



UNIVERSITY OF
EDUCATION, WINNEBA



Congregation

RESEARCH & PUBLICATIONS

2023



UNIVERSITY OF
EDUCATION, WINNEBA



RESEARCH AND PUBLICATIONS
27TH CONGREGATION



BRIEF HISTORY

The University of Education, Winneba (UEW) was established in September, 1992 as a University College under PNDC Law 322. On 14th May, 2004, the University of Education Act, (2004) Act 672 was enacted to upgrade the status of the University College of Education of Winneba to the status of a full University.

The University College of Education of Winneba brought together seven diploma awarding colleges located in different towns under one umbrella institution. These Colleges were the Advanced Teacher Training College, the Specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; the College of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi; and the St. Andrews Agricultural Training College, Asante-Mampong.

By enactment of the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development Act (2020) Act 1026, the Kumasi and Asante-Mampong Campuses have ceased to be satellite campuses of UEW.

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 teachers education and research.

CORE VALUES

- Academic Excellence
- Service to Community
- Good Corporate Governance
- Judicious Utilization and Management of Funds
- Gender Equity and Social Inclusiveness
- Teamwork and Partnerships
- Development
- Positive Work Attitude
- Environment Responsibility

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, Winneba 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.



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FOREWORD

In accordance with our mandate 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, as well as our vision of being an internationally reputable institution for teacher education and research, the University of Education, Winneba (UEW), continues to play an active role as a leading research institution in shaping education policy, fine-tuning education delivery, and promoting educational research. We try to address pressing issues through our research endeavours to contribute to the development of a sustainable global future. As a result, a great deal of our research is closely aligned with making a significant impact towards achieving those goals.

Throughout the 2021/2022 edition of the Research and Publications, you will see evidence of UEW's commitment to finding solutions to complex problems to help build a sustainable global future in the abstracts of works published as journal articles, books, chapters in books, conference presentations, and conference proceedings.

We believe that through this document, we can guarantee that both specialised and non-specialised stakeholders can access timely, relevant, and simple-to-understand research outputs to address important concerns, notably in education. We wish you a stimulating experience as you read the document.

Prof. Mawutor Avoke,
Vice-Chancellor,
UEW.



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FACULTY OF SOCIAL SCIENCES EDUCATION

ARTICLES IN JOURNALS

Ofosu Ankrah, J. & Amoako-Gyampah, A. K. (2021). Prophetism in the wake of a pandemic: charismatic Christianity, conspiracy theories, and the Coronavirus outbreak in Africa. *Research in Globalization*, 3, 1 - 10. <https://doi.org/10.1016/j.resglo.2021.100068>. <http://https://www.sciencedirect.com/science/article/pii/S2590051X21000332>.

Abstract

The outbreak of COVID-19 subjected prophets and the prophetic ministry to ridicule and taunts by both disenchanted Christians and non-believers alike. This study examines responses to these challenges posed by COVID-19 to prophets and the prophetic movement in Africa. The study shows that Charismatic Christianity on the continent may serve as a useful resource for public education amidst the COVID-19 pandemic, but also, a source of public health misinformation and thus, create doubts, uncertainties, and fear. The paper argues that the Covid-19 pandemic has both prospects and challenges for prophecies, as well as greater implications for Charismatic Christianity in Africa

Amoako-Gyampah, A. K. (2022). Sanitary Inspection, Mosquito Control and Domestic Hygiene in the Gold Coast [Ghana] from the late nineteenth to the mid-twentieth century. *Social History of Medicine*, 35, (1), 278-301. [10.1093/shm/hkab050](https://doi.org/10.1093/shm/hkab050).

Abstract

Mosquito control was the focus of many public health interventions in the Gold Coast because, during the colonial period, malaria and other mosquito-borne diseases remained a leading cause of European and African morbidity and mortality. Tagging along with theories of racial ecology that portrayed Africans and their surroundings as the nidus of infection, and therefore, perceiving African homes as a source of danger, colonial officials targeted the fight against mosquitoes at African households and surroundings. Sanitary inspectors were deployed to African households to search, prosecute, and fine householders whose environment harboured larvae. By examining the connection between household sanitary

inspection, mosquito control, and domestic hygiene, this article demonstrates how sanitary inspection was not limited to finding larvae. Instead, it became a tool for checking general cleanliness in African households, and therefore, provided the colonial administration, the means to regulate, and manipulate African habits and practices in the domestic sphere.

Amoako-Gyampah, A. K. (2022). The Public Health Question and Mortuary Politics in Colonial Ghana.. *Social History*, 47, (3), 290 - 314. 10.1080/03071022.2022.2077513. <http://https://doi.org/10.1080/03071022.2022.2077513>.

Abstract

British colonial rule in Ghana profoundly affected the interment of corpses. The practice of home burials was widespread in nineteenth-century Ghana. Guided by prevailing Euro-Western discourses on sanitation and public health, colonial officials banned home interment and introduced cemeteries. This article examines the imposition of cemetery burials in colonial Ghana, the responses of the local population, its impact on indigenous burial practices, and its ramifications beyond the public health imperative. I argue that, despite initial opposition, the colonial administration succeeded in imposing cemeteries and this reoriented the people's beliefs and practices regarding burial rituals, with spiritual and pragmatic implications for health, identity, and the use of space; it also reoriented the people's perceptions of the relationship between the living and the dead. The widespread acceptance of cemeteries was accompanied by a penchant by chiefs and other notables to create private cemeteries exclusively for their families. This threatened the spatial planning policies of the colonial administration, especially in urban areas, forcing them to strictly regulate the creation of cemeteries, limiting burials to public cemeteries, and closing already demarcated ones. Chiefs exploited cemeteries to flex power by imposing customary fees and sanctions, and by forcing their opponents to exhume their buried relatives.

Appiah-Otoo, I & Kursah, M. B. (2021). Modelling spatial variations of novel coronavirus disease (COVID-19): Evidence from a global perspective. *GeoJournal*, , 10.1007/s10708-021-10427-0. <http://https://link.springer.com/article/10.1007/s10708-021-10427-0>.

Abstract

In late December 2019, strange pneumonia was detected in a seafood market in Wuhan, China which was later termed COVID-19 by the World Health Organization. At present, the virus has spread across 232 countries worldwide killing 2,409,011 as of 17 February 2021 (9:37 CET). Motivated by a recent dataset, knowledge gaps, a surge in global cases, and the need to combat the virus spread, this study examined the relationship between COVID-19 confirmed cases and attributable deaths at the global and regional levels. We used a panel of 232 countries (further disaggregated into Africa-49, Americas-54, Eastern Mediterranean-23, Europe-61, Southeast Asia-10, and Western Pacific-35) from 03 January 2020 to 28 November 2020, and the instrumental variable generalized method of moment's

model (IV-GMM) for analysing the datasets. The results showed that COVID-19 confirmed cases at both the global and regional levels have a strong positive effect on deaths. Thus, the confirmed cases significantly increase attributable deaths at the global and regional levels. At the global level, a 1% increase in confirmed cases increases attributable deaths by 0.78%. Regionally, a 1% increase in confirmed cases increases attributable deaths by 0.65% in Africa, 0.90% in the Americas, 0.67% in the Eastern Mediterranean, 0.72% in Europe, 0.88% in Southeast Asia, and 0.52% in the Western Pacific. This study expands the understanding of the relationship between COVID-19 cases and deaths by using a global dataset and the instrumental variable generalized method of moment's model (IV-GMM) for the analysis that addresses endogeneity and omitted variable issues.

Tamakloe, R., Sam, E. F., Bencekri, M., Das, S., & Park, D. (2022). Mining groups of factors influencing bus/minibus crash severities on poor pavement condition roads considering different lighting status. Traffic Injury Prevention, 1-7. <https://doi.org/10.1080/15389588.2022.2066658>. <http://https://www.tandfonline.com/doi/full/10.1080/15389588.2022.2066658>.

Abstract

Objective: This study employs a data mining approach to discover hidden groups of crash-risk factors leading to each bus/minibus crash severity level on pothole-ridden/poor roads categorized under different lighting conditions namely daylight, night with streetlights turned on, and night with streetlights turned off/no streetlights. **Methods:** The bus/minibus data employed contained 2,832 crashes observed on poor roads between 2011 and 2015, with variables such as the weather, driver, vehicle, roadway, and temporal characteristics. The data was grouped into three based on the lighting conditions, and the association rule data mining approach was applied. **Results:** Overall, most rules pointing to fatal crashes included the hit-pedestrian variable, and these crashes were more frequent on straight/flat roads at night. While median presence was highly associated with severe bus/minibus crashes on dark-and-unlighted roads, median absence was correlated with severe crashes on dark-but-lighted roads. On-street parking was identified as a leading contributor to property-damage-only crashes in daylight conditions. **Conclusions:** The study proposed relevant countermeasures to provide practical guidance to safety engineers regarding the mitigation of bus/minibus crashes in Ghana.

Sam, E. F. (2022). On the intention to cycle for work and school trips in a developing country. *GEO: Geography and Environment*, 9, (1), 1-13. <https://doi.org/10.1002/geo2.108>. <http://https://rgs-ibg.onlinelibrary.wiley.com/doi/full/10.1002/geo2.108>.

Abstract

Cycling, as a mode of transport, has immense health benefits. However, as pertains in other developing countries, cycling is not a preferred transport mode in urban Ghana, a development that is attributable to the lack of cycling infrastructure, safety, and cultural perceptions. Guided by the Theory of Planned Behaviour, this study explored the intention to cycle for work and school trips (i.e., commuter cycling) in Winneba among 260 staff and students of the University of Education, Winneba, Ghana by fitting structural equation models. The results revealed low bicycle ownership and use among the respondents occasioned by some barriers. Additionally, it was found that the extent to which the respondents feel able and confident to cycle for work and school trips (i.e., their perceived behavioural control) was the most important predictor of their intention to cycle for work and school trips. Study respondents' attitudes toward cycling and subjective norms (i.e., social pressures to cycle) did not significantly influence the intention to cycle for work and school trips. Consequently, the study proffered relevant measures to promote commuter cycling on university campuses and by extension in the wider society.

Sam, E. F. (2022). How effective are police road presence and enforcement in a developing country context?. *Humanities & Social Sciences Communications*, 9, (55),:55 | <https://doi.org/10.1057/s41599-022-01071-1>. <http://https://rdcu.be/cGX54>.

Abstract

Traffic enforcement and associated penalties are essential in any successful road safety strategy. Available literature identifies both traditional and automated traffic enforcement. Ghana employs traditional traffic enforcement involving visible police officers enforcing traffic rules and regulations on the roadways. This phenomenological study explores the perceived effectiveness of police road presence as a road safety strategy in the Ghanaian context. Data for the analysis came from in-depth interviews of 42 people recruited as a convenience sample (comprising 25 commercial drivers, 12 private drivers, and five traffic police officers of the Motor Traffic and Transport Department (MTTD) of the Ghana Police Service). The study results suggest widespread driver-road tactics to outwit the traffic police officers, police extortion and driver bribery (road traffic corruption), and punishment avoidance. These behaviours undermine deterrence and negate the seriousness and expected general deterrent effect of the police road presence and enforcement. This study provides an initial exploration of the effectiveness (or otherwise) of police road presence and enforcement in the context of a developing country. Additional studies are, however, needed to explore this phenomenon further.

Botchway, T. P. & Hlovor, I. K. (2022). The Balanced Obligation in an Era of Global Pandemic: Ghana's Foreign Policy in a Limbo. Cogent Social Sciences, 8(1), 2049036. DOI: <https://doi.org/10.1080/23311886.2022.2049036>

Abstract

This paper examines Ghana's foreign policy during the COVID-19 pandemic and its implications for relations with its neighbors. It examines the country's national interest as reflected in the policies advanced amid the pandemic, particularly issues bothering on the closure of borders and what it says of the long-held position of "good-neighborliness." The work attempts at understanding how amid the pandemic countries can strike a balance between national interests while equally honoring their international obligations. It dwells mainly on analyzing official documents and policy directives as juxtaposed against the various obligations of the state as a responsible member of the international community. We argue that being a responsible member of the international community requires adherence to the well-established practices and norms of international relations even amid a pandemic; states ought to learn how and when to strike the right balance.

Aidoo, G. A. & Botchway, T. P. (2021). Ethnicity, religion, and elections in Ghana. UCC Faculty of Law Journal, 1(2), 419–444. DOI: <https://doi.org/10.47963/ucclj.v1i2.427>

Abstract

Politics in Ghana's fourth republic is an interesting phenomenon. The intricacies in Ghanaian politics require constant analysis. In this paper, we examine some of these intricacies – the question and role of identity in politics in Ghana. We particularly analyse how ethnicity and religion influence elections in one of Africa's promising democracies. The analysis is based primarily on the scrutiny of official reports and a detailed review of published works. The paper concludes that the tendencies to engage in over-ethnicisation and excessive religious undercurrent in Ghana's fourth republic, if not properly managed, can lead to ethnic and religious clashes, especially during electioneering periods. It is in view of this that we recommend that religious and traditional leaders make conscious efforts to promote peaceful and decorous campaigns. Moreover, there is a need for political leaders to avoid inciting ethnic groups against one another, even as societal groups embark on educating and sensitizing the general population.

Hlovor, I. K. & Botchway, T. P. (2021). COVID-19 and the Borderlands in Africa: Some Reflections on Ghana's Approach. African Journal of Social Sciences Education, 1(1), 69-91. <https://journals.uew.edu.gh/index.php/ajsse/article/view/68>

Abstract

The outbreak of the COVID-19 pandemic has brought disruption to the economic and social lives of nations and people across the globe. In Africa, the pandemic has exposed the weak capacity of the African state to respond to emergencies of such magnitude and nature. In an attempt to contain the spread of the virus, many African governments closed their external borders and locked town cities or centres of larger population concentration, which were having high levels of infection. Governments have also taken measures to address the social and economic impacts of the pandemic on their populations. Using Ghana as a case study and a qualitative research approach, this paper argues that the policies adopted to mitigate the socioeconomic impact of covid-19 in Ghana has rather reinforced the vulnerabilities and marginalisation of borderland populations. It is argued that the closure of the land borders has disrupted the border economy, which sustains border populations. The disruption of the border economy has contributed to aggravating the deprivation and marginalisation of borderland populations. Securitization of border security under covid-19 and failure to engage with border people have resulted in the pursuit of policies that are befuddled with contradictions in terms of intent and results in border areas. Thus, while attempting to mitigate the socioeconomic impact on poor and marginalised people, Covid-19 policies have contributed to penetrating the evil they sort to cure in border areas.

Eshun, I., Botchway, T. P., & Payne, P. E. (2021). Environmental Rights Issues vis-à-vis the Impacts of Unregulated Artisanal Small-Scale Mining. American Journal of Environment and Sustainable Development, 6(3), 94-106. <http://www.publicscienceframework.org/journal/paperInfo/ajesd?paperId=5424>

Abstract

This study examines human and environmental rights issues in unregulated artisanal small-scale mining and its impact on the communities in the Mpohor District of the Western Region of Ghana. Mixed methods approach and descriptive survey design were employed in this study. Purposive and simple random techniques were employed to select 117 participants. A structured questionnaire and semi-structured interview guide were the instruments used for data collection. SPSS software was used to analyse the quantitative data, while thematic analysis was used to analyse the qualitative data. The findings of this study were that unregulated mining activities polluted most of the water bodies within the district. This led to the destruction of most farmlands and removed the vegetation containing important species supporting man's survival. It also increased erosion and loss of viability for agricultural purposes, among other uses. Also, unregulated Artisanal Small-Scale Mining (ASM) denied residents the right to clean water, health, and arable land, displacing people

from their natural residence and inflation occurring which negatively affect the well-being of the local population. Also, children engaged in mining and this deprives them of their education and spreads problems of psychological or behavioural nature such as alcoholism and prostitution. It is recommended that government should embark on education on the effects of unregulated ASM on the health, environment, and livelihood of the indigenous populace, and its associated socio-economic impact on posterity. Also, the government can develop and invest in legalizing unregulated ASM and enforcing laws and policies to reduce the environmental hazards in the communities.

Botchway, T. P. (2021). Implementing Effective Environmental Policies for Sustainable Development: Insight into the Implementation of the CBD in Ghana. Cogent Social Sciences, 7(1), 1970893. DOI: <https://doi.org/10.1080/23311886.2021.1970893>

Abstract

This article discusses the efforts made to ensure the implementation of the Convention on Biological Diversity (CBD) in Ghana. The discussion is based on analysis of primary data gathered through interviews and analysis of several official reports, policy documents, legislative instruments, and Acts of Parliament of Ghana that pertains to environmental protection, biodiversity conservation, and sustainable development. The findings have been presented in a way that portrays the various efforts that have been made over the years to enhance sustainable development as the country makes efforts to implement CBD. They are also linked to the extant literature on the subject of biodiversity conservation, environmental management, and sustainable development. The themes for the presentation thus include the passage of several legislations, rules, and regulations, and the implementation of targeted sustainable development-oriented policies. The article presents the gains made in the implementation of CBD and lessons that can be learnt.

Owusu, L.P., Botchway, T.P., Yin, E. T., & Kudzedzi, C.K.M. (2021). Reflections on Identity and Terrorism: A Tale of Misfit. UCC Faculty of Law Journal, 1(1), 81-106. <https://journal.ucc.edu.gh/index.php/ucclj/article/view/225>

Abstract

This paper focuses on the relationship between discursive exclusion practices and terrorism. The changing linguistic meaning of civilisation, the structure of modern discourse, and the objectivity of knowledge claims undergirding western civilisation have contributed immensely to the construction of the idea of terrorism. The paper argues that these expressions of self and practices define the individual and give credence to their existence. Using some examples of violent acts, the paper illuminates the biases in the usage of the term terrorism and its implications on the apparatuses adopted to minimise it.

Botchway, T.P. (2019). The Balanced Obligation and the Basis for Compliance in International Law: Reflections on the Question of International Obligation. *Journal of Politics and Law*, 12(2), 23-33. DOI: <https://doi.org/10.5539/jpl.v12n2p23>

Abstract

In this essay, we use the implementation of multilateral environmental agreements (MEAs) in developing countries (specifically, the implementation of the Convention on Biological Diversity in Ghana) to illustrate why and how States can implement international agreements and for that matter comply with international law without necessarily compromising on equally implementing effective policies to meet their domestic responsibility, particularly when such MEAs may be deemed by some as instruments that curtail the enjoyment of benefits from a State's natural resources and endowments. The essay examines the nexus between compliance with international law (international obligation) and meeting domestic responsibility (particularly when the international treaty or agreement to be complied with seems to have some negative implications for the domestic population or State policy). Do States always have the incentive to comply with and execute their international obligations? Should the need for or argument against an international agreement or treaty necessarily lead to its abandonment by States? Can States effectively balance the execution of international obligations with meeting domestic responsibilities? Should the effective implementation of a State's international obligation be regarded as a zero-sum for the State's domestic responsibility? What should be the basis for compliance with international law? These are some of the few questions that this essay seeks to address.

