS Project thus far. It is our fervent hope that in the near future a number of centres and institutes situated on UEW campuses will offer grants for postgraduate students for research and professional development purposes as well as to present materials at conferences.

Following is the statistics of how this maiden conference was duly patronized:

S/N	TOTAL ABSTRACTS	FACULTY
1.	2	COLANG, Ajumako Faculty of FLLCS, UEW; Faculty of FLLCS, UEW; University of Cape Coast
2.		COLANG, UEW, Ajumako
3.	4	College of Humanities and Legal Studies, UCC
4.		College of Humanities and Legal Studies, UCC
5.		College of Humanities and Legal Studies, UCC
6.		College of Humanities and Legal Studies, UCC
7.	4	Faculty of Agriculture Education
8.		Faculty of Agriculture Education, CAGRIC
9.		Faculty of Agriculture Education, Mampong Ashanti, CAGRIC, UEW
10.		Faculty of Agriculture Education, Mampong Ashanti, CAGRIC, UEW
11.	5	Faculty of Educational Studies
12.		Faculty of Educational Studies
13.		Faculty of Educational Studies
14.		Faculty of Educational Studies
15.		Faculty of Educational Studies
16.	7	Faculty of FLLCS, UEW
17.		Faculty of FLLCS, UEW
18.		Faculty of FLLCS, UEW
19.		Faculty of FLLCS, UEW
20.		Faculty of FLLCS, UEW
21.		Faculty of FLLCS, UEW
22.		Faculty of FLLCS, UEW;
23.	5	Faculty of Science Education, UEW
24.		Faculty of Science Education, UEW
25.		Faculty of Social Sciences Education

26.		Faulty of Science Education, UEW
27.		Faulty of Science Education, UEW
28.	2	IERIS, UEW – CEPS, UEW
29.		IERIS; School of Creative Arts, UEW
30.	5	School of Creative Arts
31.		School of Creative Arts
32.		School of Creative Arts, UEW
33.		School of Creative Arts, UEW
34.		School of Creative Arts, UEW
35.	1	School of Performing Arts
36.	1	University of Energy and Natural Resources, Sunyani
37.	1	IEDE, UEW
38.	1	SRO-DAA, UEW

All faculties submitted papers with Faculty of Foreign Languages, Linguistics & Communication topping the list. It is also interesting to note that submissions also came from the general administrative staff—Registrar's Department, UEW-Winneba and Institute of Educational Development and Extension (IEDE), CAGRIC UEW-M, as well as College of Humanities and Legal Studies, UCC; School of Performing Arts, University of Ghana, Legon; University of Ghana Business School, Legon, University of Energy and Natural Resources, Sunyani all made inputs.

We sincerely believe that this humble beginning of the IMC/PS-dream would continue to be nurtured by the School of Graduate Studies for its consolidation, and indeed, not only to ensure sustenance but also to achieve institutionalization in the near future where it would be captured as part of UEW's annual budget.

You are about to enjoy an unforgettable experience.

At this 2ND IMC/PS@UEW-2017:

- You'll get to interact with inspiring international keynote speakers on SDGs

- You'll get to interact with lecturers, postgraduate students and other experts on postgraduate education from all around the world who come together as equals to improve the quality of teaching and learning in our universities in this 21st century;
- you will experience the warm-hearted, open-minded and inspiring spirit of IMC/PS@UEW;
- you'll find dozens of paper presentation, panel discussion, poster and workshop sessions as well as exhibitions and creative arts performances to choose from.

IMC/PS@UEW 2017 is a 3-day full of...

- laughter, inspiration, good food, transformative presentations and workshops, philosophical discussions, sight-seeing to Cape Coast and Elmina Castles, Accra, Salaga and Kumasi tourism sites;
- presentations challenging your view on postgraduate teaching and learning in the 21st century;
- making conscious effort to meeting and building relationships with other researchers;
- edutainment activities that will make this maiden event another memorabilia for all.

As a result of our peculiar circumstances in Winneba, and in light of time constraints, the Planning Committee proposes that all delegates should be centrally fed at one point to facilitate the smooth running of the invigorating activities packaged for the IMC/PS@UEW-2017. Consequently, all delegates have to pay for feeding. Accommodation would be arranged for delegates who intent to lodge at Guest Houses and Postgraduate Hotels in Winneba. Send your request to the Registration Desk at arrival.

Normal audio-visual facilities for conference presentation would be made available. Participants may also take advantage of our internet connectivity at the conference venue.

Even more, you can also visit the *UEW Souvenir and Gift Shop* located in the Main Administration Building on the North Campus and then take

your pick from a host of beautifully-crafted mementoes of the University of Education, Winneba. IMC/PS@UEW-2017 awaits you. History will never feel the same again.

Also happening in an election year, this conference also intends to contribute to the ongoing discussion on sustainable development on education in Ghana and Africa as a whole as generational thinkers. Equally, GRASAG-UEW urges all stakeholders in the election process to be circumspect in all their engagements.

We wish all a hearty welcome to the University sited on the classic coastline on the Atlantic Ocean nicknamed 'Windy Bay' which was corrupted to sound *Winneba* and hope you will enjoy this short stay at the University of Excellence. To our Special Invited Guest, we say, we are very glad you are here with us. *You are Most Welcome!*

Cosmas W. K. Mereku

IMC/PS@UEW-2017 Organising Secretary

Dean, Student Affairs-UEW

Professor of Music, Music Education Department,

School of Creative Arts, UEW

MESSAGE FROM DEAN OF GRADUATE STUDIES, UEW



I would like to congratulate GRASAG – UEW on the occasion of their 2nd International Multi-Disciplinary Conference for Postgraduate Students (IMC/PS) as well as the other collaborative groups for working so hard to prepare for this conference.

The theme for this year's conference **“Reshaping Graduate Studies for Sustainable Development of the African Continent”** is very relevant because of the growing alarm over the state of postgraduate education and the quest by education leaders for ways to advance action on Sustainable Development Goal 4, which aims to “ensure inclusive and quality education for all and promote lifelong learning”.

I strongly believe that a conference of this nature will provide you the opportunity to engage in scholarly conversations and research initiatives that will contribute to your total development as postgraduate students. We have high expectations for postgraduate students in all of Africa since you have great potentials.

I wish all postgraduate student participants successful presentations and deliberations, and safe return journey to your respective destinations at the end of the conference.

MESSAGE FROM ACTING DIRECTOR OF CHRAPS, UEW



Dr. Harrison Kwame Golo
Ag., CHRAPS

I have the pleasure at this point in time to write this goodwill message towards GRASAC-UEW's 2nd International Multi-Disciplinary Conference for Postgraduate Students.

The idea of choosing the conference's theme: “Reshaping Graduate Studies for Sustainable Development of the African Continent”, will provide the much needed platform for a broad cross-sector analysis and deliberation towards the achievement of sustainable development goals in several fields on the continent. In particular, to reckon the number of the goals and targets which corresponds to the essential dimensions of state's human rights and other international instruments, give much to be applauded. I can only encourage both participants and non-participants of the conference to be inspired by the theme to chart new course that will inure to the realization of the total sustainable development in Africa from a broader perspective.

We on our part, as a Centre for Conflict, Human Rights and Peace Studies, will continue to support and strengthen the current cordial relationship between GRASAC-UEW in any way possible to champion issues bothering, not only on 'inclusive and quality education for all' (SDG 4), which relate to the Mission of UEW, but also to promote justice, peaceful and inclusive societies for sustainable development (SDG 16).

It is my fervent hope that, the theme for the conference inspires you to strive to thrive in moving Africa in all spheres of development in a more sustainable manner. The key to your future is what Sustainable Development Goals are now providing you with; hold on fast to it. I wish you the best in your presentation and travelling mercies on your way back home.

WELCOME ADDRESS BY GRASAG PRESIDENT - UEW



Stephen Osei Akyiaw
Unified President, GRASAG-UEW

Rev. Fr. Professor Anthony Afful Broni, Acting Vice Chancellor and Chairman for this occasion, Keynote Speaker H. E. Excellency, Dr. Mahamudu Bawumia, Vice President of the Republic of Ghana, Guest Speaker Chief Dr. Ramon Adegoke Adedoyin, President of Oduduwa University, Ipetumodu, Osun State Nigeria, Dr. C. Y. Akwaa-Mensah, Registrar, Professor Jonathan Ammah, Dean, School of Graduate studies, Professor Kolawale Raheem, Head of SACOST-IERIS, Professor Cosmas W. K. Mereku, Dean of Student Affairs, Mr. Frank Boateng, Deputy Finance Officer, Professor Yew Sekyi-Baidoo, Director, Centre for International Programmes, Dr. Harrison Golo, Acting Director, Centre for Conflicts, Human Rights and Peace Studies, the Municipal Chief Executive of Effutu, Senior Members Present, Mr. Samuel Ofori Danquah, Former President, GRASAG-UEW, GRASAG Executives from within and sister universities, Participants, Invited Guest, Distinguished Ladies and gentlemen, the Media, all protocols duly observed, I say good morning.

Mr. Chairman, our noble Institution, the University of Education, Winneba, has contributed massively in training teachers and other professionals in Ghana and the Sub-Region. This makes it imperative for the Graduate Association of Ghana, UEW Chapter to emulate to enhance the training of more research partners within the sub-region.

Ladies and gentlemen, in our quest to keep up with the statute of the University, the International Multi-Disciplinary Conference for

Postgraduate Students-UEW (IMC/PS@UEW) is one of the strategic actions GRASAG-UEW has implemented for the advancement of research and scholarship in a multi-disciplinary manner across UEW satellite campuses, other universities and relevant stakeholders.

Mr. Chairman, this year's theme; **“Reshaping Graduate Studies For Sustainable Development of the African Continent”** is precise and expedient especially because of the changing demands of the world's economy; there is the need for a radical shift in the thinking pattern and efforts of various stakeholders in graduate education. Africa has the right human resource to be the hub of researchers for the world, it only needs the required tool and support!

Mr. Chairman, Africa government policies can be best sustained if there is a more collaborative efforts between political party powers and academia for that matter researchers. Let me be quick to add that, if we want to sustain the Government of Ghana's (GOG) flagship policy of One District-One Factory (1d1f), then, as a matter of urgency, government must be ready to invest more into research and come up with more sustainable factories, rather than ones that will only last as long as a party remains in power. The national association (GRASAG NATIONAL), which our local GRASAG is part of, is ever ready to partner Government of Ghana, Africa and the world at large in this regard.

Mr. Chairman, permit me to extend my warmest welcome to everyone gathered here on this 25th day of July, 2017, to mark the beginning of the 2nd International Multi-Disciplinary Conference for Postgraduate Students (IMC/PS@UEW). I want to use this opportunity to pass on my sincerest gratitude to God Almighty for making this day possible, to His Excellency Dr. Mahamudu Bawumia for honouring and gracing this opening ceremony, to

Chief Dr. Ramon Adegoke Adedoyin for honouring our invitation and travelling all the way from Osun State, Nigeria to Ghana to grace the occasion, to Professor Mawutor Avoke for the support, and confidence reposed in me and my Executive body, to Rev. Fr. Professor Afful-Broni for the support and lasting interest in this brilliant initiative, to Professor Jonathan Ammah for your guidance and direction, to Professor Kolawale Raheem for your patience, support, love and mentoring, to Professor Cosmas W. K. Mereku, you have been an inspiration, words cannot explain what you have done for my administration and to Dr. Harrison Golo for your encouragement and consistent tracking of responsibilities assigned me.

I also say a big thank you to all of us for travelling far and near to be part of this conference. A special word of gratitude for the planning committee for your great efforts in making this day possible.

GRASAG-UEW says a warm '**Akwaaba**' to you all.

Thank you and May the Almighty God Bless us all.

Long Live GRASAG!

Long Live UEW!!

Long Live Ghana!!!

LONG LIVE OUR GREAT CONTINENT!!!!

GOODWILL MESSAGE BY PRESIDENT, GRASAG NATIONAL



Rashid Kwesi Etuaful
President, GRASAG National

Distinguished Chairman, Invited Guests, Ladies and Gentlemen herein gathered.

I hold it a singular honour to be granted this privilege to deliver a goodwill message in support of this worthy and exemplary cause.

It is the core aim of the Graduate Students' Association of Ghana (GRASAG) to bring together all Ghanaian graduate students in the country and even beyond the borders of Ghana whilst harnessing their research potentials towards a holistic national development.

Again, our vision is for research to be at the forefront of our economic, social and environmental development and for that reason elevating research to a position of high strategic importance within the tertiary education system is imperative. This same reason is part of the many cases GRASAG advance to Government so as to increase the amount spent on research to be increased to at least a percent of GDP.

Over the last decade tertiary education and research has not been made a priority in the way that it should have been. We should be striving towards a research community, which is defined by increased global connectedness and networks with international research peers. Linkages need to be encouraged between other tertiary providers, industry, and other research users. The tertiary sector must take responsibility for engaging effectively with these communities to disseminate new ideas, products and services that will be relevant.

As an association, we can't hide our pride and our joy in the fact that one of our member institutions (University of Education, Winneba) is taking a lead role in making our grand goal about research and dissemination of findings more of a reality than fiction in organizing the second edition of

this international multi-disciplinary research conference for postgraduate students across the country. We would therefore encourage other member institutions whose research conferences are restrictive to open up and those who are yet to organize a research conference of this sort to emulate from this remarkable feat by UEW.

The Etuaful-Obeng led administration of GRASAG is resolved and therefore has made an unreviewable commitment never to disappoint its members in raising, maintaining and defending the good reputation of graduate studies and works in the country. It is with this same resolve that when the opportunity was given to national officers for a dialogue on some partnership deals with the Association of African University we opened it up to every member institution and we are proud to say, its some what helped in the organization of this summit.

With a strong conviction in the enabling power of God and an unending love for Country, Ghana, WE DARE NOT DISAPPOINT.

Long live Graduate Studies

Long live the Graduate Students' Association of Ghana (GRASAG)

Long live Ghana

Thank you.

GOODWILL MESSAGE BY FORMER PRESIDENT, GRASAG-UCC



Seth Odame-Mensah
Ex-President, GRASAG-UCC

Rev. Fr. Professor Anthony Afful-Broni (Ag. Vice Chancellor UEW), the Guest Speaker, the Pro Vice Chancellor, the Registrar, Deans, Faculty members present, GRASAG UEW Executives and Members, participants, Invited Guests, Distinguished Ladies and Gentlemen! I bring you felicitations from your parent institution (UCC).

It is exactly one year when we gathered here for the maiden International Muti-Disciplinary Conference for Post Graduate Students on the theme Connecting Practice, Research and Teaching as a Generational Thinker organized by GRASAG-UEW. The larger goal of the International Conference was to ensure that funds spent by government and other development partners on education become beneficial to society to wit not leaving research output of Graduate students to gather dust on library shelves. With much respect I congratulate the pioneers for the institution of this Research Conference, a platform which provided opportunities for students to share ideas, works and networking opportunities for publications.

It is refreshing to note that much effort has been put in to sustain this academic initiative and today the academic community is witnessing the 2nd Edition of the International Muti-Disciplinary Conference for Post Graduate Students. With great pleasure, I want to add my voice to the teeming masses to congratulate the leadership of GRASAG UEW and the University Management for what we are witnessing today. Indeed it is a great honor to be associated with GRASA-UEW. At the opening of your 2nd International Conference, it gives me prodigious preference to send you a very sincere message of support and good wishes.

I applaud your chosen research conference theme: **Reshaping Graduate studies for sustainable Development of the African Continent.** The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. These goals seeks to tackle the root causes of poverty and unite all together to make a positive change for both people and planet.

Our world is saddled with a lot of challenges but a lot of opportunities abound. It is only through research that can alleviate our societies from the challenges and bring to bear the golden opportunities to enhance development to better the lots of our growing generation. I will urge GRASAG UEW to continue and expand this academic initiative to give graduate students (key stakeholders) the leverage to share brilliant ideas with industry players in nation building.

Wishing you all a very fruitful and rewarding conference.

Long live GRASAG UEW

Long live GRASAG UCC

God bless our Homeland Ghana and Make our Nation Great and Strong

GOODWILL MESSAGE BY FORMER PRESIDENT, GRASAG-KNUST



Kusi Boakye
Ex-President, GRASAG-KNUST

Mr. Chairman, Acting Vice Chancellor, Rev. Fr. Professor Anthony Afful-Broni, Keynote Speaker His Excellency Dr. Mahamudu Bawumia, Vice President, Republic of Ghana, Chairman and members of Planning Committee, Guest Speaker: CHIEF (DR) RAMON ADEGOKE ADEDYOIN, GRASAG executives, Invited Guests, Ladies and Gentlemen, all Protocol observed. I bring you greetings from one of Africa's finest Science and Technology University, KNUST.

On behalf of the past executives and members of GRASAG-KNUST, I wish to congratulate you on how far you have come in working tirelessly in putting this conference together.

It is indeed a great honor and privilege to be associated with our friends in the University of Education in the last one year, pursuing the interest of the Ghanaian postgraduate students. The contribution of this university, at the national level cannot be underrated and I thumbs up to all outgoing executives.

Mr. Chairman, recent discussions across the globe especially in the media space have given credence on the necessity for Africa and for that matter Ghana, to have a more drastic approach in making the continent with such a huge human resource base a force to be reckoned with in the world economy. This goal, can be achieved by instituting more drastic reforms in all facet of our educational system especially in the GRADUATE STUDIES.

There should be a paradigm shift from just shelving research work for reference purposes to a more practical approach in implementing research works that meet societal needs of our economy. A shift from peanuts-invested research work to much more substantial amounts to aid research.

It is in this light that I strongly believe the theme for this year, "**RESHAPING GRADUATE STUDIES FOR SUSTAINABLE DEVELOPMENT IN AFRICA**" is a rather more prudent one in these times and I want to commend the planning committee for the efforts in arriving at such theme.

Mr. Chairman, while we discuss how best we can shape our studies for sustainable development, permit me to send a special appeal to African governments that, if indeed we are committed to having an AFRICA BEYOND AID, then the time to go beyond rhetorics when it comes to investment in graduate studies is now or never! We stand the risk of becoming worse-off and at the mercy of foreign aid if we continue to play with our education system.

I wish all participants well and may God continue to bless our continent!!!

God bless GRASAG!

God bless Ghana our beloved land!!

God bless Africa!!!

#NyameNeHene.

GOODWILL MESSAGE BY FORMER PRESIDENT, GRASAG-UG



The Chair, Vice Chancellor of this prestigious University UEW, His Excellency Dr. Mahamudu Bawumia, Vice President, Republic of Ghana, Chief (Dr.) Ramon Adegoke Adedoyin, President, Oduduwa University, Nigeria, GRASAG Executives, Invited Guests, all Protocol observed, Ladies and Gentlemen, Good day. It's with delight to share a good will message on the occasion of GRASAG-UEW, Winneba Chapter organizing its International Conference for the second time on the theme **“RESHAPING GRADUATE STUDIES FOR SUSTAINABLE DEVELOPMENT OF THE AFRICAN CONTINENT”**.

It is refreshing to see from all facet of the programme that it has received immense responses from the larger research community and being the second time I can confidently say, it has come to stay. A good number of distinguished researchers have decided to present papers in this conference. And for me, young scholars participating in the conference will immensely benefit from the series of papers which would be presented since I see this conference as an intellectual exercise for graduate students, researchers and the general public. I can imagine the amount of resources and efforts put in by GRASAG-UEW and her collaborators in organizing this conference.

Talking about resources, I begin to question the commitment of the country and successive governments in supporting research and research based programmes such as this. But will leave this subject a discussion on another so I may not take the shine out of this very important programme.

The Chair, I certainly know that a conference of such requires a lot of resources and incentives to make it happen. I would use this singular opportunity to thank UEW authorities for accepting these offer ones again and allowing GRASAG-UEW to organize such a memorable conference and I encourage GRASAG – UEW to keep it up.

Thank you.

Long live GRASAG, UEW-Winneba Chapter,
Long live GRASAG- University of Ghana
Long live Mother Ghana.

GOODWILL MESSAGE BY PRESIDENT, GRASAG-KNUST



Abraham Poku-Adu
President, GRASAG-KNUST

On behalf of the executives and the entire members of Graduate Students Association of Ghana-KNUST, I write to wish you well in your upcoming conference; the 2nd International Multi-Disciplinary Conference for Postgraduate Students under the theme “Reshaping Graduate Studies for Sustainable Development of the African Continent”. We congratulate you and your association on the efforts you have put together for the progress of GRASAG and the development of our motherland and the world at large.

I would like to express my sincere pleasure and admiration on your enormous sacrifice to plan and deliver the 2nd IMC/PS. I am confident that you will put up a very impactful and envious conference. May our good Lord be your guide and strength in these times.

On again, accept my best regards and congratulations.

Conference Time Table

All Presentations shall be at the Jophus Anamuah-Mensah Conference Centre.

DAY	6.30 7.30	8.30 - 10.00	10.00 - 11.30	11.30 12.00	12.00 - 1.00	1.00 2.00	2.30 - 4.00	4.00 - 5.00	6.00 7.00	7.30 - 9.00
Monday, 24 th July 2017	ARRIVAL AND REGISTRATION OF PARTICIPANTS AT JOPHUS ANAMUAH - MENSASH CONFERENCE CENTRE									
Tuesday, 25 th July 2017	BREAKFAST			Coffee Break			LUNCH		SUPPER	
	REGISTRATION CONTINUES	OPENING CEREMONY Venue: JACC (10.00 A.M.)	Paper Session [A]		Paper Session [B]		Paper Session [C]		Paper Session [D]	
Wednesday, 26 th July 2017	Paper Session [C]	Paper Session [D]	Paper Session [E]		Paper Session [F]		GRASAG-U EW GENERAL ASSEMBLY		Paper Session [G]	
Thursday, 27 th July 2017	Paper Session [G]		RESEARCH WORKSHOP [H]		CLOSING CEREMONY		FREE EVENING		Paper Session [I]	
Friday, 28 th July 2017	DEPARTURE OF PARTICIPANTS									
IMC/PS@UEW ORGANISING COMMITTEE MEETING										
GRASAG-U EW MEETING — OUTGONE AND INCOMING EXECUTIVES										

Presentation Slot Codes

Presentations shall be at the following Venues:

J.N. Aryeetey Auditorium = *AAA*; South Council Chamber = *see*; School of Business Rooms 1 & 2 = *SOB 1 & SOB 2*