Botchway, T.P. & Hlovor, I. K. (2019). Mitigating the Challenges Related to the Implementation of the Convention on Biological Diversity in Ghana. *Journal of Sustainable Development*, 12(3), 91-102. DOI: <https://doi.org/10.5539/jsd.v12n3p91>

Abstract

In our world today, the control over and the use of a country's natural resources (and the biological diversity of which they are a part) usually present a lot of challenges for both policymakers and implementing agencies and institutions. These challenges range from weak institutional capacities and technocratic hurdles to opposition from local communities for whom policies may be meant for. However, if such challenges are effectively mitigated, large prospects usually associated with the sustainable use and management of these natural resources may be realised. In this article, based on an intensive interview of experts and a critical review of official reports and policy documents, we identify a number of challenges associated with the implementation of the Convention on Biological Diversity (CBD) in Ghana and recommend ways of addressing these challenges. The study finds that there is usually a wide knowledge and information gap on issues related to biodiversity in Ghana. Moreover, there is inadequate funding which also leads to the inability to retain relevant experts. In addition, there is the complex nature of implementing multilateral environmental agreements in Ghana and the lack of adequate publicity on the essence of CBD. Key among

the recommendations we make are effectively engaging civil society organisations on issues of biodiversity conservation and sustainable development; the enhancement of Alternative Livelihood Projects (EnALPs); stringent enforcement of punitive and preventive measures and; the implementation of finance-generating biodiversity services.

Botchway, T.P. (2019). Understanding the Dynamics and Operations of Civil Society in the 21st Century: A Literature Review. Journal of Politics and Law, 12(1), 108-121. DOI: <https://doi.org/10.5539/jpl.v12n1p108>

Abstract

This article sets out to review the extant literature on civil society. Indeed the literature on civil society abounds with several views and perspectives, especially on the theoretical debates on the concept. However, to avoid the unnecessary entanglement of the unending theoretical debates that have characterized the subject, the article focuses on the activities and operations as well as the usefulness of civil society in the twenty-first century. The article consequently tries to identify the literature that discusses the activities of civil society across the globe. It begins by giving a general background to the concept of civil society. This is then followed by discussions on civil society and how it relates to democracy and democratic consolidation and development in different parts of the world with particular emphasis on Africa. It then examines the activities of CSOs in Europe, and the Asia-Pacific region (with emphasis on Malaysia). It further examines the changing nature of CSOs amid global crises by discussing how civil society has operated in challenging times amidst financial crises, terrorism, etc. It concludes by suggesting some new ways of understanding civil society.

Kwarteng, A. H. & Botchway, T.P. (2019). State Responsibility and the Question of Expropriation: A Preliminary to the “Land Expropriation without Compensation” Policy in South Africa. Journal of Politics and Law, 12(1), 98-107. DOI: <https://doi.org/10.5539/jpl.v12n1p98>

Abstract

Expropriation is a right granted to States under international law; however, this right does not guarantee States to abuse their power to unlawfully seize properties without following due process or paying the right compensation. In August 2018, the president of South Africa proposed a bill that would allow the government to expropriate land without compensation and this bill has attracted the attention of both scholars of international law and foreign investors. With a qualitative approach and a cross-sectional analysis of data, this article seeks to analyze the nature of this bill to determine whether it infringes on the principles and practice of international law, as well as the likely consequences that the bill could have on the global image of South Africa and foreign direct investment in the country. The research approach allowed the authors to analyse important literature while making inferences to cases of expropriation in different parts of the world and juxtaposing them with South Africa's

intended policy. The article concludes that one of the main critical issues for determining the lawful nature of expropriation is that it should be accompanied by an appropriate, adequate, effective, and prompt compensation, and as such not only does this bill constitute a breach of international law but it will also damage the economy by scaring foreign investors away. In addition, the State would be compelled to spend millions of the already limited resources of the country in defending itself against international lawsuits that will be filed by affected individuals. It is thus suggested that a much better approach to land reform should be adopted by the government in its quest for development.

Botchway, T.P. (2018). International Law, Sovereignty and the Responsibility to Protect: An Overview. *Journal of Politics and Law*, 11(4), 40-50. DOI: <https://doi.org/10.5539/jpl.v11n4p40>

Abstract

This paper is an attempt at analysing the intricacies between international law, the concept of Responsibility to Protect, and its implications for the sovereignty of modern states. The paper examines how the concept of responsibility to protect (as stipulated by the International Commission on Intervention and State Sovereignty (ICISS)) impacts the sovereignty of states. It adopts the essay style of writing and reviews a number of documents on the subject of international law, sovereignty, and the responsibility to protect. The paper consequently argues that though the ICISS claims that its “purpose is not to license aggression with fine words or to provide strong states with new rationales for doubtful strategic designs” (ICISS, 2001, p. 35), the Commission’s very attempt to exempt the permanent five and other so-called major powers from intervention does just that whether intentionally or unintentionally. It consequently recommends that much effort should be made to address the inequalities within the international system through the formulation of appropriate policies and international regulations that address the sovereign equality of states in the international system, especially on the question of intervention.

Botchway, T.P. & Kwarteng, A. H. (2018). Developing International Law in Challenging Times. *Journal of Politics and Law*, 11(3), 53-63. DOI: <https://doi.org/10.5539/jpl.v11n3p53>

Abstract

The challenges confronted by the world in the 21st century are enormous; from the massive outflow of refugees, the threat of terrorism, the need for a general consensus to protect the environment, etc. There is thus the need for scholars, practitioners, and stakeholders of international law to think of effective and efficient ways of developing robust and strong international laws to deal effectively with these challenges. Using the qualitative approach to research, this paper examines some of the key challenges that confront the development of and compliance with international law. The paper offers some new insights which have the propensity to aid in the development of and compliance with international law in these challenging times. The paper concludes that though international law has over the

years expedited addressing most of the world's challenges, the recent challenges require modifications of some aspects of existing international laws to effectively deal with such challenges. For instance, there is the need to review the veto power of the five permanent members of the UN Security Council; there must be a better interpretation of the law that prohibits the use of force, as well as the need for appropriate measures to convince states that abiding by international law is a win-win game. In addition, deploying economic diplomacy and applying the Corporate Social Responsibility Approach to Building International Law (CRASBIL) are deemed meaningful for developing international law and also achieving effective compliance.

Owusu, L.P. & Botchway, T.P. (2018). Beneath the Cover of China's Rising Engagement in Africa: A Security Perspective. Asian Research Journal of Arts & Social Sciences, 7(1), 1-16. DOI: <https://doi.org/10.9734/arjass/2018/42838>

Abstract

With the soaring increase in demand for oil owing to its rapid economic growth and expansion, coupled with her quest to build a strong and formidable security system, China has no option than to ensure her energy security. For a country whose oil consumption has been increasing yearly, the need to secure sustainable and affordable energy supplies is imperative. China's policy of self-reliance with regard to energy security is no longer feasible. The country's growing dependence on global energy supplies and oil-rich countries such as Russia and the West Asia region has become complex. For a country that hopes to achieve greater economic progress and secure maximum economic growth for its people, securing energy supplies is very crucial, especially when every great and progressing country's ultimate interest is to secure a place in the international community. Using a historical comparative approach in analysing China's growing engagement in Africa, the paper suggests that China's rising interest in the continent is a strategic move to have a more reliable and secure energy supply without interruptions. China is very much aware of the United States' hegemonic control in West Asia and the Middle East. With regard to the oil supply from Russia, the stakes are high factoring in skepticism since it is only a tactical arrangement. China has, therefore, turned to Africa, especially in oil-producing countries like Angola and Sudan in hopes of balancing the security danger and threat it faces in its energy security domain.

Botchway, T.P. (2018). Civil Society and the Consolidation of Democracy in Ghana's Fourth Republic. Cogent Social Sciences, 4(1), 1-17. DOI: <https://doi.org/10.1080/23311886.2018.1452840>

Abstract

This study set out to investigate the activities of civil society organisations (CSOs) and how they have promoted democratic consolidation in Ghana. Specifically, it assessed the contributions of three independent policy think tanks, the Institute of Economic of Affairs (IEA), the Centre for Democratic Development (CDD), and the Institute for Democratic

Governance (IDEG) to the deepening of Ghana's democracy. The study adopted a qualitative method and the author interviewed one hundred and sixty respondents on the key issues. The study found that CSOs in Ghana have promoted the integrity of Ghana's election by observing every stage of Ghana's electoral process. They have also advocated policy changes in some key governmental social and economic policies including the passage of the Disability and the Freedom to Information Acts. In particular, the IEA, CDD, and IDEG have inculcated democratic values of civic participation, political engagement, and tolerance in the population thereby promoting democratic citizenship. The study also found that CSOs faced challenges as far as funding is concerned and this affects the attraction and retention of experts. Moreover, this challenge hinders the implementation of some of their major programs. There is also the perception in Ghana that CSOs exist to pursue their parochial interests. It is noted in this article that, if CSOs are to contribute to democracy in Ghana, it may be necessary for their capacity to be strengthened in areas such as technical and human resources. In particular, this will enable them to improve their advocacy in policy issues that promote accountability and transparency.

Botchway, T.P. (2018). Ghana: A Consolidated Democracy? Asian Research Journal of Arts & Social Sciences, 5(4), 1-13. DOI: <https://doi.org/10.9734/ARJASS/2018/39713>

Abstract

Ghana has experienced three peaceful transfers of power over the past 26 years. There are effective systems in place that have been handling election-related issues in the country. The people have accepted democracy as the 'only game in town'. The paper adopts an expository approach. It uses both primary and secondary sources of information such as press releases, news items, official reports from the EC, and various election observer groups and international organizations. Interviews and focus group discussions were also undertaken. The study finds that Ghana still faces some challenges in terms of its ability to produce some democratic dividends despite the many years of enjoying a seemingly consolidated democracy. Massive unemployment persists; corruption exists in all branches of government; political elites usually escape the ambit of the law while the poor masses are always hemmed in. Are these really characteristics of a consolidated democracy? The paper submits that despite the fact that most of the conditions that fuel democratic consolidation exist in Ghana, the country is now on the second step of the democratic consolidation ladder- electoral democracy. In essence, there are better prospects for future democratic consolidation in the country.

Kwarteng, A. H. & Botchway, T.P. (2018). The North and South Divide in the Practice and Application of International Law: A Humanitarian and Human Rights Law Perspective. *Journal of Politics and Law*, 11(1), 79-87. DOI: <https://doi.org/10.5539/jpl.v11n1p79>

Abstract

The North and South divide in the practice and application of international laws have been previously perceived to be evident in international environmental law where the globally developed North countries on the one hand advocate for a collective action to protect the environment while the Globally developing Southern countries, on the other hand, argue for social and economic justice in practice. However, in recent times, the North and South divide has permeated other aspects of international law such as International Human Rights and International Humanitarian law (IHL), hence the essence of this article. Thus, this article contributes to the existing literature by providing evidence of the existence of the North and South divide in the application of IHL and human rights law. The article is divided into four main parts. The first part gives an introduction to the North and South divide in the application of international law. The second part reviews the literature on the existence of the North and South divide in the application of international environmental laws. The third part gives a new dimension to the North and South divide in the application of international humanitarian and human rights laws with the Syrian Crisis, Malaysian Airline flight MH17, and the 2007 draft resolution on the peace and security of Myanmar as the case studies. The last part concludes by giving an overview of how this phenomenon threatens world peace and consequently offers some recommendations.

Botchway, T.P. & Kwarteng, A. H. (2018). Electoral Reforms and Democratic Consolidation in Ghana: An Analysis of the Role of the Electoral Commission in the Fourth Republic (1992-2016). *Asian Research Journal of Arts & Social Sciences*, 5(3), 1-12. DOI: <https://doi.org/10.9734/ARJASS/2018/39607>

Abstract

The holdings of periodic free and fair elections have become a key step to consolidating democracies around the world. This calls for an effective means of addressing election-related issues and building strong election management bodies that have the ability to ensure the involvement of various stakeholders in the entire process. The acceptance or otherwise of election results, especially in developing countries where elections usually end in unnecessary conflicts, make electoral reforms very important. The paper reviews some of the key issues that have characterized Ghanaian elections under the Fourth Republic and throw some light on some reforms that have been carried out by the country's electoral commission to ensure that the country's efforts at consolidating democracy become a reality. The paper does so by examining policy documents and reports on the subject under consideration. The paper found that while the EC plays a key role in electoral reform, its efforts may not yield the necessary results if it does not partner with the key stakeholders. The paper further shows

that holding transparent and credible elections is a critical component of the democratization process which enhances the legitimacy of the government and also increases trust between the government and its people if the necessary reforms are undertaken in line with the aspirations of the people.

Aidoo, G. A., & Botchway, T. P. (2021). Ethnicity, religion, and elections in Ghana. UCC Faculty of Law Journal, 1(2), 419–444. DOI: <https://doi.org/10.47963/ucclj.v1i2.427>

Abstract

Politics in Ghana's fourth republic is an interesting phenomenon. The intricacies in Ghanaian politics requires constant analysis. In this paper, we examine some of these intricacies – the question and role of identity in politics in Ghana. We particularly analyse how ethnicity and religion influence elections in one of Africa's promising democracies. The analysis is based primarily on the scrutiny of official reports and a detailed review of published works. The paper concludes that the tendencies to engage in over-ethnicisation and excessive religious undercurrent in Ghana's fourth republic, if not properly managed, can lead to ethnic and religious clashes, especially during electioneering periods. It is in view of this that we recommend that religious and traditional leaders make conscious efforts to promote peaceful and decorous campaigns. Moreover, there is a need for political leaders to avoid inciting ethnic groups against one another, even as societal groups embark on educating and sensitizing the general population.

Botchway, T. P., & Hlovor, I. K. (2022). The Balanced Obligation in an Era of Global Pandemic: Ghana's Foreign Policy in a Limbo. Cogent Social Sciences, 8(1), 2049036. DOI: <https://doi.org/10.1080/23311886.2022.2049036>

Abstract

This paper examines Ghana's foreign policy during the COVID-19 pandemic and its implications for relations with its neighbors. It examines the country's national interest as is reflected in the policies advanced amid the pandemic, particularly issues bothering on the closure of borders and what it says of the long-held position of "good-neighborliness." The work attempts at understanding how amid pandemics countries can strike a balance between national interests while equally honoring their international obligations. It dwells mainly on analyzing official documents and policy directives as juxtaposed against the various obligations of the state as a responsible member of the international community. We argue that being a responsible member of the international community requires adherence to the well-established practices and norms of international relations even amid a pandemic; states ought to learn how and when to strike the right balance.

Botchway, T. P., Braimah, A. I., & Lartey, F. T. (2022). From the Organization of African Unity (OAU) to the African Union (AU) – The Dynamics of the Transformation of a Regional Integration (Ch. in International Organization Serbia and Contemporary World). (Volume 2). Institute of International Politics and Economics (IIPE), Belgrade, Serbia. DOI: https://doi.org/10.18485/iipe_ioscw.2022.2.ch9.

Abstract

Formed through Pan-Africanism, the Organization of African Unity (OAU) was the first continental and regional bloc in Africa to liberate African countries from the shackles of colonialism. However, the OAU experienced numerous challenges on the African continent that came with its transformation into the African Union (AU) in the early 2000s. This dynamic transformation has essentially been greeted with euphoria and uncertain forecasts. The subject chapter examines whether the transition from the OAU to the AU represented a fundamental change or not. The analysis showed that this transformation represented an expansion of the scope of African regional integration. The OAU has been successful in synergizing efforts to help African countries secure independence (e.g., Guinea-Bissau, Angola, Mozambique, Namibia, etc.). Also, the OAU was central to the struggle against apartheid in South Africa and served as a forum that brought together African states in the United Nations to promote African interests and goals. To some extent, the OAU has succeeded in institutionalizing the pattern of behavior of African states in the event of the outbreak of mutual conflicts. On the other hand, the OAU has failed in the realization of the goals of African unity and maintenance of peace, as well as the socio-economic goals contained in Article II of its Charter. As for the AU, this organization has contributed to the stabilization and maintenance of peace and security. It has influenced the good governance of Africa, which has greatly improved the position of African states in the international arena. However, dependence on donors has weakened the mandate of the AU. The transformation from the OAU to the AU represented, theoretically speaking, a dynamic change that essentially meant the revivification or revitalization of this international organization in complex African circumstances. From the analysis, it can be concluded that there is a need for greater commitment from the leaders of the AU member states to strengthen mutual trust and build strategic relations.

Botchway, T. P. & Amoako-Gyampah, A. K. (2021). The Non-Aligned Movement, Ghana and the Early Days of African Diplomacy: Reflections on a Developing Country's Foreign Policy.(Chapter in Duško Dimitrijević and Jovan Čavoški, "The 60th Anniversary of the Non-Aligned Movement", pp. 289-303). Institute of International Politics and Economics, Belgrade, Serbia. DOI: https://doi.org/10.18485/iipe_60nam.2021.ch16.

Abstract

This paper is an attempt at reviewing Ghana's foreign policy as a member of the Non-Aligned Movement (NAM). It examines the key tenets of the NAM and juxtaposes it with Ghana's foreign policy directions from the early days of Nkrumah till recent times when virtually all African states have taken sides with one world power or the other. It is about the reflections on what the NAM stands for and how its members have been conducting foreign policy, the successes and failures in the developing world, and the lessons that can be learnt from its existence in the last six decades. We use Ghana as a case for trying to understand the NAM and the conduct of foreign policy. We realise that though the NAM members such as Ghana still believe in the core principles that underpin the Movement, the country's foreign policy orientation has not always been one of the total non-alignment. Instead, exigencies in the contemporary international system as well as leadership idiosyncrasy and other related matters by and large influence Ghana's foreign policy.

Asante, M. & Botchway, T.P. (2021). Shielding Members of Parliament Against Court Summons: Interrogating the Question of Parliamentary Immunity.(Book Chapter in Yin, E. T. and Kofie, N., "Advancing Civil Justice Reform and Conflict Resolution in Africa and Asia: Comparative Analyses and Case Studies"). IGI Global, United States of America. DOI: <https://doi.org/10.4018/978-1-7998-7898-8.ch012>.

Abstract

Immunities, though part of the law of the land, are to a certain extent an exemption from the general law. Certain rights and immunities such as freedom of speech belong primarily to individual members of parliament and exist because the House cannot perform its functions without unimpeded use of the services of its members. Ostensibly, the degree to which members of parliament are immune from legal inquiry may presumably accord them greater probability to abuse their mandate. In general, a court summons is the beginning of a legal case. It signals the issue that needs to be adjudicated. However, the introduction of immunity invalidates some tenets of modern democracy such as a court summons. The authors seek to examine some of the uncertainties and ambiguities that might have arisen out of the court decision in the case Republic v Mahama Ayariga with much consideration of other cases. The chapter provides a thorough picture of the systems of parliamentary immunity and recommends ways of curbing observed challenges with the practice.