DAY	6.30 7.30	8.30 - 10.00	10.00 - 11.30	11.30 12.00	12.00 - 1.00	1.00 2.00	2.30 - 4.00	4.00 - 5.00	6.00 7.00	7.30 - 9.00	
Monday, 24 th July 2017	ARRIVAL AND REGISTRATION OF PARTICIPANTS AT JOPHUS ANAMUAH - MENSAAH CONFERENCE CENTRE										
Tuesday, 25 th July 2017	REGISTRATION CONTINUES		OPENING CEREMONY Venue: JACC (10.00 A.M.)	COFFEE BREAK			[A] <i>AAA</i> 10, 5, 28	[B] <i>AAA</i> = 1, 13, 19 & 34 <i>SCC</i> = 3, 12, 24 & 32	WINDY VOICES CHORAL CONCERT Led By Mr. Edwin Ghunney. Venue: Amu Theatre, Central Campus		
Wednesday, 26 th July 2017	[C] <i>AAA</i> = 6 & 16		[D] <i>AAA</i> = 36, 33 & 29 <i>SCC</i> = 17, 23 & 37	COFFEE BREAK			[E] <i>AAA</i> = 22, 8 & 38 <i>SCC</i> = 25, 9 & 27	[F] <i>AAA</i> = 15, 35, 30 & 7 <i>SCC</i> = 4, 11 & 18	WINDY VOICES CHORAL CONCERT Led By Mr. Edwin Ghunney. Venue: Amu Theatre, Central Campus		
Thursday, 27 th July 2017	[G] <i>AAA</i> = 31, 21 & 20 <i>SCC</i> = 2, 14 & 26		[H] <i>AAA</i> RESEARCH WORKSHOP			[I] CLOSING CEREMONY			GRASAG-UW GENERAL ASSEMBLY		
Friday, 28 th July 2017	DEPARTURE OF PARTICIPANTS										
IMC/P5@UW ORGANISING COMMITTEE MEETING											
GRASAG-UW MEETING — OUTGONE AND INCOMING EXECUTIVES											
FREE EVENING											

PRESENTERS' TOPICS WITH SCHEDULE

Multi-Disciplinary Specialities

1. Education—Philosophy, Mathematics, Curriculum, Administration, Assessment, ECE, E-Learning
2. Languages—French, English, Media & Ghanaian Languages
3. Arts—Arts and Culture, Theatre, Dance, Music, Ethnomusicology & and Art Therapy
4. Sciences—Soil Science and Crop & Soil Science
5. Exhibition/Poster

THEME:

RESHAPING GRADUATE STUDIES FOR SUSTAINABLE DEVELOPMENT OF THE AFRICAN CONTINENT

The Serial Numbering indicated here are the CODES used for the TIME TABLE schedule.

E.g., John Adukpo presents at slot B at JNAA on Tuesday, 25th July, 2017 between 2.30pm and 5.00pm

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
1	John Adukpo	Department of English Education, UEW	Faculty of FLLCS, UEW	English	An analysis of register in the 2012 manifesto of the NPP	JNAA
2	John Adukpo	Department of English Education, UEW	Faculty of FLLCS, UEW	English	An analysis of the use of lexical cohesive devices in the 2012 NPP manifesto	SCC
3	Amos Darkwa Asare	Department of Music and Dance, UCC	College of Humanities and Legal Studies, UCC	Arts (Ethnomusicology)	Towards good health and wellbeing: the musical healing rituals of the Twelve Apostles Church in Ghana	SCC
4	Benette Yaw Osei	Department of Soil and Crop Sciences, UEW	Faculty of Agriculture Education, CAGRIC	Agriculture (Soil Science)	Assessment of the relative suitability of three different soils for lettuce production in the dry season in Ghana	SCC

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
5	Benette Yaw Osei	Department of Soil and Crop Sciences, UEW	Faculty of Agriculture Education, CAGRIC	Agriculture (Soil Science)	Growth and yield responds of maize to mucuna puriens as soil amendment	JNAA
6	Berit Stoppa	Director, DAAD Information Center, Goethe Institut, Accra			Study and Research opportunities in Germany	JNAA
7	P. O. Omoriegie (PhD) & Paul-Anthony Kweku Somiah	Department of HPERS, UEW	Faculty of Science Education	HPERS	Assessing gross motor skills development and age equivalents of children between 4 to 7 years in Akyemansa District Eastern Region, Ghana	JNAA
8	David Kofi Sakyi & Humphrey A. K. Pufãa	ICT, IEDE, UEW SRO-DAA, UEW	ICT, IEDE, UEW SRO-DAA, UEW	ICT Directorate	The use of the telegram app for distance learning: views of postgraduate diploma in education distance students (2015-2016 year group) of the Winneba study centre	JNAA
9	Jacob Oppong Nkansah	Department of Social Studies, UEW	Faculty of Social Sciences Education	Social Studies	A Study of Elderly Neglect in Winneba	SCC
10	Kofi Agyarko, Emmanuel Kwasi Asiedu & Kwabena Kyere	Department of Crop and Soil Science Education,	Faculty of Agriculture Education, CAGRIC	Crop and Soil	The influence of grass mulch under cowpea on some soil physical attributes of a luvisol in the transition zone of Ghana	JNAA
11	Kofi Agyarko, Emmanuel Kwasi Asiedu & Kwabena Kyere	Department of Crop and Soil Science Education, Mampong Ashanti, CAGRIC, UEW	Faculty of Agriculture Education, Mampong Ashanti, CAGRIC, UEW	Crop and Soil	Grass mulch improves moisture characteristics of a luvisol under cowpea in the transition zone of Ghana	SCC

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
12	Moses Jakhumah Appiah-Quansah	Department of Music, UCC	College of Humanities and Legal Studies, UCC	Arts (Ethnomusicology)	Choral musical composition in Ghana, analytical and historical perspectives	SCC
13	Peter Mwinwelle	Department of English Education, UEW	Faculty of FLLCS, UEW	English	A stylistic analysis of the anthem of the University of Education, Winneba	JNAA
14	Peter Mwinwelle	Department of English Education, UEW	Faculty of FLLCS, UEW	English	A pragma-stylistic analysis of the use of personal deixis in concession speeches of John Mahama and Akuffo Addo	SCC
15	Nana Opoku Acheampong & Daniel Fobi	Department of Special Education, UEW	Faculty of Educational Studies	Special Education	Learning approaches of Students with Disabilities in the University of Education, Winneba, Ghana	JNAA
16	Pascal Kpodo, Dr. Rebecca Akpanglo-Nartey, Fushieini Abdul-Rahman & Lawrence Bostwah	Ewe Department, UEW; English Department, UEW	COLANG, Ajumako, Faculty of FLLCS, UEW; Faculty of FLLCS, UEW; UCC	Ewe, English	The effect of tone on vowel duration	JNAA
17	Promise Nyatepoh Nyatuame	Dept. of Theatre & Film Studies, UCC, Cape Coast	College of Humanities and Legal Studies, UCC	Theatre	Sustaining quality education: the “evaluation triangle” in practice in theatre-for-development education	SCC
18	Charles Nyarko Annobil	Department of Basic Education, UEW	Faculty of Educational Studies	Basic Edu. – Religious & Moral Edu.	The politics of curriculum: issues about the design and implementation of the basic school religious and moral education curriculum: implications for educational policy and practice	SCC

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
19	Alhassan Habiba	Department of Gur-Gonja Education,	COLANG, UEW, Ajumako	Ghanaian Language	Verbal Taboos in Gurene	JNAA
20	Stephen Yaw Oppong & Kolawole Raheem	IERIS, UEW & Theatre, Arts Education Department, SCA.	IERIS; School of Creative Arts, UEW	Theatre	Sustainable Indigenous Knowledge System Indigenous Bone Healing Practice at Kosane, Ghana	JNAA
21	Azaglo Alex Kwasi	Department of Art Education,, UEW	School of Creative Arts, UEW	Art Education	The Design in the celebration of <i>Hogbe</i> festival	JNAA
22	Omoregie Philip Osamonde & Adenyoh K. Courage	HPERS Department, UEW	Faulty of Science Education, UEW	HPERS	Challenges influencing physical education teachers attitudes and practices towards technology use in teaching at the senior high school in Central Region, Ghana	JNAA
23	Stephen Yaw Oppong	Department of Art Education,, UEW	School of Creative Arts, UEW	Theatre	Tracing the Authorship of the Oldest Extant Literary Drama in the World to an African Citizen	SCC
24	Kwadwo Adum-Attah, Benedict Assan Sackey & John-Doe Dordzro	Department of Music, UCC	College of Humanities and Legal Studies, UCC	Music	Music, Alcohol and Wellbeing: The Ghanaian Experience	SCC
25	Benedicta Ahomah Bioh	Institute of Educational Research and Innovation Studies (IERIS), Centre for Educational Policy Studies (CEPS), UEW	IERIS, UEW – CEPS, UEW	Home Economics	Effect of Parental Support on Educational Achievement of the Girl Child in the Simpa Fishing Community	SCC
26	Samuel Arko Mensah & Stephen Yaw Oppong	Department of Art Education,, UEW	School of Creative Arts, UEW	Theatre	Sanitation issues in Ghana: a thematic exposition of sanitation in the drama: an enemy of the people by Arthur Miller	SCC

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
27	Darko Rabbi	Department of Psychology and Education, UEW	Faculty of Educational Studies UEW	Guidance and Counseling	Influence of parenting styles on academic performance of selected public and private senior high schools in the Effutu municipality	SCC
28	Martin Ako	Department of Basic Education, UEW	Faculty of Educational Studies UEW	Science Education	Natural science teachers' curriculum and self-efficacy belief regarding science teaching in the Gomoa East District	JNAA
29	Peter Wonders	Department of Communication and Media Studies, UEW	Faculty of FLLCS, UEW;	Communication Studies	Communication strategies of street traders- A study of three selected trading hubs in the Central Region	JNAA
30	Cecilia Anane	Department of Psychology and Education	Faculty of Educational Studies	Guidance & Counselling	Challenges and perceived support (needs) of student-mothers at University of Education, Winneba: Winneba Campus	JNAA
31	Happy Mary Ablode	Department is Catholic Unit Schools, Accra	School of Creative Arts	Dance	Using the Arts as a support for meaningful teaching and learning in Ghanaian classrooms	JNAA
32	Hilarius Wuaku	Department of Music, University of Ghana, Legon	School of Performing Arts	Music	Paralleling Haydn and Hummel: the E flat trumpet concerto in perspective	SCC
33	Patience Quaye	Department of Communication and Media Studies, UEW	Faculty of FLLCS, UEW	Communication Studies	Communication Strategies of Selected Civil Society Organisations (CSOs) In the Northern Region of Ghana	JNAA

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
34	Justin Kwaku Oduro Adimkra	Department of Languages and General Studies	University of Energy and Natural Resources, Sunyani	French	La perception de l'éducation de deux personnages de deux romans de la littérature postcoloniale Africaine : allah n'est pas obligé et festins de la détresse.	JNAA
35	Abraham Sarpong Owusu	Department of Special Education	Faculty of Educational Studies	Special Education	The roles of parent-teacher association (PTA) members to Enhancing the academic performance of students who record lower attainment in Badu - Tain District, Ghana	JNAA
36	Stephen Osei Akyiaw	Department of Communication and Media Studies, UEW	Faculty of FLLCS, UEW	Communication Studies	Print media framing of national disasters: A content analysis of the Daily Graphic and Daily Guide	JNAA
37	Michael A. Adomina	Department of Music Education, UEW	School of Creative Arts	Music	Community communicator: the drummer and the drum	SCC
38	Mawuli Kofi Tay	Department of Mathematics Education	Faculty of Science Education, UEW	Mathematics	Effect of using geogebra on senior high school students' performance in circle theorems	JNAA
39	Yarhands Dissou Arthur & S. K. Asiedu-Addo	Department of Mathematics Education	Faculty of Science Education, UEW	Mathematics	Effect of Mathematics Facilities, Mathematics Connection, Teacher Motivation and Instructor Quality on Students Interest in Mathematics	JNAA

MODERATORS OF SESSIONS

S/N	DAY	DATE	TIME	SLOT/ VENUE	AREA	MODERATOR	
1.	One	Tuesday, 25th July 2017	12pm - 1pm	JNAA	Agric Science	Prof. S. Yaw Ameyaw	
2.			2:30pm-5pm	JNAA	Linguistics	Dr. Samuel Atintono	
3.						French	Dr. Alfred B. Cudjoe
4.			2:30pm-5pm	SCC	Music	Dr. Eva Ebeli	
5.							Mr. E. Obed Acquah
6.	Two	Wednesday, 26th July 2017	8:30am-10am	JNAA	DAAD	Prof. Raheem Kolawole	
7.							Dr. Harrison K. Golo
8.			10am-11:30am	JNAA	Communication Studies	Dr. Andy Ofori- Birikorang	
9.							Dr. Isaac Eshun
10.			10am-11:30am	SCC	Theatre	Mr. E.H. Brew-Riverson	
11.						Music	Dr. Eva Ebeli
12.							Mr. E. Obed Acquah
13.			12pm-1pm	JNAA	HPERS	Dr. Baaba Jatong	
14.						Mathematics	Dr. Isaac Eshun
15.						ICT	Dr. Kwaa-Aidoo
16.			12pm-1pm	SCC	Social Studies	Dr. Vincent Adzahlie Mensah	
17.			2:30pm-5pm	JNAA	SPED	Dr. Nyadu Offei	
18.						HPERS	Dr. Baaba Jatong
19.						Religious & Moral	Dr. Kwesi Nkum-Wilson
20.			2:30pm-5pm	SCC	Agric Science	Prof. S. Yaw Ameyaw	
21.				Religious & Moral	Dr. Kwesi Nkum-Wilson		
22.	Three	Tuesday, 27th July 2017	8:30am-11am	JNAA	Visual Art	Dr. Kaakyire Duku	
23.						Music	Prof. C.W.K. Mereku
24.						Mathematics	Dr. Victor Antwi
25.						Theatre	Mr. E.H. Brew-Riverson
26.			8:30am-11am	SCC	English	Dr. Charles Owu-Ewie	
27.						Theatre	Mr. Samuel Yirenkyi

ABSTRACTS

1. An analysis of register in the 2012 manifesto of the NPP

By

John Adukpo

Department of English, Faculty of FLLCS, UEW

The importance attached to political manifestos make political parties dedicate a lot of time and caution in writing (up) their manifestos so as to attract the electorate to vote for them. Language becomes the main element of consideration in the writing of political manifestos. It is on the premise of the centrality of language use in political manifestos that this paper seeks to explore the use of lexical cohesive devices in the 2012 manifesto of the New Patriotic Party using the theory of Cohesion by Halliday and Hasan (1976). Results of this study reveal that repetition is the most dominant lexical cohesive device which is used to emphasize the massive projects the party hopes to carry out and also the commitment the party hopes to attach to the execution of its plans. The use of synonyms in the manifesto helps the electorate to understand the ideology of the party whereas antonyms are used to compare the disparity of work done by incumbent government and what the New Patriotic Party hopes to do to improve the economy. The superordinate words are used to categorise the party's concrete plans into groups so that the electorate can better understand the party's plans in detail. The study concludes that, the lexical cohesive devices used in the manifesto help to establish ties and links between the lexical items such as nouns, verbs, adjectives and the adverbs in the manifesto.

Keywords: Discourse Analysis, Cohesive Devices, Political Manifestos, NPP.

2. An analysis of the use of lexical cohesive devices in the 2012 NPP manifesto

By

John Adukpo

Department of English, Faculty of FLLCS, UEW

The study employed the register theory by Halliday (1994) to analyse the registers used in the New Patriotic Party's 2012 manifesto based on the dimensions of field, tenor and mode. The findings reveal that nouns are used to indicate the aspects of the economy that are not given attention by the incumbent and how the party hopes to revamp and develop these areas. Adjectives occur as the second highest lexical items used as register to describe the kind and the nature of developmental projects that the NPP hopes to establish for the electorate. Verbs form the third most frequent lexical items in the manifesto which indicate the actions that will be used to execute the developmental projects, which the party hopes to achieve while adverbs reveal the manner in which the action plans of the party will be executed. The study concludes that the New Patriotic Party employs political register to persuade the electorate to vote for the party base on the promises they made under the various fields in the manifesto.

3. Towards good health and wellbeing: the musical healing rituals of the Twelve Apostles Church in Ghana

By

Amos Darkwa Asare

Department of Music and Dance, UCC,
College of Humanities and Legal Studies, UCC

Good health and well-being have been a major concern of every society and research has shown that music plays a vital role in maintaining good health and well-being. In Ghana, the health care discourse has identified diverse means of administering healing. Whiles some prefer modern medical systems, others use indigenous means such as those from shrines and other sects for their health and well-being. Today, a number of religious practices in Ghana focus a greater part of their services on healing and the general well-being of its members. The formation of African Indigenous Churches (AICs) has played a central role in bridging the gap between indigenous and Christian concepts of worship, healing and well-being. The Twelve Apostles Church, first of the AICs in Ghana, plays a major role as far as good health and well-being of Ghanaians, especially its members, are concerned. However, this indigenous musical healing practices are seldom recognized for their significant contributions towards good health and well-being. In this paper, I use the ethnographic approach, employing interviews and participant observations, to describe the significance of the musical healing rituals of the Twelve Apostles Church in Ghana towards good health and well-being. I answer the question: how does drumming, dancing and singing contribute to the healing rituals of the Twelve Apostles Church? The results show that the role of music is not epiphenomenal but rather the most important part of the restoration of good health and well-being. This study concludes that music is the ritual and vice versa.

4. Assessment of the relative suitability of three different soils for lettuce production in the dry season in Ghana

By

Benette Yaw Osei

Department of Soil and Crop Sciences, UEW;
Faculty of Agriculture Education, CAGRIC

The research was conducted at the project site of the University of Education, Winneba - Mampong campus. The main objective of the study was to compare the relative suitability of three soils in supporting lettuce production in the dry season. The treatments were Calcic Vertisol (Akuse series), Rodic Nitisol (Ejura series) and Chromic Luvisol (Bediesi series). The randomized complete block design was used in a pot experiment with the three treatments each replicated three times. Plant height, fresh leaf mass, leaf dry matter yield, fresh root mass, gravimetric moisture content, total porosity, drainability and bulk density were the parameters considered. From the result Bediesi Series recorded the highest growth rate as measured by plant height (266.5mm), fresh leaf weight (30.6g), leaf dry matter weight (4.9g) at 7 weeks after transplanting as well as been the most succulent with 84% succulent. Fresh root weight however, was highest with Akuse Series followed by Bediesi Series and Ejura Series in that decreasing order. Ejura Series recorded the least value for all growth and yield parameters measured. For soil parameters, Akuse Series recorded the highest value for porosity (43.0) and gravimetric moisture of 6.43% throughout the period of field drying for 8 weeks. Ejura Series Bediesi Series also recorded the highest value for drainability after 25 minutes of drainage, followed by Bediesi Series and then Akuse Series. The result of this work indicated that the Bediesi Series is the best soil type among the soils evaluated for lettuce production in the dry season in Ghana.

5. Growth and yield responds of maize to *mucuna pruriens* as soil amendment

By

Benette Yaw Osei

Department of Soil and Crop Sciences, UEW;
Faculty of Agriculture Education, CAGRIC

Damaged and depleted soils need to be rebuilt, improved and used more efficiently if they are to support permanent agriculture. Generally there have been several attempts to use cover crops as soil amendments to improve soil management and conservation while improving soil productivity. This experiment was conducted at the multipurpose nursery of the University of Education, Winneba, Mampong Campus to determine the growth and yield of maize response to *Mucuna pruriens* as a soil amendments. The treatments used were *Mucuna pruriens* as green manure (7.0415t/ha), *Mucuna pruriens* as live mulch (7.0415t/ha), *Mucuna pruriens* as *in-situ* mulch (7.0415t/ha) and the control (no *Mucuna pruriens*) and laid out in a randomized complete block design (RCBD) with 3 replications. The growth and yield parameters of maize that were measured are plant height, stem girth, leaf area index (LAI), 100 seed weight, mean cob weight, grain yield for growth and yield of maize. The study showed that *Mucuna pruriens* as *in-situ* mulch would be the most preferable technology if maize yield is to be used as an index in evaluating the agricultural potential of different uses of *Mucuna* as a soil amendments as it recorded the highest grain yield and cob weight, followed by *Mucuna pruriens* as green manure, *Mucuna pruriens* as live mulch with the control the least preferred. *Mucuna pruriens* as live mulch soil amendment is promising since it was the most desirable soil amendment in the improvement of soil physical and chemical properties. It, however, did not give best growth and yield performance of the test crop (maize) probably as a result of its allelopathic effects.

6. Study and Research opportunities in Germany

By

Berit Stoppa

Director, DAAD Information Center, Goethe Institut, Accra

The DAAD (German Academic Exchange Service) is a private, publicly funded self-governing organization of the institutions of higher education in Germany, which comprises of 235 member universities and 125 member student bodies. The DAAD has the function of promoting international academic relations especially through the exchange of students and faculties. During the presentation, information will be given on:

- international Degree programmes in Germany (Bachelors, Masters, and PhD),
- general entry requirements and application procedures to German universities
- individual DAAD scholarship programmes
- subject related information (eg. on studying medicine in Germany)
- visa requirements, among others.

7. Assessing gross motor skills development and age equivalents of children between 4 to 7 years in Akyemansa District Eastern Region, Ghana

By

P. O. Omoregie (PhD) & Paul-Anthony Kweku Somiah

Department of HPERs, UEW,

Faulty of Science Education, UEW

The purpose of this study was to assess gross motor skills of age groups between 4 to 7 years. Quasi-experimental design was employed with sixty participants randomly selected. They were assessed on locomotor and object control skills that include running, galloping, hoping, leaping, horizontal jumping, and sliding, striking, dribbling, kicking, catching, throwing and underhand roll. The research instrument used was the Test of Gross Motor Development-2 with a reliability coefficient of 0.72 and 0.69 for both skills respectively. Two hypotheses were tested using Multivariate Analysis of variance (MANOVA) and Analysis of Variance (ANOVA) at .05 and .025 alpha level respectively. The result jointly showed that Wilks' Lambda = .60, ($F_{(6,150)} = 7.29, p < .05$) was significant. This revealed that 6-year old children obtained a higher mean score on locomotor skills ($M = 6.35, SD = 2.13$) and object control skills ($M = 12.60, SD = 3.03$) than the other age groups. Result on the variables at alpha level of .025 showed significant difference between age categories on locomotor skills ($F_{(3,76)} = 3.41, p = .020$), with 6-year old children having a higher mean ($M = 6.35$). Object control also showed that there was significant difference between age groups ($F_{(3,76)} = 11.32, p = .000$) with 6-year old children reporting a higher mean score ($M = 12.60$) than other categories. It was recommended that children in the other age groups other than 6-year old be given adequate fundamental skill, training. Consequently, it is further recommended that teachers should possess required knowledge to help children deficient in any of the gross motor skills to properly develop properly.