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- Botchwey, G (February 10 to March 11, 2022). Funding Political Activities in Ghana: Access to Financial Resources and Quality of Political Representation, Political Parties in Africa Virtual Conference, University of Cape Town and University of Cambridge, Online Conference.**

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Agbevade, A. & Tweneboah-Koduah, D. (2022). Presidential election petitions in Ghana: A catalyst for democratic maturity. African Journal of Political Science and International Relations, 16(2), 33-42

Tweneboah-Koduah, D. (2022). Buying out the political support of the poor with Ghana's LEAP programme: An empirical fact or fiction? International Journal of Political Science and Governance, 4 (1), 36-44.

Ampiah, V., Bordoh, A., & Otoo, A. K. (2022). Factors Inhibiting the Promotion of Democracy and Good Governance in Ghana: The Role of Non-Governmental Organisations (NGOs). ITS Volume 5, Issue 1, 2022 ISSN: 2617-4588DOI: [<https://doi.org/10.31058/j.edu.2022.51018>]

CONFERENCES/WORKSHOP/SYMPOSIA/SEMINAR WITH PRESENTATIONS

Presenter: Dr. George Asekere

Seminar/Conference: Department of Political Science Education 2nd Colloquium.

Presentation/Topic: Victory without peace in Africa's elections: The mixed bag of Ghana's election 2020

Venue: University of Education, Winneba

Date: May, 2022

Presenter: Mr. Gilbert Arhinful Aidoo

Seminar/Conference: Department of Political Science 2ND Colloquium

Theme: "Three Decades of Democratic Practice in Ghana's Fourth Republic: Reflection, Lessons and the Way Forward"

Presentation/Topic: The Vigilantism and Related Offences Law, 2019 (Act 999) and Future of Ghana's Fragile Democracy

Venue: Student Center, Seminar Room, North Campus, University of Education, Winneba.

Date: May 25, 2022



FACULTY OF SCIENCE EDUCATION

ARTICLES IN JOURNALS

Amedeker, M. K. (2022). Simple pendulum experiment: Angular approximation revisited. *European Journal of Education and Pedagogy*, 3, (3), 33 - 35. 10.24018/ejedu.2022.3.3.248. ISSN: 2726-4534

Abstract

The acceleration of free fall should be realised by students as dependent on one's location rather than as a constant in all locations. Thus, there is no one way of determining g in the laboratory. For ease of science teaching it is important to let students know that one may not need to use small angular displacement of the pendulum bob to obtain g to an accuracy of three significant figures, comparable to, for example, the universally acceptable value of $g = 9.81$ metre per second squared in London. A simple mathematical derivation enabled the determination of $g = 9.93$ metre per second squared, which was 1.2 % higher than the universally accepted value. Keywords: Angular Displacement, Free Fall, Gravity, Pendulum, Period

Twumasi, A. K., Hanson, R., Sam, A., Quayson, C., & Nartey, E. (2021). Teacher trainees' alternative conceptions about intermolecular forces. *International Journal of Innovative Science and Technology*, 6, (12), 18-23. <http://www.ijisrt.com>. ISSN: 2456-2165

Abstract

The study assessed the alternative conceptions that first-year teacher trainees have about intermolecular forces. Descriptive research design was adopted to examine the current situation as it exists. The sample involved 82 first-year chemistry major teacher trainees in the University of Education, Winneba. A purposive sampling technique was used to select students for the study. This is because most of them performed poorly in a pre-assessment test organised for them. The test was the main instrument for data collection. Simple percentages were used to analyse the data. The results indicated that 26% and 37% of the teacher trainees had alternative conceptions on Ion –dipole interaction and London dispersion

forces, respectively. Also, more than 50% of the teacher trainees demonstrated alternative conceptions on hydrogen bonding. Some alternative conceptions identified in this study included: interactions between oppositely charged species give ionic bonds, London dispersion force occurring within a single molecule rather than between molecules, Covalent–ionic interaction is the major intermolecular force that exists in different I2 molecules, and the perception that any molecule which contains ‘O’ and ‘H’ forms hydrogen bonding irrespective of their position in the molecule (especially with organic structures used in the study). Another was that Hydrogen bonding only exists between ‘O’ and ‘H’ but not between N-H and F-H. It is recommended that science educators should develop appropriate interventions to improve students learning in intermolecular forces. Keywords:- Intermolecular Forces, Alternative Conceptions, Hydrogen Bonding, London Dispersion Forces.

Sam, A. & Duncan, B (2022). Assessment of human specimen heavy metals of some selected e-waste miners in Ghana. Elixir Pollution, 162, 55979-55983. <http://www.elixirpublishers.com>.

Abstract

The purpose of this study was to assess the heavy metals in the blood and urine samples of some selected electronic miners (e-miners) in Accra-Ghana. An assessment of heavy metal concentrations in exposed workers is essential to monitor and reveal the impact of these metals on human health. Fifty (50) samples of human blood and urine were taken to the laboratory and stored at 4°C until digestion and analysis processes. The results obtained showed that, generally, respondents had more amounts of Cu in their urine (Mean = 0.1844, SD = 0.1245), Cr (Mean = 3.373, SD = 0.8229) in their blood. The study concluded that there is a need for immediate intervention by the government and stakeholders for the sake of the community and the environment at large. Based on the findings it was recommended immediate government intervention in terms of controlling and regulating the activities of the metal scrap miners with regards to both means of collection and disposal/burning. Further, NGOs, corporate organisation, and individuals with the necessary resources can provide capacity training for the elderly involved with such trades. Finally, the capacity of the metal scrap recycling plant has to be enlarged or more of such plants should be built by the government.

1. Adjei, F., Hanson, R., Sam, A., & Sedegah, S. (2022). The use of collaborative approaches on students’ performance in redox reactions. Science Educational International, 33, (2), 163-170. doi. org/10.33828/sei.v33.i2.4. <http://https://doi.org/10.33828/sei.v33.i2.4>.

Abstract

This study investigated the use of collaborative instructional approaches on form two science students’ performance in redox reactions. The sample for this study consisted of 106 science students from Winneba Senior High School in Ghana. The sample was selected from two

intact classes in the school. After a pre-test was organised for both classes, the class with the lower average score was assigned as the experimental group and the other class was assigned the control group. Interviews, questionnaires, and tests were used as the main instruments to collect data for the study. The reliability of the questionnaire, pre-test, and post-test items which were determined using Cronbach alpha ranged from 0.76 to 0.80. A collaborative learning text-oriented instruction was applied in teaching the experimental group whereas the conventional approach was used in teaching the control group. It was also found that a number of the students who took part in the study had wrong notions about redox reactions. The findings showed that there was a significant difference in performance between the experimental and control groups. The experimental group performed better in the post-test than the control group. It is recommended that chemistry teachers in Ghana should employ a collaborative learning approach in teaching chemistry to enhance the students' learning. KEY WORDS: Collaborative instructional approaches; collaborative learning approach; redox reactions; text-oriented instruction

Samlafo, B.V, Tordzro, G.K, Ankudze, B, Mahama, A (2022). Assessment of Seasonal Variations in Water Quality of River Tordzie, Ghana. Resources and Environment, 12, (2), 59-65. 10.5923/j.re.20221202.03. <http://journal.sapub.org/re>.

Abstract

River Tordzie is one of the least studied rivers for its water quality and, hence was analysed for seasonal variations in water quality using nineteen physicochemical and metal ion parameters. Water samples were collected from seven stations in triplicates along the banks of the river during the wet and dry seasons. The water quality index (WQI) was used to estimate water quality, while the student's t-test (two-tailed) assuming equal variance was used to establish any statistically significant difference between the water quality for the dry and wet seasons. Among the physicochemical and metal ions parameters analysed, except for three parameters (SO₄²⁻, NO₃⁻ and COD) representing 15.79% which did not show statistically significant differences between the wet and dry seasons, statistically significant differences were observed among the rest of the 16 parameters representing 84.21%. Eight parameters (Alkalinity, Total hardness (TH), pH, PO₄³⁻, TDS, EC, BOD, and DO) showed the highest peak during the dry season representing 42%, while the other parameters (colour, turbidity, SO₄²⁻, nitrate, COD, TSS, Cl⁻, and NH₄-H) and all the metal ions showed the highest peak during the wet season representing 68%. The evaluated water quality indices for the two seasons were 718.37 and 612.06 for the dry and wet seasons respectively, putting the water quality in the two seasons into the unfit for drinking water category. As such, proper chemical treatment should be given to the water from River Tordzie before those living along the banks of the river use it for their domestic activities. Keywords River Tordzie, wet season, dry season, water quality index, variation, physicochemical parameters.

Acheampong, E.Y., Sarpong, E.O. & Mahamah, M (2022). Understanding sports betting among young male student-teachers in Ghana. *Journal of Gambling Issues*, 49, 174-200. 10.4309/jgi.2022.49.8. <http://https://jgi.camh.net>.

Abstract

Drawing on sports betting, leisure studies and the rationality concept provides information to understand how those training to be teachers are gradually gravitating towards gambling to the detriment of their studies at the university. A thorough analysis of 42 young male adults interviewed at betting shops in the university community revealed how they have become involved in sports betting activities for additional financial rewards. Results show that peer pressure is a strong persuader drawing new student-teachers to sports betting activities, which makes it difficult for them to effectively focus on their studies. This has resulted in certain students getting poor grades, loss of concentration in class, strained relationships, increased exclusion or rejection from study groups, as well as significant negative effects on academic work, health and well-being, family, and society at large. This study recommends that stakeholders in education address this increasing social issue among young male adults through effective preventive strategy and educational promotion as an intervention to avoid thwarting the progress of the new educational reforms in Ghana.

Bansie, M.A., & Sarpong, E.O. (2022). Assessment of Physical Activity Participation Levels among Workers in Financial Institutions. *Researchjournali's Journal of Public Health*, 8, (2), 1-13. <http://www.researchjournali.com>.

Abstract

Working in financial institutions can be more time-consuming. The available literature on physical activity participation levels among workers in financial institutions in Ghana is scarce. This was the stimulus for this study. The study assessed the physical activity levels of participants in financial institutions. Descriptive design within a quantitative approach was adopted for the study. One hundred and twenty-six respondents were sampled using multi-stage sampling techniques. The International Physical Activity Questionnaire (IPAQ-Long Form) was used for data collection. The findings revealed that participants in Micro Finance Institutions recorded the highest mean Metabolic Equivalence of Task (MET) of 1237.80, followed by those in Credit Unions with a mean MET of 422.17 and Bank participants recording a mean MET of 318.18 for the work domain. Results also showed that participants in Micro Finance Institutions recorded the highest mean MET in the transportation domain of 523.78, followed by Credit Unions (423.10) and Banks (387.67). Results further indicated that male participants significantly recorded higher MET scores of (531.82) than their female counterparts (331.44). An independent samples t-test revealed a statistical difference between male and female Bank workers ($t = -4.04$, $df = 33.34$, $p < 0.05$). Male Bank workers ($M = 565.54$; $SD = 281.02$) recorded higher significant levels of PA than did female Bank

workers ($M = 324.40$; $SD = 118.45$). Also, a statistically significant difference in PA levels was recorded between male and female Credit Union workers ($t = -2.52$, $df = 42.88$, $p < 0.05$). Male Credit Union workers ($M = 565.15$; $SD = 162.00$) recorded higher significant levels of PA than did females Credit Union workers ($M = 448.64$; $SD = 146.95$). A statistically significant difference in PA levels was also recorded between male and female Micro Finance workers ($t = -2.61$, $df = 23.07$, $p < 0.05$). Male Micro Finance workers ($M = 1984.73$; $SD = 162.00$) recorded higher significant levels of PA than did female Micro Finance workers ($M = 1431.47$; $SD = 489.74$). It was concluded that workers in financial institutions did not do active physical activities. It was recommended that Managers of Banks and Credit Unions in La Dade Kotopon Municipality of the Greater Accra Region should periodically organise fitness programmes on weekends for their workers to help enhance their physical activity levels. Also, Banks and Credit Unions workers in La Dade Kotopon Municipality of the Greater Accra Region should be encouraged by the Human Resource Manager (HRM) to engage in at least 30 minutes of moderate physical activities daily during off times at least 5 times a week or 2 hours on weekends.

Sarpong, E.O., Adomah, C.D., Appiah, B.M., Aniabre M. & Tsikata, E. (2022). Variables Associated with Low Female Participation in College of Education Sports in Central, Western, and Western North Regions of Ghana. Universal Journal of Sports Sciences, 2, (1), 1-15. 10.31586.2022.274. <http://www.scipublications.org/journal/index.php/ujss>.

Abstract

The purpose of the study was to examine factors associated with low female participation in colleges of education sports. The population of the study was made up of female colleges of education athletes from Central, Western, and Western North Regions of Ghana. Purposive and simple random techniques were used by the colleges of education and the respondents for the study. All six colleges of education were purposively sampled and a sampling technique was used to select the one hundred and eighty (180) participants who participate in the College of Education Sports Association (CoESA) games and in the Central, Western, and Western North Regions of Ghana were used for the study. The main instrument for the study was a self-structured questionnaire ($r = 0.92$) containing items based on a five-point Likert scale was used for data collection. The data was analyzed using frequencies, percentages, and the Chi-square test to determine the relationship among the factors. The study revealed that there is a need for college authorities and female coaches in the colleges of education to take care of female athletes and make adequate provisions for more modern sports facilities and equipment to sustain their interest in sports participation. The study recommended that, that coaches should be mindful of their approach to prospective sportswomen. It is also recommended that various colleges of education should make a concerted effort to organize programmes and seminars regularly to educate females in the colleges on the career benefits of sports participation and iron out their misconceptions.

Sarpong, E.O (2022). Physical activity participation variables as predictors of cardiorespiratory fitness of Greater Accra fitness club members. International Journal of Physical Education, Sports, and Health, 9, (1), 361-367. doi.org/10.22271/kheljournal.2022.v9i1f.2398. http://www.kheljournal.com. ISSN: p-ISSN:2394-1685

Abstract

Regular participation in physical activity improves health and well-being. This study, therefore, sought to establish the relationship between physical activity participation variables and cardiorespiratory fitness levels of members in Ghanaian fitness Clubs. A descriptive correlational design was used for the study. The sample for the study was 546 Club Members from 18 fitness clubs randomly selected from clubs within the Greater Accra Region of Ghana. Questionnaire and Cooper '12 minutes' walk/run test were used to gather data for the study. Inferential statistics of Pearson Product Moment Correlation Coefficient and Multiple Regression were used to test hypotheses at 0.05 level of significance. The findings showed that: 1. (74.9%) of the club members possess minimum levels of cardiorespiratory fitness (CRF) needed to develop health whilst (25.1%) had low levels that needed improvement 2. Positive significant relationships existed between CRF and Physical Activity Index (PAI) ($r=.324$, $p=.000$), Exercise Equipment and Machines (EEM) ($r=.178$, $p=.000$), Variety of Physical Activity (VPA) ($r=.115$, $p=.007$) while no positive significant relationship existed between CRF and Mode of Instruction (MOI) ($r=.065$, $p=.178$ all 2-tailed; and 3. (14.1%) of CRF was predicted by all variables ($R\text{ square}=.141$) The study concluded that members in Ghanaian fitness clubs had minimum levels of CRF required for health development implying that improvements in fitness levels can be achieved if the right knowledge on the specific aspects of exercise prescription is applied. It was recommended that stakeholders in the Ghanaian fitness industry should collaborate to institute national policies for the organization of mass sports

Sarpong, E. O , Sedegah, M. M. & Ofori, E. K. (2022). Prevailing Injuries among Senior High Students-Athletes in the Akuapem Municipality. Universal Journal of Sports Sciences, 2, (1), 16-24. 10.31586.2022.276. http://https://www.scipublications.com/journal/index.php/ujss/article/view/276.

Abstract

Sports injuries among student-athletes in high schools have become prevalent in most developing countries such as Ghana. In identifying the prevailing injuries among senior high student-athletes in the Akuapem municipality, a descriptive cross-sectional survey design was used. A total of 610 student-athletes were purposely selected for the study to respond to the DEMASS inventory questionnaire regarding their opinion on the prevailing sports injuries. The results indicated that wounds (67.8%), knee injury (65.1%), muscle cramps (56.1%), and thigh injury (55.1%) were prevailing in S.H.S tournament than sprain (37.8%), strain (32.0%), dislocation (30.0%), fracture (31.3%), nose bleeding (31.3%) and groin injuries

(23.1%). Participants who played more games professed that the number of games played contributed to sustaining sprain, strain, dislocation, and nose bleeding. Further studies should be carried out at other places and districts to uncover more about injuries sustained during high school sports competitions to minimise their occurrence.

Samlafo, B.V, Essel K., & Ankudze B., (2022). Health Risk Assessment of Heavy Metals Via Consumption of Cassava, Cultivated on Reclaimed Mining Land Sites in Prestea-Huni Valley District, Ghana. Food and Public health, 12, (1), 7-13. 10.5923/j.fph.20221201.02. <http://journal.sapub.org/fph>.

Abstract

The soil determines the quality of food and hence the health of the individuals. However, most lands in the District are under mining or concessions to the detriment of livelihood. This situation resulted in the cultivation of food crops on reclaimed mining land sites contrary to the accepted norm. To assess the human health risk and the quality of cassava cultivated on reclaimed mining land sites in Prestea-Huni Valley District, soil and cassava samples were taken randomly in separate polyethylene bags in triplicates from four farms located on reclaimed mining land sites within the Pres-tea-Huni Valley District. Atomic Absorption Spectrophotometric (AAS) technique was employed in the determination of the metals after digestion. The precision and accuracy of the analytical methods were evaluated by analysing IAEA-soil-7 and 1547-Peach leaves, which are standard reference materials with recoveries ranging from 87-98 %. The trend in metal tolerance for both the cassava tuber and its peel were similar and in the order $Cd > Pb > Cr > Zn > As$. Both soil Pollution Load Index (PLI) and Total Hazard Quotient (THQ) were below their respective values. Using the health index of $0.8017 < 1.0$ () as a criterion for human health assessment, the cassava cultivated on reclaimed mining land sites in the Prestea-Huni Valley District, are safe and of high quality since health index was below the threshold level of 1.0, a level below which the cassava is deemed fit for human consumption. Keywords: Prestea-Huni Valley, cassava, peel, heavy metals, Health index, bioaccumulation

Yeboah Kwaku Opoku, Zhihang Liu, Han Liu, Justice Afrifa, Harriet Koranteng, Guiping Ren & Deshan Li. (2019). Fibroblast Growth Factor-21 Ameliorates Rheumatoid Arthritis by Maintaining Articular Integrity. International Journal of Peptide Research and Therapeutics, 13, 1-9. DOI: <https://doi.org/10.1007/s10989-019-09872-w>

Abstract

Rheumatoid arthritis, a chronic degenerative autoimmune disease is hallmarked by tenacious inflammation of synovial membranes causing cartilage destruction and bone erosion. The search for effective therapies to mitigate its degenerative conditions remains partly elusive. Fibroblast growth factor 21 (FGF21) is known to modulate inflammation, playing a significant

role in immune-mediated diseases such as rheumatoid arthritis. Here, we histopathologically evaluate the therapeutic efficacy of FGF21 in collagen-induced arthritis (CIA) mice. CIA mice were subcutaneously treated with FGF21 (3 mg/kg) for three consecutive weeks. Arthritic severity was scored followed by histopathological evaluation of the joints and immunohistochemistry using rabbit anti-cathepsin K, IL-10, MMP1, and 3 antibodies. Our data revealed that FGF21 significantly mitigated the severity of arthritis. Histopathologically, the articular structure was considerably enhanced by FGF21 through the reduction in the expression of cathepsin K and MMP3 while upregulating the expression of IL-10. Taken together, our findings suggest that FGF21 preserves the integrity of the articular structure thereby preventing cartilage and bone destruction in CIA mice. FGF21, therefore, has therapeutic prospects in the treatment of RA

Xinghao Jiang, Qing Wu, Yeboah Kwaku Opoku, Yimeng Zou, Dan Wang, Changhui Hu, Guiping Ren. (2022). Fibroblast growth factor 21 attenuates the progression of hyperuricemic nephropathy through inhibiting inflammation, fibrosis and oxidative stress. Basic Clin Pharmacol Toxicol, 2022, 1-13.