Keywords: Gross Motor Development, Object Control Skills, Locomotors Skills, Age group

8. The use of the telegram app for distance learning: views of postgraduate diploma in education distance students (2015-2016 year group) of the Winneba study centre

By

David Kofi Sakyi & Humphrey A.K. Pufaa

ICT, IEDE, UEW & SRO-DAA, UEW

The study investigated the impressions of Post Graduate Diploma in Education Distance Education Students (2015/2016 Year Group) of the Winneba Study Centre about the use of Telegram for distance learning. The literature was reviewed on the use of social media in teaching and learning and qualitative research paradigm was employed by the researchers. This led to the use of interview guide as the main instrument for data collection. The population used for the study was all Distance Post Graduate Diploma in Education students, 2015/2016 year group of the Winneba Study Centre. Simple random sampling technique was employed in selecting twenty (20) students to participate in the research. The study revealed a remarkable impression about the use of telegram for distance learning. A major recommendation of the study was the need to setup an instructional design unit at IEDE tasked to deploy the integration of telegram into the teaching and learning of all the modules for all distance students of UEW.

9. A Study of Elderly Neglect in Winneba

By

Jacob Oppong Nkansah

Department of Social Studies, UEW,
Faculty of Social Sciences Education, UEW

In recent years, the issue of the elderly particularly in Ghana has become a major concern in the society since an increasing aged population is taking place in societies which are least prepared for the challenges that often characterise the aged. As a results, caring for the elderly persons have become an obstacle and stress to family members especially to caregivers. Due to this, most elderly persons are left alone to fend for themselves. Some also depend on the assistance of voluntary caregivers for survival. These among others necessitated the need for a study to be conducted into the incidence of elderly neglect in Winneba. The study sought to explain the challenges the neglected elderly experience in Winneba, examine the causes of elderly neglect, the reciprocal relationship between caregivers and the elderly and to find out how the neglected elderly cope with life in Winneba. A qualitative research approach with phenomenological design was employed for the study. The study used the purposive sampling technique to select a sample size of twelve elderly persons aged “65 years +” and 5 caregivers in Winneba. The researcher adopted unstructured or one- on- one interview, focus group discussion as tools for gathering data. In this study the researcher followed the approach where the collected data were read and reread which helped in the interpretation and description of emerging themes and patterns. The study revealed that, most of the neglected elderly in Winneba do not live with their spouses and therefore lack adequate social interaction and suffer social intimacy. Most of the neglected elderly in Winneba lived in the uncompleted buildings and unhygienic accommodations. Majority of the neglected

elderly encounter financial difficulty whenever their source of income support failed. Most of the neglected elderly in Winneba have not been to school before. This affected their employment status and income levels as they grow old. The neglected elderly received most of their support from voluntary caregivers. Some of the neglected elderly in Winneba continued to engage in labour intensive occupation such as begging, borrowing fetching of firewood in order to make ends meet. It was recommended that there should be separate ministry created by the government solely to address the myriad challenges faced by the elderly in Ghana. Government should also create a fund that is “Aged Fund” to support the aged, who are vulnerable to neglect. This dream could be realized by deducting certain percentage of the District Assemblies' Common Fund (DACF) into that fund. There should also be pension reforms by the government and institutions like SSNIT with more sensitization with incentives to cover those working in the informal sector. It was recommended that, Gerontology as discipline should be included in the curricula to sensitise individuals on the need to care for the aged in their respective homes and communities.

It was also recommended that if possible, there should be a policy to establish social centers in each district in Ghana by the government with support from other interest groups. This will serve as an avenue where the aged within the community will meet to entertain and educate themselves on issues of common interest. Non-Governmental Organizations, the religious bodies and institutions and the family must be encouraged and supported by the government to continue to play their roles as sources of social protection for the elderly.

10. The influence of grass mulch under cowpea on some soil physical attributes of a luvisol in the transition zone of Ghana

By

Kofi Agyarko, Emmanuel Kwasi Asiedu & Kwabena Kyere

Department of Crop and Soil Science Education,
Faculty of Agriculture Education, Mampong Ashanti,
CAGRIC, UEW

Field experiments were carried out at the University of Education, Winneba, Mampong-Ashanti campus to study the influence of different rates of grass mulch on some soil physical attributes of a luvisol in the transition zone of Ghana in October, 2010 and August, 2011. A Randomized Complete Block Design (RCBD) was used with four treatments and four replications. Grass mulch was applied evenly on the soil surface at different rates of 1t/ha, 3t/ha, 5t/ha and the control (no mulch). Parameters assessed included soil aggregate stability, bulk density, total porosity, soil organic matter. Mulching improved soil physical conditions, particularly soil aggregate stability, bulk density, total porosity, soil moisture and soil organic matter storage and this resulted in increased seed yield of cowpea. The study further showed that grass mulch application up to 5t/ha gave better soil physical condition and better seed yield.

11. Grass mulch improves moisture characteristics of a luvisol under cowpea in the transition zone of Ghana

By

Kofi Agyarko, Emmanuel Kwasi Asiedu & Kwabena Kyere

Department of Crop and Soil Science Education, Mampong

Ashanti, CAGRIC, UEW

Faculty of Agriculture Education, Mampong Ashanti,

CAGRIC, UEW

Productivity of cowpea is strongly regulated by the availability of water and thus water shortage can result in great yield losses. Field experiments were carried out at the University of Education, Winneba, Mampong campus to study the effect of grass mulch on moisture characteristics of a luvisol in the transition zone of Ghana. Using the Randomized Complete Block Design (RCBD) with four replications. Grass mulch was applied on the soil surface at different rates, using cowpea as a test crop. The grass mulch rates were: 1t/ha, 3t/ha, 5t/ha and the control (no mulch). Parameters assessed included soil gravimetric and volumetric moisture contents, cumulative infiltration amount, infiltration rate, sorptivity and grain yield. Mulching improved soil moisture status particularly, soil gravimetric moisture content, soil volumetric moisture content, cumulative infiltration amount, infiltration rate, sorptivity and soil residual moisture. All the soil parameters measured in both 2010 and 2011 were higher on 5t/ha mulch than the other treatments. There was a positive correlation between the cowpea seed yield and soil gravimetric moisture content.

12. Choral musical composition in Ghana, analytical and historical perspectives

By

Moses Jahkumah Appiah-Quansah

Department of Music, UCC;

College of Humanities and Legal Studies, UCC

This paper is aimed at providing the reader with analytical and historical perspectives of musical composition in Ghana. It also investigates the choral musical composition in Ghana, an overview of Ghanaian art music-tonal tradition, analysis of Ghanaian choral music and intercultural approaches and related aesthetics in contemporary art music. In conclusion the paper indicates the need to accept, improve upon and empower our young Ghanaian composers to embrace choral music composition in Ghana.

13. A Stylistic Analysis of the Anthem of the University of Education, Winneba

By

Peter Mwinwelle

Department of English Education, UEW;

Faculty of FLLCS, UEW

The adaptation of anthems by nations and institutions is consistent with the general view that the state or institution is sacred and the anthem therefore serves as an altar of praise. Universities just like nations constitute a body of people with leaders who manage their affairs. Notwithstanding the similarity between nations and universities, there exists extant linguistic research on national anthems of various nations but institutional anthems especially university anthems have not received attention in terms of linguistic research. The study therefore employed the Linguistic and Stylistic Categories Framework by Leech and Short (2007) to examine the use of language in the anthem of the University of Education, Winneba. The results of the study reveal that the repetitive use of the verb “shall” indicates the university's wish to attain the status of a fully fleshed university in the future since it was not a fully-fledged university at the time of the composition of the anthem. The anthem makes use of rhyme, alliteration, simple lexical items and sentences in order to make it musical, comprehensive and easy to memorise since anthems are usually meant to be sung like other songs. The preponderant use of metaphors also compare the University to a human being who needs to grow and develop. The study demonstrates and concludes that, the rough edges of language are stylistically employed by (literary writers such as) song writers to express their thoughts.

Keywords: Stylistics, Linguistic and Stylistic Categories, figures of speech, Cohesive Devices, Anthem, University of Education, Winneba, Ghana.

14. A Pragmatic-Stylistic Analysis of the use of personal deixis in concession speeches of John Mahama and Akuffo Addo

By

Peter Mwinwelle

Department of English Education, UEW;
Faculty of FLLCS, UEW

Deixis is a common object of linguistic analysis in political speeches. Ghanaian political speeches have not been given linguistic attention in terms of the analysis of deixis in general and personal deixis in particular. The study therefore fills an important gap by focusing on the analysis of the use of personal deixis in the concession speeches of President John Dramani Mahama and President Akuffo Addo respectively through a pragmatic-stylistic approach. The study, focuses, on how meaning is encoded in the use of personal deixis in the context of the two selected concession speeches. The study employs the theory of deixis by Levinson (1983) as its framework. The results of the study reveal a dominant use of the first person singular subjective pronoun “I” by both Mahama and Akuffo Addo. Whereas Akuffo Addo uses the pronoun “I” to personalize his defeat and indicate his disdain towards the result of the court ruling on the election petition, Mahama uses it to extend his appreciation to his family, party members and all Ghanaians who voted for him. The study also reveal that Akuffo Addo uses only the exclusive pronoun 'we' to narrow his audience to the NPP only while Mahama uses both the inclusive and the exclusive “we” to encourage Ghanaians to remain united as well as appreciate his party as a whole. The study concludes that political leaders' reaction to defeat in their concession speeches can be identified through their use of personal deixis.

Keywords: Pragma-Stylistics, Personal Deixis, Concession Speeches, Ghana.

15. Learning approaches of Students with Disabilities in the University of Education, Winneba, Ghana

By

Nana Opoku Acheampong & Daniel Fobi

Department of Special Education, UEW;

Faculty of Educational Studies

This paper explores the learning approaches of students with disabilities (i.e. Visually Impaired, Deaf and Hard of Hearing, Physically Disabled) in the University of Education, Winneba (UEW). This quantitative study surveyed 73 participants randomly from a population of 124. The study adopted the Approaches and Study Skills Inventory for Students (ASSIST, 1998) from Fobi (2015). The participants were randomly sampled for the study. Descriptive statistics using means, standard deviations, percentages, tables and bar graph were used to analyze data collected. The presentation will report on findings from the preferred approaches to learning among students with disabilities at UEW. Also, the paper will touch on the findings from the differences that exist among the three categories of students with disabilities (Visual Impairment, Deaf and Hard of Hearing, and Physical Disability) in their choice of a learning approach. Contingent on results of the study, the paper will make recommendations to persons with disabilities, lecturers and stakeholders in the education of person with disabilities in tertiary institutions in Ghana.

16. The Effect of tone on vowel duration

By

**Pascal Kpodo, Dr. Rebecca Akpanglo-Nartey,
Fusheini Abdul-Rahman & Lawrence Bosiwah**

Ewe Department, UEW; English Department, UEW;

English Department, UCC

COLANG, Ajumako; Faculty of FLLCS, UEW;

Faculty of FLLCS, UEW; University of Cape Coast

The main aim of this study is to investigate how tonal variations affect the durational quantity of the tone-bearing segments. The study seeks to find out if the various level tones affect vowel duration in any systematic way. The study will also investigate the effect of the various contour tones on the tone-bearing vowel segments. Previous cross-linguistic studies have established the effects of tones on vowel quality as well as the correlation between tonal structures and vowel duration. However, the literature available does not conclusively indicate whether tones affect vowel duration or otherwise. Data for the study will be collected from the native speakers of four Ghanaian languages (Ewe, Twi, Ga and Dagbani) in order to fully explore any cross linguistic patterns in the phenomenon.

17. Sustaining quality education: the “evaluation triangle” in practice in theatre-for-development education

By

Promise Nyatepeh Nyatuame

Dept. of Theatre & Film Studies, UCC, Cape Coast
College of Humanities and Legal Studies, UCC

Quality Theatre for Development (TfD) education requires adequate provision to support equitable nurturing of the three domains of the individual and by extension the holistic development of TfD learners through artistic-aesthetic-cultural education. The art of TfD, as a strategic resource for personal, socio-cultural and sustainable development, is concerned with three (3) different scales of development in connection with theatre and social development. Personal development thrives on affinity between theatre and affective, cognitive and psychomotor development. Social development links TfD to socio-cultural awareness, empowerment and cohesion. The discourse on sustainable development appreciates TfD within the context of social-cultural processes toward the shaping of sustainable efforts for empowerment and cohesion. The distinctiveness of artistic, aesthetic, and cultural elements (values) shares a common ground with the art of TfD education as an integrated approach within the broader discourse of TfD, pedagogy, and society correlate. Therefore, the paper proposes a synergistic approach to TfD pedagogy in Ghana, anchored on the pedagogical strategy of TfD education as artistic-aesthetic-cultural education. Adopting multiple research instruments, the paper argues that the synergistic pedagogical strategy offers an evaluative paradigm which is informed by artistic-aesthetic-cultural values of TfD. This, by extension, underscores the sustenance of quality or healthy TfD education delivery and this is what the paper has termed the “evaluation triangle,” an adaptation of Smith-Autard's (2002, pp. 30-

36) concepts of artistic, aesthetic, and cultural education. The paper recommends the need to rethink the TfD curriculum in a synergistic fashion to ensure sustainable quality TfD education delivery.

Keywords: Education, Quality Education, Theatre for Development Education, Cognitive, Affective, Psychomotor

18. The politics of curriculum: issues about the design and implementation of the basic school religious and moral education curriculum: Implications for educational policy and practice

By

Charles Nyarko Annobil

Department of Basic Education, UEW;
Faculty of Educational Studies, UEW

The purpose of this study was to find out the extent to which national educational policies or political decisions influence teacher decisions about the design and implementation of the Religious and Moral Education (RME) curriculum in Ghanaian Basic schools. The views of 60 level 400 Basic Education Sandwich students of the University of Education, Winneba were sought through informal conversations and unstructured interviews. These methods were adopted so that respondents could feel free and talk. Questions pertained to views on the importance of politics in religious and moral education as well as extent to which politics can influence the content and structure of the Basic education religious and moral education curriculum. The results indicated that majority of the students would not like politics to have any significant influence on the teaching and study of Religious and Moral Education. The discussion revealed that political issues form the bedrock from which Religious and Moral Education goals can be carved. It also revealed that political issues are inherent in the basic nature of curriculum decision making including religious and moral education. The study recommended that RME be made relevant to pupils, be related to well-planned national education goals, be well taught and be able to prepare individuals to fit into the society by equipping them with the kinds of knowledge, values and attitude that are needed for good living.

19. Verbal Taboos in Gurene

By

Alhassan Habiba

Gur-Gonja Department; COLANG, UEW, Ajumako

This paper investigates verbal taboos in Gurene a Gur language spoken mainly in the Upper East Region of Ghana under the perspective of ethnographic of speaking. The study examines various issues surrounding verbal taboos in Gurene with the view of reviving these taboo words which are gradually fading away because of the impact of the western cultures especially religion. The paper argues that verbal taboos exist in Gurene and classifies these verbal taboos into two main groups: general and clan/specific taboos. The work identifies euphemisms, metaphors, idioms, as techniques used by speakers to avoid the use of taboo words, maintaining a positive face in the community and to make the unpleasantness of the taboo words pleasant or polite. The paper also outlines the benefits of having knowledge about taboo words and expressions. The paper concludes by making a case for the promotion of verbal taboos. The data used for the study was collected from the final year Gurene students of the University of Education, Winneba, and phone interviews of some renowned elders from Namoo a small Farefari community in Upper East Region. Native speaker intuition also played a significant role in this study.

20. Sustainable Indigenous Knowledge System; Indigenous Bone Healing Practice at Kosane, Ghana

By

Stephen Yaw Oppong & Kolawole Raheem

IERIS, UEW & Theatre Arts Education Department, SCA

IERIS; School of Creative Arts, UEW

Good health and well-being is the third (3rd) on the list of the seventeen (17) Sustainable. This shows how important health issues are for sustainable development. However, official health services in developing countries like Ghana do not give enough attention to indigenous health care systems that could improve the access to adequate health services. Studies have indicated that the first place of call for about 70% of Ghanaians in need of health care is the indigenous practitioner's home. One of the most common indigenous health practices inadequately recognized in Ghana is the indigenous bone healing services in Ghana. This has seemingly pushed the practice into obscurity, thereby placing prominence on orthodox bone healing which is practiced in various clinics, hospitals and physiotherapeutic facilities. This ethnographic study focuses on indigenous bone healing as practiced in Ghana at Agya Ansu's Indigenous Bone healing Centre, located at Kosane in Dormaa Municipality of the Brong Ahafo Region. The study is done through thematic analysis. It is believed that this study will help reveal the processes, benefits and challenges of indigenous bone healing in Ghana in the attempt to revitalize the practice for sustainable development. This study also attempts at reinforcing the awareness of indigenous health practices that could help Ghana achieve sustainable development in the health services sector.

Key words: Herbal, Indigenous, Bone Healing, Orthodox, Sustainable Development.

21. The Design in the celebration of Hogbe festival

By

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Hogbe is one of the indigenous festivals in Ghana. It is celebrated by the people of Battor Traditional Area to commemorate the escape from Notsie in Togo to their present abode in the Volta Region of Ghana, between the fourteenth and the fifteenth centuries. During the celebration of this festival, many art forms which contribute to the success and pageantry of the festival are exhibited. The theoretical underpinning of the study was expressionism. This paper sought to identify design components seen in the celebration of *Hogbe* festival and evaluate the implications of sceneries for aesthetic education. The study used qualitative research which employed descriptive survey for data presentation. Data was collected through interview, observation and content analysis. Five (5) purposively selected participants were used for the study. The analysis of these symbolic objects and sceneries revealed that, the elements and principles of design were so organised as to expose balance, line, colour, rhythm, contrast, symmetry, space, variety, harmony among others in the activities of the celebration. It is recommended that, there should be scholarly documentation of the festival by researchers and duly published to help promote the cultural heritage of the people and stimulate aesthetic education.

Keywords: Design, *Hogbe* festival, Aesthetic Education, Symbolic objects, Elements and Principles of Design.

22. Challenges influencing physical education teachers attitudes and practices towards technology use in teaching at the senior high school in Central Region, Ghana

By

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Technology has influenced teaching, yet little is known about physical educators' predispositions and use of technology in planning and designing instruction. The study investigated senior high school physical education teacher's attitudes and practices regarding technology use and how it is applied in teaching. Thirty (30) physical education teachers were purposively selected from the senior high school in the Central Region of Ghana. Data collection instrument measured teacher's barriers, attitudes and technology use. Two research questions was answered. Data collected were analyzed using descriptive statistics of percentage, mean and standard deviation. Results shows that teachers possessed positive attitudes, but had limited use of technology. Results show a number of challenges influencing technology use such as budget, controls, class size, school/administrative support and training. The perception of importance/relevance reported shows a higher mean ($M= 29.80$, $SD = 3.75$), with technology proficiency reporting the lowest attitude (14.43 , $SD = 2.08$) of the four attitude factors based on mean scores. It is recommended that physical educators will be ready and willing to apply technology to teaching if given opportunities to prepare and utilize appropriate resources.

Keywords: Attitude, Practice, Physical Education, Instructional technology

23. Tracing the Authorship of the Oldest Extant Literary Drama in the World to an African Citizen

By

Stephen Yaw Oppong

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Although, theatre history has proven that theatre originated from Africa, specifically from Egypt, the origin of drama as literature has not been attributed to Africa. This research focuses on revealing that the author of the oldest extant drama in the world was of African citizenship. This will help eradicate the misconception that literary drama originated from Europe. It will also reemphasise the role Africa has played in the history of drama and theatre. This **historical and literary research** is done through textual analysis and deductive reasoning based on Alfred Wall's claim in his dramatic exposition of the Book of Job in the Bible. It is believed that this study will give the world the critical understanding that drama and theatre originated from Africa and thereby give them every reason to develop the art from the African perspective. This will help relegate to the background the desire of African playwrights, theatre practitioners and researchers to fashion their works after European drama and theatre conventions.

Keywords: Origin, literature, drama, adoption, practitioners, conventions.

24. Music, Alcohol and Wellbeing: The Ghanaian Experience

By
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Benedict Assan Sackey & John-Doe Dordzro
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College of Humanities and Legal Studies, UCC

Music is hailed as a source of personal and collective identity, and a means of individual and communal expression. Its very presence within the lives of both the young and the old is inarguably common to all cultures. Despite the important roles music plays in the lives of humans it can, unfortunately, also be a vehicle for destruction. There is substantial evidence to support the fact that music, especially popular music, enhances the consumption of alcoholic beverages. For example, a research led by the Université de Bretagne-Sud published in the September, 2008 issue of *Alcoholism: Clinical & Experimental Research* found that “playing loud music in licensed premises led customers to drink more alcohol over a shorter time period.” There are numerous drinking spots scattered all over the country and all these drinking spots provide music for their customers. However, no research has been conducted in Ghana to examine the extent to which music affect the consumption level of customers and the effect(s) that alcohol has on their health. Therefore, the present study seeks to fill that gap by critically examining the role music plays in alcohol promotion and consumption and how these impact on the wellbeing of consumers. To achieve this goal the researchers used methods that are mainly qualitative through interviews and observation to examine the relationship between listening to music and alcohol consumption.

25. Effect of Parental Support on Educational Achievement of the Girl Child in the Simpa Fishing Community

By

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Centre for Educational Policy Studies (CEPS), UEW

Numerous people have been writing on girl child education. The research came into being during my school internship programme at A.M.E Zion 'D' School, Winneba. The study sought to find out parental support towards girl child education in the Simpa fishing community in the Effutu Municipal Assembly in the Central region of Ghana, and also to examine how parental support affects educational achievement. Out of thirty-one girls of the form 3 class, ten (10) were selected for the study based on the top three, bottom three and the middle four (4). In all, a total of thirty (30) became the informants for the study. It was made up of the ten (10) selected female pupils to be precise, mothers of the ten selected females, the head teacher, eight (8) teachers and the Municipal Girl Child Coordinator. The instruments the researcher used were interview, questionnaire and observation guide for the collection of data. Data was analysed using simple descriptive percentages. It was found out that there was positive correlation between academic achievements and parental support. However, the only type that exists is the parental supportive environment. Others like home visit, school-to-home and home-to-school communications, helping students at home with homework and volunteering to support with academic work in the school are all lacking in the schools. Six recommendations were made to improve parental support of the girl child.