Abstract

Elevated levels of circulating fibroblast growth factor 21 (FGF21) have been reported in patients with hyperuricemia. However, the effect of FGF21 in hyperuricemic nephropathy (HN) remains unexplored. Here, we investigated the effect and mechanism of action of FGF21 on HN. HN model was induced with adenine and potassium oxysalt in wild-type C57BL/6 mice and FGF21^{-/-} mice. For in vitro studies, human renal tubular epithelial (HK-2) cells were exposed to uric acid with/without FGF21 or β -Klotho-siRNA. Here, we reported aggravated renal dysfunction and structural damage in the FGF21^{-/-} mice compared to the wild-type mice. These were evident in the upsurge of inflammatory factors IL-1 β , TNF- α , IL-6, and IL-18; fibrotic markers Collagen I and α -SMA; and oxidation products ROS and MDA. However, exogenous administration of FGF21 to wild-type HN mice significantly reversed these negative effects. In terms of mechanism, FGF21 significantly inhibited NF- κ B/NLRP3 and TGF- β 1/Smad3 pathways and promoted nuclear translocation of Nrf2 both in vivo and in vitro. Furthermore, the silencing of β -Klotho was marked by the attenuation of the improved effect of FGF21 on cell damage. In conclusion, our studies revealed that exogenous FGF21 treatment significantly improved HN, which was achieved by the inhibition of inflammation, fibrosis, and oxidative stress.

Yeboah Kwaku Opoku, Kwame Kumi Asare, George Ghartey-Quansah, Justice Afrifa, Felicity Bentsi-Enchill, Eric Gyamerah Ofori, Charles Kwesi Koomson, and Rosemary Kumi-Manu. (2022). Intestinal microbiome– rheumatoid arthritis crosstalk: The therapeutic role of probiotics. *Frontiers in Microbiology*, 13, 1-7.

Abstract

Rheumatoid arthritis (RA) is a common systemic autoimmune disease with global health importance. It is characterized by long-term complications, progressive disability, and high mortality tied to increased social-economic pressures. RA has an inflammatory microenvironment as one of the major underlying factors together with other complex processes. Although mechanisms underlying the triggering of RA remain partially elusive, microbiota interactions have been implicated. Again, significant alterations in the gut microbiome of RA patients compared to healthy individuals have intimated a chronic inflammatory response due to gut dysbiosis. Against this backdrop, myriads of studies have hinted at the prospective therapeutic role of probiotics as an adjuvant for the management of RA in the quest to correct this dysbiosis. In this article, the major gut microbiome alterations associated with RA are discussed. Subsequently, the role of gut microbiome dysbiosis in the initiation and progression of RA is highlighted. Lastly, the effect and mechanism of action of probiotics in the amelioration of symptoms and severity of RA are also espoused. Although strain-specific, probiotic supplementation as adjuvant therapy for the management of RA is very promising and warrants more research.

Hordzi, W. H.K. (2022). Effect of *Megachile* sp, an insect flower visitor on nutrient content of progenies of cowpea [*Vigna anguiculata* (L.) Walp]. *International Journal of Novel Research in Life Sciences*, 9(4): 39-49.

Klu, S. & Hordzi, W.K. (2022). Effect of three teaching methods on performance of senior high school three students in genetics from a school in the Oti Region, Ghana. *World Journal of Pharmaceutical and Life Sciences (WJPLS)*, 8(3), 42 – 48.

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Mapulanga, T., Nshogoza, G., & Ameyaw, Y., (2022). *Zambian Secondary School Biology Teachers' Profiles of Planned Topic-specific Pedagogical Content Knowledge for Teaching Respiration. Africana Journal of Research in Mathematics, Science and Technological Education.* 26(1):1-16.

Asare, A. H. Y., Annan, J. N. and Ngman-Wara, E. I. (2022) *The Effects of Virtual Laboratory on Student Teachers' Achievement in Integrated Science in Bagabaga College of Education, Tamale, Ghana. European Journal of Research and Reflection in Educational Sciences.* Vol. 10 (1): 26 - 39.

Hussaina, H. K., Annan, J. N. and Ameyaw, Y. (2021) *Dietary Patterns as Determinant of Science Students Performance. Biomedical Journal of Scientific & Technical Research,* 38 (1), 29963 - 29970.

Kwegyir-Aggrey, P., & Kumi-Manu, R. N. (2022). *Management of time by teachers of public basic schools in the Shama District of the Western Region of Ghana. International Journal for Innovation Education and Research,* 10(1), 120–136. <https://doi.org/10.31686/ijer.vol10.iss1.3598>

Abstract

Teaching and Learning process and other school programmes in public basic schools in the Shama District are conducted with little regard for official timelines. This negates government efforts to improve basic education delivery with effective and efficient time management. The purpose of the study was to undertake a survey of time management among teachers and pupils in basic schools in the Shama District of the Western Region in Ghana. The study used both quantitative and qualitative designs to collect data from sixteen (16) selected public basic schools. The estimated population of five hundred (500) people consisted of circuit supervisors, head teachers, teachers, parents and pupils. Using the simple random sampling technique of the lottery and convenience methods, the sample size was 132 respondents – 4 circuit supervisors, 16 head teachers, 64 teachers, 16 parents and 32 pupils. Questionnaires, interview guide and observation were used to collect the data from respondents. The study revealed teachers rarely use TLMs in lesson presentation. Supervision of instruction by circuit supervisors was infrequent. Inadequacy of core textbooks in Mathematics, Science, English Language and Social Studies, overcrowded classrooms, teachers mainly use the lecture method in lesson delivery, etc. were some of the results of the study. The study recommended timely release and disbursement of the capitation grant to schools for effective teaching and learning as well as efficient time management. Teachers should vary their instructional strategy, prompt and adequate school supplies and regular, clinical and purposive instructional supervision to improve teaching and learning outcomes in the schools.

Kumi-Manu, R. N. (2021). Concept cartoon as a teaching technique for conceptual change: A Ghanaian junior high school experience. American Journal of Educational Research. 9(9):587-599. Doi: 10.12691/education-9-9-5

Abstract

This study investigated the use of concept cartoons to diagnose and remedy pupils' misconceptions in selected science concepts. The sample comprised 37 Junior High School (JHS) pupils and one science teacher in Abelemkpe Junior High School in the Greater Accra Region of Ghana. Completed worksheets of pupils on concept cartoons of selected science topics were discussed and analysed to find out their misconceptions about the concepts under study. Results revealed that pupils had a host of misconceptions on the concepts. During class and group discussions, the pupils had the opportunity to compare their original ideas with the ones in the cartoons. They also listened to their peers' explanations about the correct science concepts and built on their initial conceptual framework. These enabled the pupils to correct their misconceptions in an interactive environment through concept-cartoon based instruction. The results showed that concept cartoons could be used to determine pupils' misconceptions of selected science topics to enable appropriate interventions to be designed to address them when possible. Concept cartoon is therefore recommended to be used by JHS teachers to teach science effectively.

Kumi-Manu, R. N. (2021). Addressing the poor performance of Ghanaian junior high school pupils in selected science concepts through the use of concepts cartoons: A study of Okai-Koi District, Accra. International Journal for Innovation Education and Research, 9(9), 659–682. <https://doi.org/10.31686/ijer.vol9.iss9.3352>

Abstract

This study explored the use of concept cartoons to enhance the performance of Junior High School pupils in selected science concepts by using pre and post intervention test. Sample comprised 37 Junior High School pupils and one science teacher in Abelemkpe Junior High School in the Greater Accra Region of Ghana. Concept cartoons are instructional tools designed to generate scientific thinking among learners. Adapted to the 5E instructional model, they can be used at any stage of the learning process to facilitate effective learning of scientific concepts. Completed tests based on five selected science concepts were analyzed using the t-test inferential statistics to establish any significance difference between respondents' mean scores of the pre and post intervention data. Results revealed that the use of concept cartoons to teach the selected science concepts enhanced the pupils' cognitive achievement. The concept cartoons affected learners' academic achievement in positive ways. The pupils were able to construct their own knowledge and made meaning of their everyday experiences. Results of the t-test ($t(36)=8.41, p=.000$), ($t(36)=9.38, p=.000$), ($t(36)=4.85, p=.000$), ($t(36)=10.58, p=.000$) and ($t(36)=11.85, p=.000$) indicated a significant difference between

the mean scores of the pretest and posttest. This implied that the use of concept cartoon had a positive effect on the cognitive achievement of pupils. It is therefore, recommended that JHS integrated science teachers adopt the use of concept cartoons to teach science effectively and to increase the pupils' motivation to learn science.

Afari-Baidoo, M., Gyamerah, E. O., Yeboah, K. O., Koomson, C. K., & Owusu-Fordjour, C. (2022). Use of Internet Health Information Resources and Information Seeking Behaviour among Undergraduate Student of University of Education, Winneba. Journal of Health & Medical Informatics, 13(01).

Asare, K. K., Africa, J., Mbata, J., & Opoku, Y. K. J. M. J. (2021). The emergence of chloroquine-sensitive Plasmodium falciparum is influenced by selected communities in some parts of the Central Region of Ghana. Malaria Journal, 20(1), 1-9.

Asare, K. K., Amoah, S., Coomson Jr, C. A., Banson, C., Yaro, D., Mbata, J., Bentsi-Enchill, F. J. P. G. P. H. (2022). Antibiotic-resistant pathogenic bacterial isolates from patients attending the outpatient department of university of Cape Coast hospital, Ghana: A retrospective study between 2013–2015. Plos Global Public Health, 2(5), e0000417.

Asare, K. K., Opoku, Y. K., Afrifa, J., Owusu-Bimpong, N., Mbata, J. J. (2021). A Nonhealing or Intransigent Phase of a Septic Wound Ulcer on the Left Lower Limb for Over 30 Years without Clinical Diabetes: A Case Report. Global Journal of Dermatology & Venereology, 9, 20-25.

Nortey, L. N., Anning, A. S., Nakotey, G. K., Ussif, A. M., Opoku, Y. K., Osei, S. A., (2022). Genetics of cerebral malaria: pathogenesis, biomarkers and emerging therapeutic interventions. Cell & Bioscience, 12(1), 1-19.

Bentsi-Enchill, F., Gyasi Dampsey, F., Pappoe, A.N.M., Ekumah B & Akotoye H.K. (2022). Impact of anthropogenic disturbance on tree species diversity, vegetation Structure and carbon storage potential in an upland evergreen forest of Ghana, West Africa. Tree, Forest and People, Elsevier, Dio: 10.1016/j.tfp.2022.100338

Dampney F.G., Opuni Frimpong E., Nsor C.A., Addai J., Debrah D.K., Schnerch B., Bentsi Enchill E., & Korjus H (2022). Taxonomic and community composition of epigeal arthropods in monoculture and mixed tree species plantations in a deciduous forest of Ghana. Original Paper, Springer, <https://doi.org/10.1007/s11676-022-01508-y>.

Sekey, W., Obirikorang, K. A., Alimo, T. A., Soku, M., Acquah, B., Gyampoh, B. A., Adjei-Boateng, D., Asare-Ansah, O., Ashiagbor, G., & Kassah, J. E. (2022). Evaluation of shark fisheries along the Coastline of Ghana, West Africa. *Regional Studies in Marine Science*, 53, 2352-4855. <https://doi.org/10.1016/j.rsma.2022.102434>

Abstract

The decline in traditionally valuable fish stocks, coupled with an increased demand for shark fins and meat has caused many fishermen to target sharks. However, there is limited information on the fishing practices, gears, and catch distribution for the shark fisheries. This study used a semi-structured interview to characterize the shark fisheries and techniques used to catch sharks as well as the catch statistics and trade in fifteen coastal communities along the Eastern, Central, and Western coasts of Ghana. Out of the 470 fishers interviewed, 46% were specialized shark fishers while the remaining 54% landed sharks as bycatch. Specialized shark fishers captured between 7–10 individual sharks per fishing trip while by-catch shark fishers captured between 1–5 sharks. The shark species harvested include the blue shark, thresher shark, common and sand tiger, bull shark, short and longfin mako shark, hammerhead, and milk shark. Fishers along the eastern coast mostly capture sharks as bycatch, while those along the central and western coast of Ghana target sharks with specialized fishing gears. The catch data obtained from the fishers indicated higher shark landings and was linked to the development of longlines and drift gill nets with hooks attached to the footrope that target sharks, and are usually deployed along the western coastlines of Ghana. Nearly all the shark species captured in the study communities were listed by the IUCN as either “Endangered”, “Critically Endangered” or “Vulnerable”. Among fishers who target sharks, 74% stated that shark populations were declining and were spending more effort to capture the fish. Specialized shark fishers indicated a poor perception and attitude towards shark conservation along the entire coastline of the country and are not in support of shark conservation. It is recommended that the capture and trade in these species should be closely monitored to prevent the extinction of vulnerable populations.

Kassah, J. E., & Asare, C. (2022). Conflicts in the Artisanal Marine Fishing Industry of Ghana: Reactions of Fishers to Regulatory Measures. In S. Jentoft, R. Chuenpagdee, A. B. Said, & M. Isaacs (Eds.), Blue Justice: Small-Scale Fisheries in a Sustainable Ocean Economy (99-118). Mare Publication Series Book 26. Springer International Publishing. <https://doi.org/10.1007/978-3-030-89624-9>

Abstract

Ghana, a coastal West African country, is heavily dependent on fish as a source of dietary protein. Its small-scale fishing industry supplies about 70% of total marine fish landed locally, targeting small pelagic species. High demand for fish, the open-access nature of the fishery, excess fishing effort, climate change, and illegal, unreported, and unregulated (IUU) fishing have led to a steep decline in landings. An initial top-down fisheries management approach, coupled with a lack of political will to enforce fisheries regulations and poor fisheries regulation enforcement, left fishers feeling disenfranchised. They felt discriminated against, left out, and marginalized at various levels of the decision-making process. This sense of exclusion has led to conflicts between small-scale fishers and other fisheries sectors, as well as with state regulatory agencies over the years. To address these challenges, the government of Ghana recently adopted a collaborative co-management approach in fisheries that recognizes and promotes participation from all stakeholders in the fisheries sector. Closed fishing seasons for both the artisanal and industrial fishing sectors were successfully implemented 2019 and 2021, with full compliance by fishers. These recent interventions have led to greater support for fisheries regulations and greater consensus building in stakeholder consultations. This chapter looks at the nature of Ghana's small-scale fisheries, conflicts, (in)justice, fisheries management processes, and recent efforts at a more participatory approach. It also gives suggestions for improvement and sustainability of co-management processes.

Amoah, J.E.M., Eminah, K., Ngman-Wara, E.I.D., Azure, J.A. (2021). Improving First Year Science Students' Biological Drawing at Mfantsipim School. International Journal of Sciences: Basic and Applied Research, Vol. 60 (3) pp. 294-310.

Abstracts

This study was an action research, descriptive in nature and designed to improve first year Science students' biological drawing skills at Mfantsipim School. The main instruments used to collect data were observation schedules, interviews and a set of questionnaires. A sample of 74 students and 7 teachers were involved in the study. During the pre-intervention stages an exercise was used to assess the magnitude of students' problems. After which, intervention activities were designed and implemented to help students improve their performance in their Integrated Science and Biology drawings to be specific. The outcome of the study after the appropriate interventions had been employed revealed that students' drawing skills had improved in Biology and Integrated Science respectively. Based on the findings, it was recommended that all stakeholders in Education should review the biology

syllabus, equip teachers with the basic skills of biological drawing and organize frequent In-service Training for teachers, as this will enhance the performance of students in biological drawings in Biology and Integrated Science subjects respectively.

Abstract

This study investigated the types of cognitive and process skills specified in the biology curriculum from selected schools in the Central Region of Ghana. A cross-sectional descriptive survey design was used for the study. The accessible population however consisted of 21 schools making up 36% of the target population. The schools were categorised based on Ghana Education Service standards into grades A, B and C. The schools were selected through stratified random sampling from nine districts and municipalities in the region. Factor analysis was used to perform inferential analysis and draw conclusions on the research questions. Some teachers did not organise practical activities regularly and this was affecting some profile dimensions, suggested by the teaching curriculum specifically the scientific inquiry skills. Recommendations made were that schools should employ qualified laboratory technicians to assist biology teachers in organising regular practical activities. Also, support and capacity enhancing activities should be organised regularly to augment teachers' cognitive and process skills.

Barnie, P. A., Afrifa, J., Ofori, E. G., & Amoani, B. (2022). Extracellular Vesicles as Biomarkers and Therapeutic Targets in Cancers. DOI: 10.5772/intechopen.101783, <https://www.intechopen.com/chapters/80126>

Afari-Baidoo, M., Ofori, E. G., Yeboah, K. O., Koomson, C. K., & Owusu-Fordjour, C. (2022). Use of Internet Health Information Resources and Information Seeking Behaviour among Undergraduate Students of University of Education, Winneba. *Journal of Health & Medical Informatics*, 13(01), DOI: 10.37421/jhmi.2022.13. 400

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CONFERENCES/WORKSHOP/SYMPOSIA/SEMINAR WITH PRESENTATIONS

Presenter: Amoah, J. E. M, (2022).

Seminar/Conference: 7Th Triennial Conference of The International Association For The Advancement Of Curriculum Studies (Iaacs)

Paper presented: A Survey of Biology Instructional Practices in Selected Schools in the Central Region of Ghana.

Venue: Universidade Do Minho, Braga, Portugal

Date: 20th -22nd june, 2022

BOOKS

Sam, A., (2021). Educational reconstruction of aspects of Coordination Chemistry in higher education. (1) Accra: Emmpong Press.
http://https://www.researchgate.net/publication/356162737_EDUCATIONAL_RECONSTRUCTION_OF_ASPECTS_OF_COORDINATION_CHEMISTRY_IN_HIGHER_EDUCATION.
ISBN: 978-9988-3-2419-3

Abstract

The study was designed to investigate students' conceptions of some aspects of coordination chemistry namely nomenclature and geometry, isomerism, bonding, and colours of complexes. To change students' conceptions, their ideas were systematically related to scientific concepts, and the alternative conceptions that arose at each step, clarified with respect to students' own naive conceptions as a starting point. This step-wise relation of scientific concepts alongside students' own conceptions was re-ordered (reconstructed) to attain a content structure adapted to the students' previous knowledge. Such an approach was used in this study as a guide for teaching and learning through a case study within the MER approach. The interpretive-qualitative methodology was used in this study. The participants in the study were third-year chemistry students in UEW, who took the coordination chemistry course in the second semesters of the 2014/2015 and 2015/2016 academic years. Forty-four (44) students, comprising thirty-eight males and six females were selected for the study. A purposive sampling technique was used to select the participants for the study. Students' conceptions on the naming of complexes and geometrical complexes, isomerism, bonding in complexes, and colours were sampled in a class of students studying coordination chemistry and put in 5

groups of 3 to 5 students each over eleven (11) week period. The main instruments used were test items, scientists' (document analysis) perspectives on coordination chemistry, pen and paper tasks, and students' drawings. All the data were gathered with audio/video equipment, transcribed, and investigated by qualitative content analysis. The MAXQDA (version 11) for windows was used to analyse the data. The overall findings among others indicated that the students had some difficulties in transforming between 2D and 3D visualisations. Based on the intervention approaches (SWH and MMS) adopted, the students correctly conceptualised the nomenclature/geometry, isomerism, bonding and colour topics associated with coordination chemistry. Also, the participants could discern the re-arrangement of objects through rotations and transformations of 3D figures into 2D structures on paper and vice versa. Among other issues, it was recommended that the coordination chemistry content at UEW, should be well connected in order to give the students a broader basis for conceptual change through heuristics and modelling skills.



FACULTY OF EDUCATIONAL STUDIES

ARTICLES IN JOURNALS

Nthontho, M. A., & Addai-Mununkum, R (2021). Towards religious literacy in South African schools: Is the Life Orientation curriculum potent enough? *Journal of Beliefs & Values*, 42, (4), 1-15. <https://doi.org/10.1080/13617672.2020.1859790>.

Abstract

Owing to the mixed-bag effects of religion on society, and particularly South Africa's history with religion as embedded in the oppression of and liberation from apartheid, a recent curricular review has seen the introduction of teaching about religion in the Life Orientation (LO) curriculum. From our standpoint as academics in Religion Education, we question whether the current curricular arrangement is potent enough to carry the mandate of the National Policy on Religion and Education (hereafter referred to as the religion policy) of promoting religious literacy. To answer this question, we subjected the LO curriculum to content analysis, assessing the underlying content and pedagogical assumptions within the frame of scholarship in religious literacy. While doing so, we make critical reference to the religion policy to reflect on the government's intentions with RE in schools.

Acquaye V., Addai-Mununkum, R., Acquah, S., Ananga E. (2022). The new B.Ed. Curriculum and the making of 21st Century teachers in Ghana: Perceptions of UEW teacher trainees on digital pedagogies. *International Journal of Basic Education Research and Policy*, 4, (3), 87-104.

Abstract

The promulgation of the National Teachers' Standards has brought to the fore the need to prepare a 21st-century teacher who is "effective, engaging, inspirational, and fully prepared to teach the basic school curriculum to improve the learning outcomes and life chances of all learners". To do this, teachers ought to demonstrate soft skills, but more importantly literacy in Information & Communications Technology (ICT). With the introduction of the new

B.Ed. curriculum for colleges of Education & Teacher Education Universities, scholarship is curious about how the promise of the new curriculum is manifesting its' outcome in practice. To respond to this uncertainty, we designed a quantitative descriptive survey to explore how student-teachers perceive the opportunities offered by the new B.Ed. curriculum for their ICT skills development. All 473 first-year students enrolled in B.Ed. Basic Education programme at the University of Education –Winneba for the 2018/2019 academic year were engaged in a study that required them to fill out a 48-item questionnaire. Following descriptive quantitative analyses, the data revealed students' access to smartphones can be harnessed by educators to facilitate teaching and learning. Yet, gender and age differences exist in students' access to, abilities to, and appreciation of, ICT use. Besides, access to internet connectivity and challenges relating to accessing credible information remain obstacles. Implications of these findings for scholarship and practice are presented for discussion.

Agormedah, E. K., Quansah, F., Srem-Sai, M., Ankomah, F., Hagan, J. E. Jr., & Schack, T. (2023). Reproducibility of the brief religious coping inventory with African athletes' sample using ordinal factor analytical approach. *Frontiers in Psychology*, 13(13), 1-11. DOI: <https://doi.org/10.3389/fpsyg.2022.1038202>

Abstract

Background: Previous studies have revealed that religious coping strategy is common among athletes due to the stressful experiences before and during competitions as part of the mental preparations they go through, the uncertainty of sporting outcomes, and other organizational issues they encounter. This research assessed the reproducibility of the Brief Religious Coping (RCOPE) instrument in an African setting using athletes' samples from different countries. Particularly, the research sought to assess the (1) factor structure of Brief RCOPE with an African sample, (2) construct validity of the RCOPE measure, and (3) measurement invariance of the RCOPE instrument based on gender and nationality.

Methods: The study surveyed a convenient sample of 300 athletes, including 164 male and 136 female athletes, from 3 African countries (Benin, Ghana, and Nigeria) who participated in the 2018 West African University Games. The Brief RCOPE instrument was administered to the athletes for validation purposes before the competition. Exploratory and confirmatory factor analyses were conducted using the ordinal factor analytic approach.

Results: This validation study confirmed the two-factor dimension (positive and negative religious coping) of the Brief RCOPE measure. Further, all items for each of the dimensions of the inventory contributed significantly to the measure of the Brief RCOPE domains. The positive and negative religious coping dimensions contributed more than half of the variance of their respective indicators. Measurement invariance across gender and nationality was confirmed.

Conclusion: Sufficient evidence was gathered to support the interpretation and use of the Brief RCOPE measure. Coaches and sports psychologists could adopt the Brief RCOPE measure to understand the mental or thought patterns of religious athletes based on existential concerns or stress accrued from impending competitions to inform appropriate religious coping interventions. This notwithstanding, the Minimum Clinical Important Difference (MCID) of the Brief RCOPE should be further investigated to enhance the utility of the instrument for use in intervention-based studies.

Quansah, F. (2022). Item and Rater Variabilities in Students' Evaluation of Teaching in a University in Ghana: Application of Many-Facet Rasch Model. HELIYON, 8, 1-9. DOI: <https://doi.org/10.1016/j.heliyon.2022.e12548>

Abstract

This research examined the item and rater variabilities in students' evaluation of teaching and courses exercise at the University of Cape Coast (UCC) through the lenses of the Many-Facet Rasch Model (MFRM). The study covered students during the 2019/2020 academic year in the selected university, analysing secondary data obtained from the Directorate of Academic Planning and Quality Assurance, UCC (DAPQA-UCC). The data were analysed by conducting partial credit MFRM analyses. It was found that the sources of measurement errors in the student evaluation exercise included the halo effect, non-functional item structure, inconsistent students' ratings, rater leniency, and non-functional rating scale. It was concluded that data from students' appraisal of lecturers' teaching should be used with caution. It was recommended that DAPQA-UCC and the university management should train students on the evaluation of teaching, as well as review the existing evaluation form for appraising courses and teaching by subjecting the instrument to rigorous validation procedures.

Hagan, J. E. Jr., Quansah, F., Ankomah, F., Agormedah, E. K., Srem-Sai, M., & Schack, T. (. (2022). Examining the underlying latent structure of the sports emotion questionnaire: Insights from the bifactor multidimensional item response theory. *Frontiers in Psychology*, 13, 1-13. DOI: <https://doi.org/10.3389/fpsyg.2022.1038217>

Abstract

Background: Despite the widespread use of the sports emotion questionnaire (SEQ) in several studies, it is surprising that only a few have explicitly tested the validity and utility of the instrument in non-western populations. Besides, the issue of dimensionality and the latent structure of the instrument remain inconclusive given that several authors have revealed different factor structures across diverse populations. The central concern is whether the items on the various dimensions, proposed for the original SEQ, offer adequate information to their respective expected subscale or otherwise. This study assessed the underlying latent structure of the SEQ using confirmatory and bifactor multidimensional item response (MIRT) models. **Methods:** Through a well-designed validation study 300 athletes from three West African

countries, participating in the 2018 West African University Games were surveyed to respond to the SEQ. The data were analyzed using first, a 5-factor confirmatory factor analysis (CFA) via the MIRT model and second, a bifactor MIRT analysis.

Results: The results revealed that items on the SEQ were fairly good in measuring the construct under the respective domains of the instrument. However, the outcome of the bifactor model showed that the majority of the items on the SEQ explained common variance in relation to the general factor other than the specific domains (5 dimensions).

Conclusion: Findings of the bifactor model question whether the sub-dimensions of the SEQ are needed since most of the items on the SEQ explained larger variances in the general factor than any of the five domains. It is concluded that instruments like SEQ should be scored for a general factor and not as sub-dimensions. Further investigations are encouraged by scholars within the area to probe the dimensionality of the SEQ.

Quansah, F., Ankomah, F., Agormedah, E. K., Abieraba, R. S. K., Srem-Sai, M., Hagan, J. E. Jr., Okan, O., Dadaczynski, K., & Schack, T. (2022). COVID-digital health literacy and subjective well-being of students in Ghana: Mediation-moderation analyses. *Health Science Reports*, 5(6), 1-10. DOI: <https://doi.org/10.1002/hsr2.916>

Abstract

Previous research has established a strong association between COVID-19 digital health literacy (DHL) and subjective well-being among several populations, including students. With the growing misinformation and heightened fear of COVID-19 among persons with an underlying medical condition, several scholars have questioned the direct relationship between DHL and well-being. This study assessed the moderating roles of information accuracy concerns and the existence of an underlying medical condition among students. Using a cross-sectional design, a multi-stage sampling approach was used to select 1392 students from senior high schools in Northern Ghana who completed a questionnaire containing information on DHL, information accuracy, subjective well-being, and underlying health conditions, with reported internal consistency coefficients above 0.70. The data which was processed with SPSS version 25, was analyzed using correlation (Pearson and biserial), and Hayes' PROCESS for the moderation and mediation analyses. A significant positive relationship was found between (a) DHL and subjective well-being, (b) DHL and information accuracy concerns, and (c) information accuracy concerns and subjective well-being. However, the prevalence of underlying health conditions was negatively associated with information accuracy, DHL, and subjective well-being. Information accuracy concerns and the existence of an underlying medical condition significantly regulated the relationship between DHL and subjective well-being. Demonstrating satisfactory levels of DHL does not necessarily result in improved subjective well-being. However, emphasis should be placed on whether individuals attach much importance to the accuracy of information retrieved as well as having or not underlying health conditions.

Agormedah, E. K., Ankomah, F., Frimpong, J. B., Quansah, F., Srem-Sai, M., Hagan, J. E. Jr., & Schack, T. (2022). Investigating teachers' experience and self-efficacy beliefs across gender in implementing the new standards-based curriculum in Ghana. *Frontiers in Education*, 7, 1-12. DOI: <https://doi.org/10.3389/educ.2022.932447>

Abstract

The introduction of the new standards-based curriculum in Ghana required teachers to make adjustments, including teaching routines. Despite the challenges encountered in the introduction of this new curriculum, its passage was successful. Previous studies have revealed mixed reactions from teachers and how their experiences affect their efficacy during the implementation stage. This study examined whether teachers' experiences and self-efficacy beliefs influenced the implementation of the new curriculum reforms across gender in Ghana. The cluster sampling technique was used to survey 693 basic school teachers who responded to a questionnaire. Descriptive and regression-based inferential statistics were used to analyze the data. A preliminary assessment showed that teachers exhibited a moderate-to-high level of teaching efficacy in student engagement, instructional strategy, and classroom management. Furthermore, the study also revealed that teaching experience was positively related to efficacy. However, gender significantly moderated the relationship between teaching experience and teachers' efficacy in student engagement as well as teaching experience and efficacy in student engagement. Findings imply that even though teachers may be more likely to plan and deliver pedagogical content and carry out instructional activities, their sense of efficacy in managing their classroom is questionable. Emphasizing teaching experience in improving their efficacy in curriculum implementation is key, especially among female teachers. Programs or capacity-building training workshops that seek to improve teachers' ability to manage the classroom environment should be organized regularly to promote effective curriculum implementation.

Agormedah, E. K., Quansah, F., Ankomah, F., Hagan, J. E. Jr., Srem-Sai, M., Abieraba, R. S. K., Frimpong, J. B., & Schack, T. (2020). Assessing the validity of digital health literacy instrument for secondary school students in Ghana: The polychoric factor analytic approach. *Frontiers in Digital Health*, 4, 1-12. DOI: <https://doi.org/10.3389/fdgth.2022.968806>

Abstract

The emergence of the coronavirus pandemic resulted in the heightened need for digital health literacy among the youth of school-going age. Despite the relevance of digital health literacy among the general public (including students), it appears the measurement of digital health literacy is still a challenge among researchers. Recently, Dadackinski and colleagues adapted existing digital health literacy measures to fit the COVID-19 situation. Since this development, the instrument has been widely used with few validation studies with none in Africa and specifically, in Ghana. The purpose of the study was to assess the validity of the digital health literacy instrument (DHLI) for secondary school students in Ghana using the

polychoric factor analysis. We sampled 1,392 students from secondary schools in Ghana. The digital health literacy instrument was administered to the respondents, thereof. The study confirmed the four latent structures of the DHLI. Further, sufficient validity evidence was found regarding the construct validity of the DHLI. The findings from the study support the validity of the DHLI and its utility within the Ghanaian context. With the growing need for digital health literacy among younger people globally, the DHLI provides sufficient grounds for scaling them based on their level of literacy. There is a need for the instrument to be adapted and re-validated in Ghana and among different populations to widen its reproducibility.

Quansah, F., Hagan, J. E. Jr., Frimpong, J. B., Srem-Sai, M., Agormedah, E. K., Ankomah, F. (2022). Psychometric properties of the cultural mix coping inventory for stressful situations using physical education teachers: A multidimensional item response theory analysis. BMC Psychology, 10(209), 1-12. DOI: <https://doi.org/10.1186/s40359-022-00916-3>

Abstract

The incidence of COVID-19 pandemic heightened the levels of stress of not only students but for teachers, particularly physical education (PE) teachers. The reference to PE teachers is due to their role in engaging students in practical in-person lessons after the resumption of school. Previous literature has revealed that PE teachers exhibit significantly increased levels of anxiety, fear, tension, and uncertainty that they could contract the virus during these lessons. Given this scenario, there is a growing need for identifying a suitable coping scale that can accurately measure coping strategies employed by these teachers. This research assessed the psychometric properties of the 16-item coping inventory using a multidimensional item response theory approach. The study surveyed 484 PE teachers through the convenience sampling technique, after which the cultural mix coping instrument was administered to them. The findings of this study confirmed the 4-factor structure of the coping measure which is consistent with the original measure. Results further revealed that a modified 14-item compared to the original 16-item coping inventory was optimal in measuring coping strategies among PE teachers. The study concluded that the 14-item cultural mix coping inventory was appropriate, applicable, and reproducible to the PE teachers' population.

Ankomah, F., Quansah, F., Agormedah, E. K., Hagan, J. E. Jr., Srem-Sai, M., Sambah, F., Seidu, A.-A., Ameyaw, E. K., Ahinkorah, B. O., Darteh, E. K. M., & Schack, T. (2022). Validity and reliability of cultural mix coping inventory for stressful situations among healthcare professionals in Ghana amidst COVID-19. *International Journal of Environmental Research and Public Health*, 19(17), 1-17. DOI: <https://doi.org/10.3390/ijerph191710651>

Abstract

The Cultural Mix Coping Inventory for Stressful Situations is one of the recent coping measures developed to overcome the weaknesses of existing coping scales. Since its development and validation, the inventory has been used by previous studies to measure coping among teachers and students in stressful situations. Health professionals are workers who typically encounter stressful situations due to their work demands. In this study, we assessed the validity and reliability of cultural mix inventory for stressful situations among healthcare professionals in Ghana. The research was guided by three major objectives: (1) to assess the factor structure of the cultural mix coping inventory, (2) to evaluate the construct validity and reliability of the cultural mix coping inventory based on internal structure, and (3) to test for evidence of criterion validity based on the external structure of the measure. Approximately 312 health workers were purposefully sampled to participate in the study. The study confirmed the original four-factor solution of the coping inventory with evidence of the construct validity based on the internal structure. Validity evidence based on the external structure of the measure was found to be sufficient. Given the COVID-19 pandemic and coupled with the stressful nature in the line of duty of healthcare professionals, this inventory provides a useful and sound measure of coping options among this cohort.

Quansah, F., Anin, S. K., Hagan, J. E. Jr., Agormedah, E. K., Oduro, P., Srem-Sai, M., Frimpong, J. B., & Schack, T. (2022). Analysis of COVID-19 risk perception and its correlates among university students in Ghana. *COVID*, 2(8), 1125–1138. DOI: <https://doi.org/10.3390/covid2080083>

Abstract

Monitoring students' risk perception forms part of emergency management during public health emergencies. Thus, public risk perception generally triggers attitudes, emotional responses, and prevention behaviors, which affect the evolution of emergencies and disease control strategies. However, research has paid less attention to the COVID-19 risk perception of students in Ghana. This study assessed the prevalence of COVID-19 risk perception and further identified its correlates among university students. In this study, 882 students from two public universities in Ghana were conveniently recruited. The data were analysed using frequency counts, percentages, and ordered logistic regression. The study revealed the prevalence of a high degree of COVID-19 risk perception among almost half (47.4%) of the sampled students. Results from ordered logistic regression analysis showed that

age, sex, religion, use of professional and social media platforms, level (years) of study, and COVID-19 knowledge were significant correlates of COVID-19 risk perception. The dissemination of appropriate COVID-19 information and behavior-change communication to such relatively high-risk behavior sub-groups could help counter the debilitating effects of non-altruistic attitudes because of COVID-19 risk perception.