26. Sanitation issues in Ghana: a thematic exposition of sanitation in the drama: an enemy of the people by Arthur Miller

By

Samuel Arko Mensah & Stephen Yaw Oppong

M.Phil. Arts and Culture, UEW;

School of Creative Arts, UEW

Clean water and sanitation is number six of the seventeen Sustainable Development Goals. This goal has a direct impact on Life below water and Life on Land which are numbered fourteen and fifteen on the Sustainable Development Goals respectively and therefore needs a critical attention. For some years now, Ghana has been pinned down with serious poor sanitation issues. The effects of these poor sanitation issues have been seriously felt in diverse facets of the development of the country. Although, various attempts have been made to arrest this situation, it appears it is getting no better. Drama has been considered as a mirror that reflects the reality in societies. It has often been used to educate, inform, and entertain. *An Enemy of the People; a play* by Henrik Ibsen, as adapted by Arthur Miller deals with a serious environmental problem viz-a-viz the pettiness of the people; media, citizens and corrupt government officials to find solutions to nip it in the bud. This literary research exposes some themes in this old but powerful drama with considerable modern relevance for modern readers. This is done through thematic, textual and contextual analysis.

Keywords: Drama, Sustainable development, Environmental, Pettiness, Modern Relevance

27. Influence of parenting styles on academic performance of selected public and private senior high schools in the Effutu municipality

By

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Faculty of Educational Studies, UEW

The aim of this study was to assess the relationship between parenting styles and gender on the academic performance of secondary school students in the Effutu Municipality specifically Winneba. The design was a cross-sectional survey conducted among students in the two Senior High Schools. A total of two hundred and sixty (260) students were drawn from two Secondary Schools in Winneba through a multi-stage random sampling procedure. Baumrind (1991) instrument of parenting style was used to measure the perception of students about their parent's style of parenting. The results of the study suggested that parenting styles have significant influence on the academic performance of students. Also, the study revealed that authoritative and authoritarian style of parenting has significant positive relationship with the academic performance of students as against permissive style of parenting which correlated negatively. Also, the study showed that male students significantly perform better than the females' students. The results imply that the academic performance of students could be enhanced when parents adopt either the authoritative or authoritarian style of parenting. It is therefore recommended that parents adopt a blend of the authoritarian and authoritative style of parenting in order to improve academic performance and development of their children.

28. Natural science teachers' curriculum and self-efficacy belief regarding science teaching in the Gomoa East District

By

Martin Ako

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Faculty of Educational Studies, UEW

The purpose of the study was to explore natural science teachers' curriculum knowledge and self-efficacy beliefs regarding science teaching. Data were collected by administering natural science teachers' curriculum knowledge (NSTCK) and the science teaching self-efficacy beliefs questionnaire to 232 natural science teachers. Descriptive statistics such as frequency, percentages, mean and standard deviation were used to analyse the data gathered from the questionnaires. The study showed that majority of natural science teachers had the main curriculum materials such as syllabus, textbooks and teachers' guide in their schools. However, greater number of teachers did not have other supplementary teaching and learning materials. Also, teachers lack knowledge on the number of periods allocated to the teaching of theory and practical respectively and therefore teach without recourse to the dictates of the curriculum. Furthermore, greater number of natural science teachers exhibited poor knowledge of the content of natural science curriculum, instructional and assessment approaches recommended in the curriculum. It was revealed, however, that natural science teachers had very high level self-efficacy beliefs. It was recommended that intensive in-service training should be organized for natural science teachers in the district and that adequate supplementary teaching and learning materials should be supplied to the schools.

Keywords: Natural science teachers, Curriculum knowledge, self-efficacy beliefs.

29. Communication strategies of street traders- a study of three selected trading hubs in the Central Region

By

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Faculty of FLLCS, UEW

The study investigates communication strategies of street traders from three selected street trading hubs in the Central Region of Ghana. Qualitative research approach was used with focus group discussion and participant observation to collect data. The research was primarily a single case study. Persuasion and compliance gaining theories were used. The study found that communication strategies used by street traders comprises attractive display, calling-out, word of mouth, attractive offers, clapping of hands, special costume, technology-based communication, promotion and patronizing titles. Other factors that inform the communication strategies used by the street traders include imitation, innovation, nature of services and items sold, and the calibre of consumers they encounter. The study concludes that there are significant display and use of communication strategies at the various trading hubs.

30. Challenges and perceived support (needs) of student-mothers at University of Education, Winneba: Winneba Campus

By

Cecilia Anane

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Faculty of Educational Studies, UEW

This research work explored the challenges and perceived support (needs) of student-mothers as they undertake motherhood and studentship concurrently at the University of Education, Winneba campus of Ghana. The study is a qualitative piece that employed the case study design. Twenty student-mothers between the ages 26 – 40 with at least a child aged five years or below staying with them full time on campus were interviewed. The student-mothers were selected through purposive and snowball sampling techniques. An unstructured interview was employed by the researcher to gather data for the research. The results of the study revealed that student-mothers experience a myriad of challenges which are social, academic psychological and financial. Student-mothers stand a higher risk of experiencing stress. Student-mothers sacrifice their personal pleasures in order to fulfill their dual responsibilities. Student-mothers experience role conflict as they perform their mothering responsibilities and studying concurrently. The study recommends that: The University's counselling centre should organize special group counselling sessions for students who are mothering and studying at the same time so that individual members within the group can learn to; acquire knowledge relevant to their situation, develop skills to manage their challenges, cope effectively with the problems they encounter, and learn to deal with their emotional and psychological problems. The University's administration should recognize the presence of student-mothers in the University so that policies drawn and programmes that are being organized for students will take into consideration the plight of the student mother so that they may engage themselves in active learning activities rather than rote/passive learning.

31. Using the Arts as a support for meaningful teaching and learning in Ghanaian classrooms

By

Happy-Mary Ablordey

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Majority of educators and students are of the view that much of the present academic curriculum is not worth the effort needed to learn it. To overcome this problem, it is highly recommended that the quality of what we ask students to learn must be increased. Some guiding principles of this quality curriculum include reducing the quantity of what students are asked to memorize, emphasizing the usefulness of knowledge and, development of useful skills (including writing skills) covering less material and assessing performance. Curriculum movement occurring in such fields as Mathematics, Science and History should ask students to construct their own knowledge rather than memorize packaged knowledge. This is clearly the direction in which the present curriculum efforts are heading. Many of the content standards being implemented in the Ghanaian classrooms along with their associated assessments seem to be emphasizing memorization of facts. The papers conceptual underpinnings include the theories of brain researchers such as Kovalik and Oslan's - 19 Sensory Inputs, Howard Gardener's - Multiple Intelligences Theory and, Caine and Caine's - Making Connections, teaching and the human brain. The paper advocates the use of Arts Integration to support students learning within the classroom and across the pre-university curriculum. It further recommends that all teachers both general and subject specialist should be sensitized in the tenets of Arts integration and subject connection education and, also with students in the University Collages of Education and more importantly the University of Education-Winneba leading the advocacy to enhance teaching and learning delivery skills.

32. Paralleling Haydn and Hummel: the E flat trumpet concerto in perspective

By

Hilarius Wuaku

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University of Ghana, Legon

The Trumpet Concertos in E Flat stand out not only as the only concertos written by Haydn and Hummel for the trumpet, but also as a standard piece used by well-recognized examining bodies at the advanced levels to test student performers in their trumpet practical examinations. Such notable examining bodies include the Associated Board of The Royal Schools of Music (ABRSM), and in Ghana, the Music departments in our universities have and continue to use Haydn's Trumpet Concerto to test the ability of students in their advanced stages of their courses. Since the time of composing these works in the classical period, the pieces have taken centre stage in concert halls and still remain the favourites of audiences and classical music lovers the world over. Among few top-notch trumpeters featured on the performance of these works include the British Alison Balsom and American Wynton Marsalis. (YouTube). This presentation takes a critical look at both trumpet concertos by Haydn and Hummel, with practical performance of sections for illustration. It draws comparative conclusions of both the music and life of the composers. Data collection was through readings from libraries, internet search, YouTube video and audio recordings. Interviews were also carried out on some Ghanaian trumpeters who played or listened to any or both pieces. The compositional devices and trumpet playing techniques used in the works, which this paper explores, will serve as lessons for young composers and performers to draw on.

33. Communication Strategies of Selected Civil Society Organisations (CSOs) in the Northern Region of Ghana

By

Patience Quaye

Department of Communication and Media Studies,
Faculty of FLLCS, UEW

Civil Society Organisations (CSOs) have been recognised as providers of relief, and promoters of human rights and are viewed as critical contributors to economic growth, civic and social infrastructure essential for improving the quality of life for all. Fukuyama (1995). CSOs do not only use communication to achieve their goals (Lewis, 2005), they require communication strategies to function effectively (Azcarate & Balfors, 2013). The aim of communication in development projects is to enable the people who benefit from the programme have relevant information so they can be part in the planning, development, implementation, and sustainability of the projects. Meanwhile the communication takes various forms of strategies. Some researchers have explored into how communication strategies have been used in areas like health, marketing, entertainment but minimal work focusing exclusively on CSOs has been done. Using a qualitative approach and the participatory and stakeholder theory, this paper brought to the fore the nature of communication strategies used by CSOs in the northern region of Ghana, why they use those and how those strategies meet the needs of the communities. It emerged that the nature of the communication strategies used by CSOs in the Northern region of Ghana was more dialogic in nature and highlighted the traditional norms and values.

34. La perception de l'éducation de deux personnages de deux romans de la littérature postcoloniale Africaine : *Allah n'est pas obligé* et *Festins de la détresse*

By

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Department of Languages and General Studies
University of Energy and Natural Resources, Sunyani

Cet article analyse la perception de l'éducation de deux personnages romanesques de la littérature postcoloniale africaine. Il démontre que la plupart des jeunes africains ont perdu l'espoir que le système éducatif avait créé au lendemain des indépendances. L'étude révèle que Birahima, personnage principal d'*Allah n'est pas obligé* doit son égarement en un système éducatif foutu à l'image de la société rongée par la corruption même si Biram essaie tant bien que mal de montrer à ses pairs dans *Festins de la détresse* que l'école demeure la seule voie possible pour une libération de la jeunesse. L'étude révèle également que le départ de Birahima au Liberia, pays où il a appris à tuer des innocents pendant la guerre civile en tant qu'enfant soldat, représente la faillite de l'école. Cette migration des jeunes africains est d'actualité tout en produisant des résultats déplorables avec des corps des migrants repêchés de la mer méditerranéenne presque tous les jours. L'étude recommande alors une reformation du système éducatif africain afin de répondre aux exigences et aux besoins de nos sociétés locales.

Mots clés : perception, éducation, jeunesse, espoir, société locale.

English Translation

This paper analyses the perception of two characters in two postcolonial African literature novels on education given by our schools. It reveals that African youth has lost the hope that was created by the educational system just after the independence of African states. The paper reveals that the distraction of Birahima, main character *Allah n'est pas obligé*, is the result of fucked educational system that reflects a corrupt society even if Biram is trying to prove to his peers in *Festins de la détresse* that school remains the only way to attain personal freedom or true liberation of African youth. The study reveals also that Birahima's departure to Liberia where he learnt to kill innocent people during the Liberian civil war is the demonstration of the failure of the school in his society. The migration of African youth is part of our current issues provoking disastrous results with bodies of Africans youth floating in the Mediterranean Sea daily. The paper finally recommends a genuine reformation of African educational system that corresponds to African societies in terms of their needs.