Quansah, F., Hagan, J. E. Jr., Ankomah, F., Agormedah, E. K., Nugba, R. M., Srem-Sai, M., & Schack, T. (2022). Validation of the WHO-5 well-being scale among Adolescents in Ghana: Evidence-based assessment of the internal and external structure of the measure. *Children*, 9(7), 1-15. DOI: <https://doi.org/10.3390/children9070991>

Abstract

The WHO-5 well-being measure happens to be one of the most renowned measures of subjective well-being across the globe. Although the instrument has been calibrated in different countries, its psychometric properties and applicability in Africa, especially in Ghana, are not known. In this study, the WHO-5 well-being scale was validated among adolescents in Ghana by assessing the validity evidence of the measure based on the internal and external structure. In particular, the study examined the (1) dimensionality of the WHO-5 well-being scale, (2) quality of the items (including the scale functioning) for the measure, and (3) criterion validity of the well-being measure. Using a survey approach, 997 adolescents were recruited in secondary schools across the northern belt of Ghana. The study found a one-factor structure of the scale, which supports the factor solution of the original measure. The items were found to be of high quality, except for one item. The WHO-5 well-being measure was found to have sufficient evidence regarding convergent and divergent validity. The outcome of this validation study provides support for the validity and reliability of the WHO-5 well-being scale's utility and use among adolescents in Ghana. The study encourages further validation studies to be conducted in Ghana to widen the reproducibility of the WHO-5 well-being measure.

Quansah, F., Frimpong, J. B., Sambah, F., Oduro, P., Anin, S. K., Srem-Sai, M., Hagan, J. E. Jr., & Schack, T. (2022). COVID-19 pandemic and teachers' classroom safety perception, anxiety and coping strategies during instructional delivery. *Healthcare*, 10(5), 1-12. DOI: <https://doi.org/10.3390/healthcare10050920>

Abstract

Several professionals, including teachers, have been engrossed in fear of the worst happening due to COVID-19 and the rapidly evolving nature of the virus affecting the perception of safety in any working environment. This study examined teachers' perceptions of classroom safety, anxiety, and coping strategies during instructional delivery in senior high schools in Ghana. Adopting the cross-sectional survey design with a quantitative approach, a convenient sample of 174 senior high school teachers in the Cape Coast Metropolis completed a questionnaire. Data were analyzed using descriptive analysis, analysis of variance, and multiple linear

regression. The findings showed that teachers perceived their classroom environment as unsafe during instructional delivery amidst COVID-19 and reported modest to extreme levels of anxiety. Further, teachers with a high level of COVID-19 anxiety were found to utilize active coping strategies to manage stressful situations. The reported unsafe working environment in schools during the pandemic times highlights the critical role of supportive working environments for teachers' mental and psychological wellness. School counseling psychologists, school welfare officers, and school health coordinators should collaborate to implement interventions (e.g., social-emotional learning; resilience strategies) that promote the wellbeing of teachers and a safe working environment.

Srem-Sai, M., Quansah, F., Hagan, J. E. Jr., Ankomah, F., Frimpong, J. B., Ogum, P. N., & Schack, T. (2022). Re-assessing the psychometric properties of stress appraisal measure in Ghana using multidimensional graded response model. *Frontiers in Psychology*, 13(856217), 1-13. DOI: <https://doi.org/10.3389/fpsyg.2022.856217>

Abstract

Despite the widespread use of the stress appraisal measure questionnaire in sport psychology literature, information on the psychometric properties of this survey instrument across different cultures and samples is still lacking. This study sought to validate the stress appraisal measure among male football players in Ghana's Premier League using the multidimensional item response theory. The descriptive cross-sectional survey design was adopted to recruit 424 footballers from the 2020/2021 Ghana Premier League season using the census approach. The 28-item Stress Appraisal Measure was used to assess six (6) appraisal mechanisms under primary and secondary cognitive appraisals. The ordered polytomous item response theory was used for analyzing the data. The study found that although some items were problematic, the majority of them were found to have good item parameters, and effective scale option functioning and provided adequate empirical information in the measurement of stress appraisal. This research concluded that the stress appraisal measure has promising applicability among male footballers who participated in the premier league in Ghana. Future researchers are encouraged to re-validate the stress appraisal measure with a different sample to contribute to the understanding of the applicability of the instrument in non-western populations.

Frimpong, J. B., Agormedah, E. K., Srem-Sai, M., Quansah, F., & Hagan, J. E. Jr. (2022). Examining risk perception and coping strategies of senior high school teachers in Ghana: Does COVID-19-related knowledge matter?. *COVID*, 2(5), 660–673. DOI: <https://doi.org/10.3390/covid2050050>

Abstract

Previous research has established the link between COVID-19 risk perception and the coping behaviors of teachers in different countries. However, these studies have revealed inconsistent result patterns. Moreover, little is known about the role of COVID-19 knowledge in the link between risk perception and the coping strategies of teachers. This study, therefore, examines

the relationship between COVID-19 risk perception and the coping behaviors of teachers, as well as the moderating effect of COVID-19 knowledge in this link. Through the convenience sampling technique, a cross-sectional sample of 376 teachers was recruited to respond to a questionnaire. Correlation and multiple regression analyses were used in analyzing the data. It was revealed that COVID-19 risk perception was positively correlated with active coping strategy and negatively associated with emotional support. Further, results showed that with the a high level of COVID-19 risk perception, teachers with a high level of knowledge are less likely to adopt emotional support coping. In contrast, teachers with low knowledge levels will exhibit a higher probability of adopting emotional support coping. The study projects the need for enhancing the knowledge of teachers while conscientizing them on the risky nature of COVID-19 through health education and promotion.

Quansah, F.; Ankomah, F.; Hagan, J.E., Jr.; Srem-Sai, M.; Frimpong, J.B.; Sambah, F.; Schack, T. (2022). Development and validation of an inventory for stressful situations in university students involving coping mechanisms: An interesting cultural mix in Ghana. Psych, 4(2), 173–186. DOI: <https://doi.org/10.3390/psych4020015>

Abstract

Cognitive and behavioural coping strategies are relevant approaches for individuals such as university students as they attempt to manage stressful situations such as the COVID-19 pandemic and other academic-related pursuits within their social milieu. Although several instruments have been developed to measure the coping situations of such individuals, few studies have developed students' specific coping inventories, with none in the African context. Of the few that exist, a culturally dominant code such as religion has been ignored by many scholars in the development of coping measures. In this study, a cultural-mix coping inventory was developed and validated using university students in Ghana. Two distinct interrelated objectives were addressed. First, the structure of the coping inventory was identified through principal component analysis. Further confirmatory factors, as well as reliability analyses, were then performed to provide evidence of the construct validity of the scale. The outcome of the study revealed a sixteen-item psychometrically sound coping inventory with a four-dimensional structure, namely, active coping, religious coping, behaviour disengagement, and emotional support. The implications of the results are further discussed in detail.

Hagan, J. E. Jr., Quansah, F., Frimpong, J. B., Ankomah, F., Srem-Sai, M., Schack, T. (2022). Gender risk perception and coping mechanisms among Ghanaian university students during the COVID-19 Pandemic. Healthcare, 10(4), 1-12. DOI: <https://doi.org/10.3390/healthcare1004068>

Abstract

Recent research has shown that gender is an important driver of the risk of mortality and morbidity rates for people with COVID-19, with case fatality rates being higher for women than men. Despite this pattern, research is sparse on gender risk perception and potential coping mechanisms. This study examined the role gender plays in the relationship between

COVID-19 risk perception and coping mechanisms among university students. Through the adoption of traditional and online surveys, 859 students from two public universities in Ghana were conveniently selected to respond to the survey instrument. The results from the multivariate regression analysis revealed that COVID-19 risk perception was positively related to active coping. The outcome of the moderation analysis showed that while males were more likely than females to adopt active and emotional support in coping with heightened risk perception, a contrary outcome was observed for behaviour disengagement. This result is an indication that female students are likely to be overwhelmed with a high level of risk perception and easily give up trying to adopt effective strategies to reduce the effect of the COVID-19 pandemic situation. The findings highlight the need for different forms of intervention for male and female students for dealing with the effect of COVID-19.

Addadey, J. A., Quansah, F., Mawusi, R. M., Ankoma-Sey, R. V. (2022). Trapped in the ‘Web’: Challenges of grade 9 pupils in choosing a course to pursue in senior high schools in Ghana. Open Education Studies, 4(1), 106-119. DOI: <https://doi.org/10.1515/edu-2022-0006>

Abstract

Grade 9 pupils' choice of a course to pursue in senior high school in Ghana is a decision made at a young age usually below 16 years. Therefore, these young pupils rely on other persons for help when making such a decision. Previous research found that instead of assisting, these social agents rather interfere with this decision-making process. This study explored the challenges grade 9 pupils face in choosing courses in their transition to senior high school by seeking the views of the pupils and their teachers/counsellors using a questionnaire and interview guide. The findings showed that fathers, mothers, siblings, finances, and orientation at home were the major obstacles the pupils faced when selecting a course to pursue. Other challenges found in the school setting included teacher interference and peer distractions. The study concluded that grade 9 pupils have a great challenge from their social milieu when choosing a course to pursue at the senior high school level. The study recommended that school counsellors/heads should educate parents, guardians, and teachers on how to guide pupils in choosing a course to pursue at the SHS level

Quansah, F., Hagan, J. E. Jr, Ankomah, F., Srem-Sai, M., Frimpong, J. B., Sambah, F., & Schack, T. (2022). Relationship between COVID-19 related knowledge and anxiety among university students: Exploring the moderating roles of school climate and coping strategies. Frontiers in Psychology, 13, 1-12. DOI: <https://doi.org/10.3389/fpsyg.2022.820288>

Abstract

The emergence of the COVID-19 pandemic resulted in abrupt disruptions in teaching and learning activities in higher education, with students from diverse programs suffering varying levels of anxiety. The physical education field happens to be one of the most affected academic areas due to its experiential content as a medium of instruction. In this study, we

investigated the roles of school climate and coping strategies in the relationship between COVID-19-related knowledge and anxiety. Through the census approach, a cross-sectional sample of 760 students was administered a questionnaire in two universities offering Physical Education in Ghana: the University of Education, Winneba, and the University of Cape Coast. The outcome of the study found a positive and significant link between COVID-19 knowledge and anxiety. Further, school climate and coping strategies significantly moderated the relationship between students' COVID-19 knowledge and associated anxiety. The findings have implications for creating a conducive school environment that reduces the risk of COVID-19 infection and through students' adoption of active coping strategies in an attempt to reduce psychological distress associated with COVID-19 anxiety.

Hagan, J. E. Jr., Quansah, F., Ankomah, F., Agormedah, E. K., Srem-Sai, M., Frimpong, J. B., & Schack, T. (2022). Linking COVID-19-related awareness and anxiety as determinants of coping strategies' utilization among senior high school teachers in Cape Coast Metropolis, Ghana. *Social Science*, 11(3), 1-15. DOI: <https://doi.org/10.3390/socsci11030137>

Abstract

Cognitive-behavioral coping among teachers is an important issue of investigation due to the reported high prevalence of anxiety associated with the COVID-19 pandemic. Whereas several studies have assessed the COVID-19 awareness of individuals as a predictor of anxiety, the moderating role of awareness in anxiety and coping mechanisms remains unclear. The study primarily examined the nexus between awareness of COVID-19 and (a) anxiety and (b) coping strategies, including the interaction effect of COVID-19-related awareness in the link between anxiety and coping strategies among senior high school teachers. A descriptive cross-sectional survey design was adopted to conveniently select 184 teachers from senior high schools in the Cape Coast Metropolis. Questionnaires were administered to the participants and data were analyzed with means, standard deviation, Pearson correlation, and linear regression statistical procedures. Summarily, the results revealed a negative relationship between COVID-19 awareness and the anxiety levels of teachers. COVID-19-related anxiety significantly predicted the coping mechanisms of teachers. Further, COVID-19 awareness significantly moderated the relationship between anxiety and the coping strategies adopted. These findings imply that the public health education and mass awareness campaign programs on COVID-19 could act as buffers against the spread of COVID-19, and its associated comorbidities and help improve the mental health of teachers. Promoting adaptation to COVID-19 through the use of functional management strategies such as active coping and emotional support should be encouraged in the Cape Coast Metropolis among teachers.

Hagan, J.E., Jr.; Quansah, F.; Anin, S.K.; Sorkpor, R.S.; Abieraba, R.S.K.; Frimpong, J.B.; Srem-Sai, M.; Schack, T. (2022). COVID-19-related knowledge and anxiety response among physical education teachers during practical in-person lessons: Effects of potential moderators. Behavioral Science, 12, 1-15. DOI: <https://doi.org/10.3390/bs12030083>

Abstract

The COVID-19 pandemic has resulted in heightened anxiety levels among teachers, especially regarding PE teachers who are required to engage students in practical in-person or contact teaching lessons. Previous research showed that these levels of anxiety among PE teachers appeared to be explained by the interplay between COVID-19 knowledge, workplace safety perception, and educational qualification. This study assessed the relationship between COVID-19-related knowledge and anxiety response among PE teachers during such practical lessons while moderating the effects of workplace safety perception and educational qualification within the relationship. The study conveniently recruited 160 PE teachers to solicit responses through both online and printed questionnaires. Using correlation and linear regression analyses, the study revealed a significant negative relationship between COVID-19-related knowledge and anxiety response among PE teachers. The educational qualification of PE teachers did not significantly moderate the association between COVID-19-related knowledge and anxiety response. Workplace safety perception significantly moderated the association between COVID-19-related knowledge and anxiety response among PE teachers. The findings remind educational authorities about the essence of creating a positive and safe working environment conducive to academic work. Achieving this goal requires the provision of adequate COVID-19 management logistics (e.g., personal protective equipment, hand sanitizers) by educational authorities for PE teachers to maintain safety practices and optimal learning conditions.

Cobbinah, A., Annan-Brew, R., & Quansah, F. (2022). Item Difficulty as a source of variability in student achievement in the West African Secondary School Certificate Examination (WASSCE): Application of generalizability theory. Journal of Advances in Education and Philosophy, 6(3), 136-142. DOI: <https://doi.org/10.36348/jaep.2022.v06i03.001>

Abstract

Students' achievement in core subjects in the West African Secondary School Certificate Examination (WASSCE) has been a subject of concern for stakeholders due to poor performance. The purpose of this study is to assess whether item difficulty is a significant source of variability to the measurement of students' achievement in WASSCE in Ghana, using the generalizability theory. The study had three specific objectives: (1) to examine the sources of variability (eg, item) to students' achievement in WASSCE in Ghana, (2) to assess the dependability of students' responses in relation to their ability, (3) evaluate how

many items are sufficient to provide an optimum measure of student achievement. The one-facet crossed random design was adopted as the research design. Data were obtained from students' achievement in 2015 WASSCE in the four subjects, namely, Mathematics, Science, Social Studies and English Language. The generalized analysis of variance (GENOVA) was used for the analysis, conducting both G-study and D-study. The analysis revealed that the findings from this study showed that item difficulty had minimal effect on the variability in students' achievement in English Language and Mathematics. The result further revealed that item difficulty had a significant effect on variability in students' achievement in Science and Social Studies. Only the English Language test showed relatively low reliability. The study recommended the item difficulty and content structure of the Science and Social Studies multiple-choice test should be evaluated by WAEC officials and their examiners.

Quansah, F., Hagan, J. E. Jr., Sambah, F., Frimpong, B. J., Ankomah, F., Srem-Sai, M., Seibu, M., Abieraba, K. S. R., & Schack, T. (2022). Perceived safety of learning environment and associated anxiety factors during COVID-19 in Ghana: Evidence from physical education practical-oriented program. *European Journal of Investigation in Health, Psychology and Education*, 12(1), 28-41. DOI: <https://doi.org/10.3390/ejihpe12010003>

Abstract

The outbreak of COVID-19 led to the swift migration to alternate instructional delivery models and pedagogical practices in educational institutions. This study examined the perceived safety of the learning environment and associated anxiety factors among physical education students amidst COVID-19. Using a cross-sectional design, a sample of 638 students drawn purposively and conveniently from a public university in Ghana completed a self-developed questionnaire. Frequency counts, percentages, and ordered logistic regression were used to analyze the data. The findings of the study showed that students perceived the practical lesson environment as unsafe, with self-reported moderate to high levels of anxiety during their practical lessons. The ordered logistic regression results revealed that varied factors such as age, COVID-19 information platforms, certainty about personal safety, and adequacy of preparation to manage COVID-19 cases were associated with anxiety. The study concluded that an unsafe practical physical education learning environment increases the anxiety levels of students. Academic departments/units should provide periodic interventions (e.g., positive self-talk, mental rehearsal, cognitive restructuring) and counseling services for students amidst the ongoing pandemic to help moderate situational-specific anxiety. In addition, the key to the management of students' anxiety is the provision of a safe and supportive school environment, including the provision of adequate personal protective equipment for practical lessons by school authorities.

Oduro, P., Mensah, F. A., Quansah, F., Lawer, R. A., & Ankoma-Sey, V. R. (2021). Understanding primary school teachers' remediation strategies in assisting pupils with reading (phonics) difficulties. *International Journal of Social Sciences & Educational Studies*, 8(4), 189-204. DOI: <https://doi.org/10.23918/ijsses.v8i4p189>

Abstract

Reading difficulty is a major concern for basic school teachers in Ghana, as the majority of pupils in primary schools cannot read and subsequently, produce abysmal performance in the English Language subject. This research conducted a qualitative inquiry into exploring the approaches used by teachers to remediate phonics difficulties among struggling readers at Unipra South Cluster of Schools at Winneba. Grade 4 English Language teachers were sampled to participate in the study. An unstructured interview was conducted to collect data with the help of an interview guide. Data were analysed using the thematic analysis approach. The study found that the grade 4 teachers predominantly used the jolly phonics and rhyming methods in remediating phonics difficulties among struggling readers. It was further revealed that materials used during instruction were flashcards, manila cards, chalkboards, and textbooks. The study recommended that Ghana Education Service should design professional development programmes to equip teachers with effective strategies for reading instruction.

Quansah, F., & Cobbinah, A. (2021). Equivalence of parallel tests in a basic statistics course in higher education using classical measurement theory. *Canadian Journal of Educational and Social Studies*, 1(2), 13-28. DOI: <https://doi.org/10.53103/cjess.v1i2.11>

Abstract

Developing and administering parallel test forms to students in higher education offsets the cost of having assessment scores that have low validity. This research demonstrated the validity and equivalence of parallel tests in a Basic Statistics course. Among other things, the study: (1) established and compared the item specifications of the items on the different test forms developed, and (2) determined the extent of parallelism of the alternate test forms. Three carefully designed alternate forms of achievement tests (using item specification and test specification table) were administered to 504 second-year students. In addition, an academic resilience scale was administered to the same students to help ascertain the criterion validity of the alternate forms. The study revealed some level of similarities in the statistical specifications of the alternate test forms. Further analysis showed that the three alternate test forms developed were congeneric forms of parallelism. The authors concluded that developing classical parallel forms of the test is not feasible, but having congeneric parallel test forms offset the cost of having less valid scores which do not represent students' attainment levels. Faculty members are encouraged to make use of parallel test forms in assessing students in higher education.

Nugba, M. R., Quansah, F., Ankomah, F., Tsey, E. E., & Ankoma-Sey, V. R. (2021). Prevailing status of educational process factors in junior high schools in the Central Region of Ghana. *Asian Journal of Education and Social Studies*, 24(2), 42-53. DOI: <https://doi.org/10.9734/AJESS/2021/v24i230575>

Abstract

Globally, there is the quest to improve quality education as highlighted by Sustainable Development Goal 4. One of the quintessential factors that could facilitate the attainment of this global goal is effective and adequate educational process factors. The study specifically sought to assess the state of educational process factors such as teacher use of instructional time, level of parental and community involvement, type of leadership, and curriculum coverage among the urban, rural, public, and private junior high schools in the Central Region of Ghana. The descriptive survey design was used to carry out the study. Through stratified sampling technique, 1260 respondents comprising 126 head teachers, and 378 junior high school teachers were engaged in the study. Two sets of questionnaires were designed for the headteachers and teachers. Data gathered were analysed using frequencies, percentages, means, and standard deviations as well as the chi-square test of association and independent samples t-test. It was found that educational process factors were generally better in urban schools as well as private schools. For rural schools and public schools, the educational process factors were poor, particularly, the percentage of syllabus coverage was low for English, Mathematics, and Integrated Science. It was concluded that a deficit in educational process factors posed threat to the quality of education. It was suggested that the Ministry of Education, together with teachers should strive to enhance process variables in schools.

Oppong Frimpong, S. (2022). The Push and Pull Factors of Learners' Participation in the Classroom Learning Process: The Case of Agona West District, Ghana. *Advances in Social Sciences Research Journal*, 9(9), 236-255.

Abstract

The push and pull factors of the classroom learning environment and learners' participation has been an issue of concern to all stakeholders in education. This stems from the fact that there are factors in the classroom learning environment that can either enhance or impede a learner's ability to actively participate and learn in the classroom. With the knowledge of this, two research questions were formulated to guide the collection of qualitative data in the form of interviews and observation from 16 participants who were in Early Childhood Education (ECE) teachers. The study employed a case study design. The analysis of data and discussion of findings were done thematically being informed by the objectives of the study. The study revealed that seating arrangement, class size, instructional materials, nature of the furniture and the classroom size and the relationship between teachers and their learners were among the factors that could either pull or push learners'

chances of actively participating in their classroom activities. Based on the findings, it is being recommended that the government of Ghana should expand infrastructure in the form of classrooms and provide developmentally appropriate furniture, particularly, at the kindergarten level to reduce the number of learners in a classroom to size than can be conveniently managed by the teacher. The ECE teachers should create space in their classrooms to facilitate easy movement and subsequent learner participation. Learner-centered pedagogy should be employed in lesson delivery at the ECE level and the teachers should also relate very well with their learners.

Oppong Frimpong, S. (2022). A Comparative Study on Assessment Practices Between Private and Public Early Childhood Centres in Kumasi Metropolis, Ghana. Journal of Education and Practice, 6(5), 49-65. <http://www.carijournals.org>

Abstract

Purpose: Despite numerous quantitative studies on teachers' conceptions and practices of assessment, little research exists regarding the unique assessment environment of Kumasi Metropolis, Ghana. This study uses quantitative data to compare how teachers in private and public early childhood centres employ assessment practice in Kumasi Metropolis, Ghana. **Methodology:** The study adopted a participant selection model in which quantitative data was analysed to select 232 participants from 149 schools with the use of a descriptive survey design. **Results:** The findings revealed that both private and public early childhood teachers make use of both formative and summative assessment practices in their classroom settings. Further analysis of the data revealed that both private and public teachers in the early childhood centres employed multiple assessment tools when assessing learning outcomes among children. However, public early childhood teachers have a higher level of understanding of assessment practices than their counterparts in private centres. **Unique Contributions to Theory, Policy, and Practices:** It is therefore recommended that headteachers in collaboration with the Metro Education Directorate should organise a workshop to equip ECE teachers with skills on the use of the various assessment types in the early childhood centres especially those in the private schools. Again, headteachers and circuit supervisors, within Kumasi Metropolis should encourage ECE teachers to continually use multiple assessment tools in assessing learning outcomes. Lastly, more workshops and in-service trainings should be organized by the headteachers, with support from Metro Education Directorate, for private early childhood teachers in the Kumasi Metropolis to equip them with knowledge on assessment practices, since they seem to have limited knowledge on it.

Oppong Frimpong, S., Osei, D., & Woode-Eshun, A. (2022). Kindergarten Teachers' Choice of Instructional Strategies for Developing Literacy Skills: A Critical Analysis of Kindergarten Teachers in Agona West Municipality. *International Journal of Research and Innovation in Social Science*, 6(9), 283-292. <http://www.rsisinternational.org>

Abstract

The study employed the sequential explanatory missed method design to identify the conditions that determine teachers' selection of literacy skills instructional strategies. One hundred and seventy-six (176) kindergarten teachers within the Agona West municipality constituted the sample size for the quantitative phase of the study of which 15 participants were used for the qualitative phase through the use of the interview. The Slovin formula and homogeneous sampling strategies were used as sampling techniques for the quantitative and qualitative phases respectively. A structured questionnaire was used to collect the quantitative data and semi-structured interview guide was used to collect qualitative data. The instruments were validated and pilot tested and the reliability coefficient for the questionnaire was 0.943. The quantitative data were analysed using frequencies, percentages, mean and standard deviation and the hypotheses were tested with multiple linear regression and one-way analysis of variance. The qualitative data were analysed thematically. The study identified teacher's personal and professional experiences, number of years in active service as teachers and kindergarten teachers, available instructional materials, class enrollment, and assessment structure as some of the conditions that determined their selection of literacy skills instructional strategies. The study further revealed that KG teaching experience significantly influenced the conditions that determined the choice of instructional strategies used in teaching literacy skills among kindergarten teachers. Thus, the study recommends ECE teachers should design/develop instructional materials to augment what the Municipal Directorate of Education will purchase to enhance effective literacy instruction. Workshops, for example, developing instructional material could be organised by the headteachers to equip ECE teachers with that skill. Also, efforts should be made by the Ghana Education Service and the Agona West Education Directorate to make sure that only teachers with early childhood education professional qualification are assigned to teach at the kindergarten level.

Oppong Frimpong, S. (2021). Interaction, The Pivot around which Quality Early Childhood Education Should Revolve. *PUPIL: International Journal of Teaching, Education and Learning*, 5(3), 21-36. DOI: <https://doi.org/10.20319/pijtel.2021.53.2136>

Abstract

This position paper advocates that the extent to which children are involved in the teaching and the learning process and their environment determines how much knowledge they can create for themselves. The nature of children's involvement in teaching and learning is largely couched in interaction. Where meaningful involvement in teaching and learning is achieved, it symbolizes quality teaching and learning. Thus, the most important ingredient in Quality Early Childhood Education

(QECE) provision is interaction, referring to the contact between two or more people or a person and an object over a common interest. Interaction being argued to be the means by which an early childhood centre functions daily, the quality of interaction and instruction young children receive at the ECE centres can make or unmake their later lives. Thus, with interaction in the school, learners can have contact with their peers, manipulate TLMs, participate actively during the lesson delivery, and take an active part in every activity. Quality interaction, therefore, shows the extent to which learners can be involved in the content of what they are learning both indoor and outdoor within their environment. Consequently, rich interactive experiences at the ECE centre play a key role in children's optimal development.

Oppong Frimpong, S. & Osei, D. (2021). Knowledge and Practice of Assessment: Empirical evidence from Early Childhood Teachers in the Kumasi Metropolis, Ghana. EJ-SOCIAL, European Journal of Humanities and Social Sciences, 1(1), 10-18. DOI: <http://dx.doi.org/10.24018/ejsocial.2021.1.1.5>

Abstract

Sound assessment fosters learning, improves teaching, and provides information about what has been done or achieved by learners. Children cannot develop without them being assessed. However, information available to the researchers suggest that research is done or is not done specifically at the early childhood level. This sequential explanatory mixed method was used to examine knowledge and assessment practices in some selected ECE centres in the Kumasi Metropolis. Two hundred and forty-two trained early childhood teachers were selected using the table of random numbers and purposive sampling procedures. Self-developed questionnaire and a structured interview were used for the data collection. The findings show that most of the participants had some level of understanding on assessment practices. It was found that, the majority of the teachers used assessment tools such as class exercises, portfolio building, in assessing their children. It was further found that most of the teachers had some level of experience as they use the assessment tools, although they couldn't use multiple tools in their assessment. To maintain and improve the teachers' level of understanding on assessment practice, it is recommended that refresher courses on modern trends of assessment should be frequently organized to keep and maintain the knowledge base and skills of the teachers in assessment practices. It is also recommended that teachers should be sensitized on regular basis to the importance of their assessment practices to effectively practicalize the assessment was done on pupils.

Oppong Frimpong, S. (2021). The influence of perception on the provision of early childhood education in the Kumasi Metropolis of Ghana. African Educational Research Journal, 9(1), 179-188. DOI: <https://doi.org/10.30918/AERJ.91.20.142>

Abstract

An individual is born with millions of neurons and the quality of the experiences he/she will have at the early years can potentially determine the future life of that person. This makes quality early childhood education pivotal. However, the perception people have about this influence how they prepare themselves to provide that quality early childhood education for young children. Thus, this qualitative research purposively sampled 26 participants to elicit their views about the perception they have about the criticality of early years experiences and how the perception influenced how they were providing the early childhood education within the Kumasi metropolis of Ghana. Data in the form of the interview were analysed thematically. The study found that experiences through early childhood education are criticality in serving as the foundation for future education. The study also found that developmentally appropriate infrastructure (such as tables and chairs sized to the height of learners, spacious and well-ventilated classrooms), teachers who are specifically trained in early childhood education and child-friendly pedagogy should be in place to ensure quality early childhood education and that how early childhood education was perceived greatly influenced how it was provided. The recommendations based on the findings are that there should be more advocacy by teachers and headteachers on the criticality of early years experiences to ensure people's sufficient appreciation for quality early childhood education for young children. Importantly, early childhood education should be completely detached from primary and basic school to enable it to receive the due attention and the needed provision. Individuals with the right perception should be engaged with the provision of ECE.

Oppong Frimpong, S. & Gyapong, M. (2021). Children's Problem Behaviour and their Effect on Class Activities in Early Childhood Centres of Effutu Municipality. EJ-SOCIAL, European Journal of Humanities and Social Sciences, 1(1), 1-9. DOI: <http://dx.doi.org/10.24018/ejsocial.2021.1.1.6>

Abstract

The purpose of the study was to examine the prevailing children's problem behaviour and their effects on class activities in pre-schools in Effutu Municipality of Ghana. The study adopted the concurrent mixed methods design. Data were collected through a semi-structured interview schedule and questionnaire. The stratified random sampling technique was used to aid the selection of 15 schools from the Municipality. Simple random sampling was used to select 45 respondents from schools to respond to the questionnaire and purposive sampling was used to sample 15 participants for the qualitative data. The quantitative data was analysed using frequencies and percentages while the qualitative data were analysed thematically. It emerged from the study that the predominant types of children's problem

behaviour that teachers encountered were; aggression, non-compliance, destructiveness, refusal to take instruction, and intentional destruction of property. Among the effects of the problem behaviours the study revealed were inattention from class activity thereby impeding participation in academic activities; breeding of social exclusion from peers, the behaviour challenges resulting in violent actions (behaviour), and other misbehaviour against others. Based on the findings, it is recommended that Effutu Municipal Assembly, Winneba Educational Directorate, and the headteachers from the selected schools for the study should organize programmes in collaboration with the early childhood unit on how to cope, prevent and deal with problem behaviour and its effects to ease the burden of parents and teachers and also help the learners to benefit from their academic activities. Early childhood education teachers should also make changes to their lesson delivery strategies by asking learners to read out loud, and by actively engaging the supposed disruptive learners more often to improve their concentration and class participation.

Oppong Frimpong, S. (2021). The role of teaching and learning materials and interaction as a tool to quality early childhood education in Agona East District of the Central Region of Ghana. African Educational Research Journal, 9(1), 168-178. DOI: <https://doi.org/10.3>

Abstract

Early years' experiences in quality thinking and socialisation are critical to the optimal development of children, and Quality Early Childhood Education (QECE), is crucial in achieving this quality developments. However, several works of literature suggest that there is a general lack of Teaching and Learning Materials (TLMs) in Sub-Saharan Africa, Ghana inclusive. Meanwhile, the constructivists' theory and other researches indicate that to ensure QECE, TLMs should be available and accessible to learners to interact with in advance and during a lesson. Using case study design, therefore, data in the form of interviews and observations were collected from twelve ECE schools in the Agona East District of the Central Region of Ghana. Participants composed of twelve ECE teachers and twelve headteachers of the schools totalling twenty-four. The findings suggest that participants perceived TLMs as a very important factor in ensuring QECE provision. Again, TLMs were not readily available and so the children could not interact with them. The study further revealed that the unavailable nature of the TLMs hindered children's accessibility and active interaction with them. The findings further revealed that interaction could not feature prominently in the provision of the ECE due to the unavailability and inaccessibility of TLMs. Based on the findings, it is suggested that teachers and providers of ECE should ensure that TLMs are made available and accessible to learners to interact with. Teachers should also devise innovative ways of creating and developing TLMs from their locality. Moreover, they should encourage and promote children's active interaction with the TLMs, as this is a sure way of achieving learning.

Oppong Frimpong, S. & Osei, D. (2020). Socio-emotional development of the kindergarten pupil: the role of assessment in the Kumasi Metropolis, Ghana. *European Journal of Education Studies*, 7(12), 90-108. DOI: <https://doi.org/10.46827/ejes.v7i12.3505>

Abstract

Socio-emotional development which includes a broad range of mental, behavioural, and self-control skills is used in social interactions to achieve social and emotional goals and adjustment. A well-assessed socio-emotional development, through social skills, empathy skills, and relationship skills, could help reform and guide pupils' mental, behavioural, and self-control skills and vice versa. This prompted the researchers to examine the influence of social skills, empathy skills, and relationship skills on the socio-emotional development of children in selected early childhood centres in the Kumasi Metropolis. The study was nested in quantitative design using Multiple Linear Regression Model. A sample of 242 kindergarten teachers from 149 early childhood centres in the Kumasi Metropolis were selected with the help of a table of random numbers. The study established a strong and positive influence of assessment in the form of social skills, empathy skills, and relationship skills on the socio-emotional development of the children in the selected centres. It is recommended that effective and regular in-service should be organized for kindergarten teachers in Ghanaian early childhood centres to expose them to the need for sound assessment practices in the development of socio-emotional skills of their learners. Teachers can influence the socio-emotional development of their learners. They should therefore be mindful of their behaviours in the classroom and model good behaviour for their learners to emulate.

Oppong Frimpong, S. (2020). Ensuring quality early childhood education provision: The indispensable role of parents in the Effutu Municipality of Ghana. *British Journal of Education*, 9(1), 42-58. <https://ssrn.com/abstract=3770190>

Abstract

There is a notion that children are the hope of the future of society. This has led to Early Childhood Education becoming the focus of debate at all levels of government. However, the benefits emanating from Early Childhood Education cannot be realized on its own without a key component of the indispensable role parents play. Consequently, this ethnographic research employed a focus group interview to collect data from 14 participants from the Effutu Municipality to answer the research questions formulated to guide the study. The study found that if parents actively involve themselves in the education of their children, it can build a rapport between them and the school to be informed about what goes on in the school on their children so they can continue at home. This can increase their children's happiness at school, and possibly encourage them to participate in school activities. However, the study found that the parents were faced with challenges ranging from financial constraint and their lack of education to wrongly prioritizing their children's education which potentially prevented them from living up to their parental expectation. From the findings, it is

recommended that parents should re-orient their perception and attitude towards early childhood education and consider it to be a critical stage in their children's educational ladder and subsequent general development as human beings. They should also visit their children's schools whenever need be, and they should have time for their children and be interested in their education.

Oppong Frimpong, S. (2020). Assessing the quality of ECE teachers in Ghana: Juxtaposing theory to practice. *European Journal of Education Studies*, 7(12), 752-770. DOI: <https://doi.org/10.46827/ejes.v7i12.3505>

Abstract

The quality of a preschool is a replica of its teachers. Thus, the specific training teachers have attained in Early Childhood Education plays an important role in their daily practices. Nevertheless, concerns have been raised in Ghana and Sub-Saharan Africa about the quality of ECE teachers. Consequently, a convergent design of mixed methods was employed to juxtapose what we know to be the ideal quality of the ECE teacher and the current state of their quality. Using purposive, cluster, simple random, and convenience sampling techniques, the study sampled 182 participants from Ga-South and Accra Metro in Ghana. Data in the form of questionnaire, interview and observation were collected. The questionnaire responses were analysed through simple descriptive statistics expressed in percentages and thematic analysis was used for the interview and observation data. Findings from this study confirms the weak training background of the participants. The majority of them had professional training up to the diploma level and a reasonable number did not have any qualification at all in ECE training. The participants dominated their teaching and learning process with less learner engagement. In view of the findings, ECE teachers should be specifically trained in ECE methodologies and approaches. They should employ a child-centred mode of instruction and involve their learners in the teaching and learning process to promote active involvement and facilitate their learning. Feedback should also be provided to learners.

Oppong Frimpong, S. (2019). The classroom physical environment as a “third teacher” for an early childhood education provision in the Ga-West Municipality of Ghana. *International Journal of Social Sciences*, 4(3), 1339-1360. DOI: <https://dx.doi.org/10.20319/pijss.2019.43.13391360>

Abstract

In spite of what literature has said about the relevance of the classroom environment and the fact that it can serve as the “Third teacher” in ECE provision, available data shows a lack of infrastructure in most Early Childhood Education (ECE) centres in sub-Saharan Africa, including Ghana. The purpose of this study, therefore, was to ascertain a first-hand information about the state of the classroom environment of the ECE centres in the Ga-West Municipality of Ghana and how it was serving as a third teacher for quality ECE provision.

Using the convergent design (previously referred to as concurrent triangulation) mixed methods approach, data in the form of questionnaire, interview, and observation were collected from 142 participants comprising four ECE circuit coordinators, 130 ECE teachers, and four headteachers drawn from 20 schools within the Ga-West Municipality in Greater Accra Region of Ghana. The findings showed some general infrastructural problems in the form of inappropriate furniture, unresourced learning centres and overcrowding classroom space. This possibly limited the ability of some of the teachers to translate their training into classroom practice. It also hindered the role the infrastructure (the classroom environment) could play as a third teacher and how the children could benefit from their classroom environment to aid their learning. Thus, it is recommended that provision should be made to improve the infrastructure to make it more developmentally appropriate. Additionally, the ECE classroom environment should be carefully arranged to create space to allow for children's free movement. Tables and chairs used by learners should also be sized to their height and in an appropriate shape (e.g. semi-circle) for their activities and the learning centres should be well-resourced and used.