Key words: perception, education, youth, hope, local society

**35. Enhancing the Academic Performance of students
with Lower attainments in the Badu - Tain District,
Brong Ahafo Region, Ghana:
The roles of Parent-Teacher Association (PTA)**

By

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Department of Special Education;
Faculty of Educational Studies, UEW

The purpose of this study was to explore the role of Parent-Teacher Association members to enhance the academic performance of students who record lower attainment in the Badu South Circuit in Tain District in the Brong Ahafo Region. A cross-sectional survey design that used both qualitative and quantitative methods to collect data for the study. Purposive, stratified and simple random sampling techniques were used to select 81 respondents (48 students, 18 parents, 12 class teachers and 3 head teachers) for the study. The researcher used questionnaire, focus group interview schedule and documentary analysis as instruments for data collection. The reliability coefficient of the questionnaire was computed using Cronbach's alpha and found to be 0.85 for students and 0.71 for class teachers which was greater than the standard alpha value pegged at 0.60. The data gathered were analysed using descriptive statistical tools like simple percentages, frequency tables, mean and standard deviations. The results of the study revealed that the roles PTA members played to enhance the academic performance of their wards that recorded lower attainments were financial, physical and material support and ensuring discipline. Additionally, findings revealed that, income levels, educational levels, family size and structure had a significant impact on the ability of PTA members to perform their roles. Moreover, PTA role performance in children's academic work and school activities proved to be the highest

predictor of children's academic performance in basic schools in Badu South Circuit of Tain District. Based on the outcome of the study, the researcher recommended that parents in Badu of Tain District need to make adequate provision for their children's educational needs, and intensify their involvement in their children's academic work and school activities so as to improve children's performance in schools.

36. Print media framing of national disasters: A content analysis of the Daily Graphic and Daily Guide

By

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Faculty of FLLCS, UEW

The study examined how the National Disasters are framed in the print media: a study of *Daily Graphic* newspaper in Ghana. The communication theories employed to conduct this study was Agenda Setting Theory by McCombs and Shaw and the Framing by Goffman and Entman who are leading authorities in the field of framing. The media's coverage of National Disasters are of much concern to the general public. This research seeks to know how the *Daily Graphic* framed National Disasters that occurred in January 2015 and June 2015 respectively. The January 2015 National Disasters was termed as Fire Outbreaks while the June 2015 National Disasters was Twin Disasters. A total of 43 disaster news stories were analysed for this study. Out of the total number, 9 headline stories were analysed in the month of January 2015 and 34 headline stories were looked at in the month of June 2015. The study came up with five (5) themes. Through Content Analysis, the study also revealed that the theme of Action featured more than the other themes which are Fear, Violence, Sympathy and Confusion. Finally, the study showed the number of days disaster news headlines lasted in the *Daily Graphic* during the period stated above. It was revealed that the Fire Outbreaks in January 2015 appeared in the *Daily Graphic* for 8 days while the Twin Disasters appeared in 16 days in June 2015.

37. Community communicator: the drummer and the drum

By

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School of Creative Arts, UEW

One of the most important aspects of African Musical Arts is drumming. The act of drumming can either be a solo or communal performance. There are moments when a solo performer announces the arrival or departure of a chief at a gathering. Playing techniques such as flaming, interpolation, masking, and waiting beats are employed to arrive at a set target. During communal performances, different instruments share roles using hocket technique to communicate to habitats. The sound of the drum among Africans goes beyond the acoustics. Among the people of Agbedraf , a farming E e community in the Akatsi District of Volta region, Ghana, drumming enhances communication, socialization patriotism, religiosity, and education. The facet of this paper highlights the educational role of drumming and then focuses on drumming as a form of communication in music and dance activities. It also examines how the structures of drum patterns, in performance practice, can have implications for the music educator. Six master drum patterns were carefully recorded, transcribed, interpreted and analysed. It is crystal that the patterns talk on how one should live his or her life. In dealing with the various patterns, I draw on the body of related literature on African and Ghanaian ethnographic field research on music, dance and drumming and my own experience as a drummer, dancer and musician. It uses two models: Drumming as a form of communication and social wellbeing and then educational implication of drumming and singing, the former, being the main framework.

Key words: Agbedraf , communal performance, solo performance, hocket technique

38. Effect of using geogebra on senior high school students' performance in circle theorems

By

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Faculty of Science Education, UEW

The main aim of the study was to find out the effect of using GeoGebra on senior high school students' performance in Circle Theorems. This study employed quasi experimental design, using non-equivalent quasi experimental design. Purposive sampling technique was used to select the two schools for the study using one intact class in one school as control group and the other class as the experimental group. The sample size consisted of 49 students comprising 24 in the control group and 25 in the experimental group. The experimental group was taught circle theorems using GeoGebra while the control group was taught using the traditional way of teaching circle theorems. Pre-test and post-test were carried out simultaneously on all the groups using teacher-made achievement test. The test format was based on Ghana Education Service syllabus. Paired samples *t*-test, effect size, and analysis of covariance were used to analyse the scores of achievement test. The interviews were done, transcribed and the themes emerged were discussed. The findings showed that there is a statistically significant positive effect for the students who used GeoGebra to learn circle theorems, [$F(1, 46) = 27.944; p = 0.0001 < \alpha = 0.05$]. Thus, the students taught with GeoGebra method performed better than their counterpart who did not use the GeoGebra to learn circle theorems. Also, the GeoGebra method made lesson more interesting, practical and easy to understand. It was recommended that teachers should incorporate the use of GeoGebra in the teaching of circle theorems.

Key words: Circle theorems, GeoGebra, traditional method, quasi-experimental

39. Effect of Mathematics Facilities, Mathematics Connection, Teacher Motivation and Instructor Quality on Students Interest in Mathematics

By

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Faculty of Science Education, UEW

The relevance of students' academic interest in mathematics is of great concern to stakeholder in education. The present research aim at modelling students' interest in mathematics (SIM) using mathematics facility (MF), mathematics connection (MC) teacher motivation (TM) as well as instructor quality and availability (IQA). The study randomly selected 1,263 participants from 10 high schools in the Ashanti region of Ghana. These participants were made to respond to validated and self-administered questionnaires with alpha-reliability of 0.74, 0.69, 0.70, 0.699 and 0.68 for SIM, MC, MF, IQA and TM. Findings from this study showed that MC, MF, IQA and TM explain 71.6% of the variance in students' interest in mathematics. The study concluded that students' interest in mathematics is influenced significantly by the teachers' ability to connect mathematics to real life and the immediate environment, availability of mathematics facility, teacher motivation as well as instructor quality and availability. The study recommended for mathematics educators to take into accounts the influence of the above mentioned factors and integrate them in the delivery of mathematics in the high schools.

Key words: Mathematics Facilities, Mathematics Connection, Teacher, Motivation, Instructor Quality, Students Interest, Mathematics

PROFILE OF PRESIDENT, ODUDUWA UNIVERSITY, IPETUMODU, OSUN STATE, NIGERIA



CHIEF (DR) RAMON ADEGOKE ADEDOYIN

Rahmon Adegoke Adedoyin (born January 1, 1957) is a Nigerian educationist and business mogul. He is the founder and proprietor of Oduduwa University and The Polytechnic, Ile-Ife. A distinguished educationist and notable business mogul, Chief, (Dr.) Ramon Adegoke Adedoyin could best be described as a role model worthy of being emulated by many Nigerians.

Chief (Dr.) R.A Adedoyin could also be described as one of the foremost educationists in

Nigeria whose singular effort has contributed immensely in providing Nigerians especially the youths with solid education which is indispensable for social and economic empowerment.

As an educationalist, he is a great moulder and builder of worthy characters thereby contributing tremendously to the transformation of the society. He radiates the ideals of morality, decency, decorum, God-fearingness, probity, accountability, hardworking and inspiration to management.

He is also a man of creative ingenuity, great vision, managerial acumen, indefatigable spirit, irrepressible courage whose astute business initiatives have made him a success in every sphere of his life. He learnt the virtues of humility and respect for humanity in his early life at Maha-Had Islamic foundation, Isale Alfa, Ibadan in 1960.

His formal education however started in Ansar-Islam Primary School in Ile-Ife (1961-1969). He attended Oduduwa College Ile-Ife (1970-1974), and Muslim Grammar School, Odinjo, Ibadan (1975-1976). Also he gained admission to the then University of Ife, now Obafemi Awolowo University Ile-Ife (GREAT IFE) and he graduated in 1983 with an honours degree in Mathematics Education.

Dr. Adedoyin also has Masters and Doctorate Degrees in Mathematics and Education from All Saint University of America, New York, United States of America.

His great love for education prompted him to establish the Universal Tutorial College, Ile-Ife as soon as he left the University in the 1980's when all his mates were running after white collars jobs in the corridors of powers.

The Polytechnic, Ile-Ife (formerly Universal College of Technology) is today described as one of the fastest growing Tertiary Institutions in the country (Nigeria) offering courses in Accountancy, Business Administration, Computer Science, Electrical/Electronics Engineering, Computer Engineering, Mass Communication, Statistics and Catering and Hotel Management both at the National Diploma and Higher National Diploma levels.

A lover of fun and tourism, Dr. Adedoyin ventured into the hospitality business when he established the 5-star Hilton hotels, Ile-Ife which today is regarded as one of the best

hotels in Osun State (Nigeria). The hotel which is located in the Parakin lay out of Ile-Ife has played host to many great Nigerians who have had course to visit the cradle of the Yorubas.

In the field of community development, Chief Adedoyin has made monumental contributions to the development of Ile-Ife community in particular and the society in general. He is a great philanthropist who has been giving scholarship and awards to outstanding students especially those from indigent background.

He has made appreciable donations to charity services; he has contributed a lot to the upliftment of the dignity of life and moral values. He is a great defender of humanity, a vanguard of peace, order, justice and equity.

It was in recognition of his gallantly that he was conferred with the chieftaincy titles of

Balogun of Parakin Eleyele Community, Ile-Ife and Maye of Ife by His Imperial Majesty, Oba Okunade Sijuade, the Ooni of Ife.

In recognition of his outstanding and tremendous contributions to community development and the Nigerian project, he was also honoured by the Ife Central Local Government through the naming of the popular NITEL road to be known as Dr. Ramon Adedoyin way. The Ife Development Board also bestowed on him 'The Best Ife Son' Award during a recent Ife Day celebrations.

To his colossal tracks are chains of businesses and investments in Ile-Ife, Lagos, Abuja and the United States of America. Some of these include:

Our Saviours Institute of America Inc. New York, Our Saviours Tours and Visitors Company of America Inc., The Polytechnic, Ile-Ife, Osun State, Hilton Hotels, Ile-Ife, Ray Power

Guards (Security Outfit) Lagos and Abuja and of course the singular brain behind the establishment of Oduduwa University, Ipetumodu Ife NLG, Osun State, Nigeria.

Chief (Dr.) R.A Adedoyin is a complete detribalised Nigeria, a paragon of Pan- Nigerians which is evident in his recruitment of workers in his various establishments.

In his home life, Dr Adedoyin is no less a success. He is happily married to a devoted wife; Chief (Mrs.) Iyabo Adedoyin and they are both blessed with wonderful children.

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- The Vice Chancellor, UEW
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- Radio Windy Bay, UEW, Winneba
- Radio Peace, Winneba
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