Adu, J., & Oppong Frimpong, S. (2018). Grooming early childhood children: The role of songs and rhymes. IFE PsycholoGIA, 26(1), 182-192.

Abstract

This research investigated the use of songs and rhymes in four preschool Centres at the Gomoa East district in the central region of Ghana. Using case study design to study in detail the unique characteristics on the use of songs and rhymes at the preschool level, a sample of 12 teachers from 8 classrooms in 4 schools were purposively selected. Three research questions were formulated to guide the study. These teachers were observed during teaching after which they were interviewed. It was gathered from the study that, participants understood songs and rhymes to be a way of entertaining their learners to arouse their interest for a lesson. The results from the study suggested the participants understanding songs and rhymes as forming an integral part of early childhood teaching and were therefore of the view that they could not be substituted for any other activity. It was observed through the study that children became active, excited and were involved when songs and rhymes were introduced. This made the teaching and learning process enjoyable. From the findings therefore, it is recommended that some in-service training could be given to teachers to create their own songs to fit into the lesson and also develop songs and rhyme books to guide teachers during the teaching and learning process.

Oppong Frimpong, S. (2010). Stress and its coping strategies among the students of the University of Education, Winneba, Winneba. International Journal of Educational Leadership, 2(2), 270-278.

Oppong Frimpong, S. (2010). Adolescents' attitude towards sex education in Kumasi Metropolis. IFE PsycholoGIA, 18(1), 32-53.

Oppong Frimpong, S., & Edjah, K. (2008). Adolescents' perception of the practice of contraceptives. *African Journal of Interdisciplinary Studies*, 1, 188-199.

Anku, F. K., Dogbe S. Q. D., & Mensah, A. K. (2021). Attitudes of non-disabled students towards their peers with disabilities in an inclusive setting in Ghana. *European Journal of Special Education Research*, 7(4), 46-72. DOI: <http://dx.doi.org/10.46827/ejse.v7i4.3973>

Abstract

This study measured the attitudes of non-disabled students towards their peers with disabilities. A cross-sectional survey was employed for the study. The Chedoke-McMaster Attitudes Towards Children with "Handicaps" (CATCH) scale was used to collect data from n=119 respondents. Descriptive statistics analysis was employed in analysing the data. Results indicated that students without disabilities generally held neutral attitudes towards their peers with disabilities ($M=2.12$; $SD=0.687$) with no significant difference in gender, age, or having a close friend or relative with a disability. Teachers in inclusive education schools were encouraged to measure the attitudes of students towards their peers with disabilities and other related variables. This would enable them to plan, design, develop, implement, and evaluate effective interventions that would change non-disabled students' negative and/or neutral attitudes, thereby ensuring the full social participation of students with disabilities in inclusive settings.

Ntiakoh-Ayipah, D., Dogbe J. A., Opoku M. P., Twum, F., Owusu, M., Hammond, K., Afari, P., & Donnor, G. (2020). Prevalence of attention deficit hyperactivity disorder among pupils in primary schools in Ghana. *Journal of International Special Needs Education*, 23(2), 69 - 78. <https://files.eric.ed.gov/fulltext/EJ1272736.pdf>

Namale, M., K., Alale, A., A., Atingane, F., A., & Upoalkpajor J., N., (2021). Exploring the Factors Contributing to Teacher Effectiveness in Senior High Schools in the Kassena Nankana West District. *Asian Journal of Advanced Research and Reports* 2582-3248, 15(8), 64-70.

Abstract

The study investigated the factors contributing to teacher effectiveness in senior high schools in the Kassena Nankana West District. A descriptive survey design with a sample of 100 teachers was used for the study. A self-designed questionnaire was used for the data collection. Means and standard deviations and independent samples t-tests were the statistical tools used

in the study. The objectives of the study were to find how headmaster supervision contributes to teacher effectiveness; find students' attitude that contribute to teacher effectiveness; how community participation contribute to teacher effectiveness. Means and standard deviations and the independent samples t-test were the statistical tools used in the study. The findings of the study showed that; headmasters involved teachers in decision-making in schools, students' participation in classroom work was appreciable, and communities gave teachers some fringe benefits. It was recommended that headmaster supervision should be strengthened since involving teachers in decision-making in school brings about teacher effectiveness. Again teachers should relate to and encourage students to participate in classroom work since that contributes to teacher effectiveness. It was concluded that headmaster supervision is very important since that contributes to teacher effectiveness in school.

Upoalkpajor J., N., (2020). Career Guidance and Its Implications for Students' Career Choices: The Case of Public Senior High Schools in Ghana. Journal of Education, Society, and Behavioural Science, 33(8), 62-69.

Abstract

As an individual goes through Senior High School education, s/he encounters situations that require them to take appropriate educational, vocational, and social decisions. This highlights the need for guidance and counselling services in learning institutions. Its importance cannot be overstated. Research has shown that young people think about careers within the context of life more than in terms of qualifications and training. This study explored the knowledge of senior high school students in the Agona East district, about career counselling and how career guidance has been of benefit to them. The qualitative approach of descriptive survey using the purposive sampling technique was adopted. The data gathered was analysed using two main themes consisting of several sub-themes. It emerged from the study that for each occupation, different interests, abilities, personality traits, and professional values are required. The findings also revealed that career counselling helps students to link what they learn to their interests, capacities, and aspirations, and match these with existing opportunities. Going forward, the study recommends that schools assist students to identify their interests and make them aware of the importance of academic qualifications in making career choices. It further recommends to policy makers; especially the government of Ghana, to reinforce Guidance and Counselling programmes in senior high schools.

Bingab B., B., B., Forson J., A., Yaaba T. & Upoalkpajor J., N., (2017). Envisioning Incentives for Improving University Governance: A Ghanaian Perspective. International Journal of Management, Knowledge, and Learning, 5(2), 223-244.

Abstract

The incentive to strengthen the university governance system has three implications: (1) improving the quality of the university education system, and thus providing students and the general public value for money, (2) enhancing the utilization of resources invested in university education, and (3) contributing significantly to the formation of human capital,

quality of public leadership, and best services to the society. However, there are limited studies on how this can be realized in Ghana. This is a qualitative study seeking to explore the following questions: What is needed to ensure desirable university governance? And how can it be achieved? In-depth interviews and documentary research were used to collect data from twenty-three participants. The study examines key governance issues such as funding, accountability, infrastructure, trust, and regulation. The study contextually contributes to the literature on university governance and management by bringing to the fore the incentives needed to enhance it for a better output to meet the development needs of the Ghanaian economy and the African continent with similar challenges as a whole. Keywords: university governance, education policy, trust, accountability, management, Ghana.

Laryea, P., Upoalkpajor, J., N. & Okae-Ant, (2019). Scolding in Basic Schools: What the Counsellor Must Know?. Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) Vol.10,, 10(32), 90-94.

Abstract

The study aimed at exploring the experiences and perceptions of students and teachers on the use of scolding as a disciplinary measure and its counselling implications. The study was guided by the Kemmis and McTaggart model which proposed a spiral model of scolding comprising four steps: planning, acting, observing, and reflecting. The study was qualitative in nature, using the case study approach. Thirty-six (36) respondents comprising twelve (12) teachers and twenty-four (24) students from two (2) Public Junior High Schools were purposively selected. Data was gathered through interviews which were analysed thematically. The study findings revealed that teachers used judgemental to subjective behaviours as well as evaluating the disciplinary measures to interpret it as the appropriate measure to stop misbehaviour. Teachers start using verbal appreciation and stopped their habit of de-motivating students. Additionally, students experienced that teachers preferred to encourage students, who were not showing interest in classroom activities. It is recommended that teachers employ cooperative disciplinary measures as compared to punitive and harsh disciplinary measures to inspire children. On the flip side, counsellors should explore, develop, and implement classroom guidance and small group activities, as well as individual and group counselling interventions that can help students to better understand and adjust to classroom rules and expectations for behaviour. Keywords: Scolding, Discipline, Student Behaviour, Kemmis and McTaggart model, Counselling Implication.

Twum, F. & Hayford, S. K. (2019). Motor skills as predictors of intellectual ability of pupils with cerebral palsy. International Journal of Psychology and Education, 3, 290 - 315. <http://publications.uew.edu.gh/2015/sites/default/files/Twum%20%26%20Hayford.pdf>

- Twum, F. & Antwi-Danso, S. (2022). School-based teacher motor interventions for pupils with cerebral palsy in Ghana. *European Journal of Education and Pedagogy*, 3(2), 142 - 152. <https://www.ej-edu.org/index.php/ejedu/article/view/336>**
- Fobi, D., Quarshie, E. N. B., Fobi, J., Appau, O., Honu-Mensah, C. M., Acheampong, E. K., & Abu-Sadat, R. (2021). Bullying Victimization Among Deaf Adolescents: A School-Based Self-Report Survey in Ghana. *International Journal of Disability, Development, and Education*, 1, 1. DOI: <https://doi.org/10.1080/1034912X.2021.1989670>**
- Swanwick, R. A., Fobi, D., Fobi, J., & Appau, O. (2022). Shaping the early care and education of young deaf children in Ghana. *International Journal of Educational Development*, 91(102594), 1-9. DOI: <https://doi.org/10.1016/j.ijedudev.2022.102594>**
- Honu-Mensah, C. M. Fobi, D., & Quansah, B. (2022). Developing an understanding of parent-teacher partnerships in schools for the deaf in Ghana. *Journal of Disability, Development, and Education*, 1, 1. DOI: <https://doi.org/10.1080/1034912X.2022.2092601>**
- Adade, R., Appau, O., Mprah, W. K., Fobi, D., Marfo, P. S., & Atta-Osei, G. (2022). Factors Influencing Sign Language Interpretation Service in Ghana: The Interpreters' Perspective. *Journal of Interpretation*, 30(1), 1.**
- Srem-Sai, M., Quansah, F., Frimpong, J. B., Hagan, J. E. Jr., & Schack, T. (2021). Cross-cultural applicability of Organizational Stressor Indicator for Sports Performers Questionnaire in Ghana using structural equation modelling approach. *Frontiers in Psychology*, 12, 1-10. DOI: <https://doi.org/10.3389/fpsyg.2021.772184>**

Abstract

The purpose of this study was to examine the cross-cultural validity of the Organizational Stressor Indicator for Sport Performers (OSI-SP) scale by investigating its psychometric properties with Ghanaian footballers. The study particularly sought to assess in the Ghanaian context, 1, the convergence validity and reliability of the OSI-SP scale, 2, the discriminant validity of the OSI-SP scale to understand the applicability of its factor structure, and 3, whether the OSI-SP hypothesized model fits the data collected within the study context. The intensity aspect of the OSI-SP questionnaire was administered to 424 Ghana Premier League (GPL) male footballers who took part in the 2020/2021 season. Quality control strategies were put in place to ensure consistency across interpreters and as well improve the validity of the data. The results from a multi-factor first-order confirmatory factor analysis showed some level of convergence validity of the OSI-SP scale in the Ghanaian context using football

players. Out of the 23 items on the original scale, 20 met the factor loadings criterion. In assessing the discriminant validity of the OSI-SP scale using Heterotrait-monotrait (HTMT), 50% of the correlation ratios met the criterion for the original 23-item instrument. Comparing the new model (with the 20-items) with the original model (with 23 items) using the Akaike Information Criterion (AIC) value, the model fit indices for the modified model (20 items) appeared better than the original model with 23 items. Generally, there was minimal support for the applicability of the OSI-SP instrument across the sample of Ghanaian footballers. The implications of these findings are discussed in detail.

Eyiah-Bediako, S., Quansah, F., Omotosho, J. A., & Hagan, Jr. J. E. (2021). Assessment of peer pressure and sexual adventurousism in Ghana: The moderating role of child-rearing practices. *Social Science*, 10(11), 1-14. DOI: <https://doi.org/10.3390/socsci10110418>

Abstract

The rationale of this study was to examine the influence of peer pressure on sexual adventurousism among adolescents in Ghana, and as well to explore the role of child-rearing practices in this relationship. The study covered adolescents in junior high schools in Ghana within the age range of 12 to 19 years. A sample of 525 adolescents was surveyed to participate in the research using the multistage sampling approach. The main instrument for data collection was a questionnaire. Data gathered were analysed using means and standard deviation, multivariate linear regression, and three-way interaction-moderation analysis. Child-rearing practices and peer pressure significantly and independently predicted sexual adventurousism. Parental discipline acted as a significant moderator in the relationship between peer pressure and sexual adventurousism. Again, only in the presence of discipline could monitoring and warmth moderate the relationship between peer pressure and sexual adventurousism. Based on the findings, parents are encouraged to incorporate reasonable disciplinary measures in shaping their children's behaviours against sexually deviant activities. Besides, guidance and counselling coordinators should plan and organize programs that centre on reducing the prevalence of peer pressure and sexual adventurousism. Conclusions drawn from the study include bringing out a better understanding of the role that discipline and peer pressure play in influencing adolescents' sexual adventurousism.

Nugba, M. R., Quansah, F., Ankomah, F., Tsey, E. E., & Ankoma-Sey, V. R. (2021). A trend analysis of junior high school pupils' performance in the Basic Education Certification Examination (BECE) in Ghana. *International Journal of Elementary Education*, 10(3), 79-86. DOI: <https://doi.org/10.11648/j.ijeedu.20211003.15>

Abstract

In recent times, parents and other stakeholders in the field of education have expressed worries regarding the poor performance of pupils in rural and public schools in the Basic Education Certificate Examination (BECE) compared to their counterparts in urban and private schools in Ghana. This study examines the performance trends of urban, rural, public, and private Junior High Schools in the BECE over 5 years. The study made use of secondary data which reflected the indicators of pupils' performance in the BECE. The data obtained were

analysed using percentages, frequency counts, and time-series graphs. The findings of this research showed that the proportion of pupils who passed the BECE in rural schools was less than those who passed in urban schools in Ghana. It was further observed that although the performance trends for both public and private schools were not so different for 2016, 2017, and 2018, more pupils in public than private schools passed the BECE. Based on the findings, the Ministry of Education and all relevant stakeholders in the area of education are encouraged to ensure equitable distribution of resources in terms of infrastructure, teaching and learning resources, and adequate and competent teachers to both urban and rural schools to promote the enhancement of pupils' performance in rural schools.

Nugba, M. R., & Quansah, F. (2021). Standardized achievement testing, aptitude testing, and attitude testing: How similar or different are these concepts in educational assessment? *Asian Journal of Education and Social Studies*, 15(3), 42-54. DOI: <https://doi.org/10.9734/AJESS/2021/v15i330383>

Abstract

Testing is an inevitable issue in educational and psychological measurement and assessment. Over the years, several tests and testing mechanisms have been developed to assess different latent traits of learners or examinees. Of these testing forms, standardized achievement, aptitude, and attitude testing have taken the forefront in education, psychology, and research. Whereas these concepts are distinct, they, however, play similar roles that have been misconceived by many, especially those without expertise in educational assessment and measurement. This paper aims to compare standardized achievement testing, aptitude testing, and attitude testing, using a narrative literature review approach. The paper provides a synthesis of gathered information that delineates conditions necessary for the utilization of each testing approach.

Ansah, J. K., Quansah, F., & Nugba, R. M. (2020). 'Mathematics achievement in crisis': Modelling the influence of teacher knowledge and experience in senior high schools in Ghana. *Open Education Studies*, 2(1), 265-276. DOI: <https://doi.org/10.1515/edu-2020-0129>

Abstract

Mathematics achievement in senior high schools (SHS) in Ghana is not encouraging and this has become a concern for major stakeholders. Several studies have been conducted to provide information to understand the issue of poor mathematics achievement. Of all the studies, areas regarding the joint influence of experience, pedagogical content knowledge (PCK), and subject matter knowledge (SMK) have been less explored in Ghana. In this study, the interplay among these variables is examined in an attempt to explain the variances in students' mathematics achievement. To achieve this purpose, 210 SHS teachers and 8,400 students in SHS across the country were surveyed and subsequently administered tasks on algebra taking into consideration the variables of interest. The study revealed that teacher knowledge

and teaching experience significantly influenced students' mathematics achievement. It was discovered that PCK had a significant indirect effect on students' mathematics achievement through teachers' SMK. The findings also showed that experience did not significantly moderate the relationship between teachers' SMK and students' mathematics achievement. The study, based on the outcome, made conclusions and recommendations for practice. Suggestions for the implementation of future studies were also highlighted.

Quansah, F. (2020). Students' evaluation of the quality of teaching using generalisability theory: A case of a selected university in Ghana. South African Journal of Higher Education, 34(5), 136-150. DOI: <https://doi.org/10.20853/34-5-4212>

Abstract

Students' evaluation of lecturers' quality of teaching has been a common practice in universities in Ghana and beyond. Data gathered from students are used to make vital decisions about lecturers such as promotion, training, and development needs, among others. In recent times, the accuracy of students' ratings of teaching quality has been questioned by stakeholders due to several reasons. Previous studies have attempted to investigate this issue using classical test theory (CTT) which comes with its own flaws. Little attention has been paid to the applicability of Generalisability theory (GT) to students' evaluation of teaching in Africa. This study aims to assess the reliability of students' rating of teaching through the lens of GT. A three-facet partially nested random balanced design [(r x i x o): 1] was adopted for this study. Student (rater), item, and occasion served as the facets and the lecturer served as the object of measurement. Both G (generalisability) and D (decision) studies were conducted. The institution's evaluation questionnaire was adapted, validated, and used for data collection. The sources of measurement error were accounted for by raters and lecturer-by-occasion interaction. Generally, the dependability index for the students' evaluation of teaching quality was low, signalling little trust for such data. It was recommended that a minimum of 25 students should be permitted to rate lecturers for each class using at least 20 evaluation items. Suggestions for further studies were made based on the findings.

Sumaila, J., Ankoma-Sey, V. R., Asamoah, D., & Quansah, F. (2020). Conducting research work as a requirement for university undergraduate studies: Challenges of distance education students in Ghana. Open Education Studies, 2(1), 149-158. DOI: <https://doi.org/10.1515/edu-2020-0112>

Abstract

As a partial condition for the successful completion of school, and for certification reasons, undergraduate distance education students in Ghanaian universities are required to conduct research work. Due to the mode of teaching and learning activities, it appears such students are at a disadvantage. In this study, we examined the challenges distance education students encounter in conducting their research work in two universities in Ghana. A cross-sectional

survey was conducted using 866 distance education students sampled from the study centres across the country. Results from a confirmatory factor analysis, using 5,000 bootstrap samples, revealed challenges from the students, supervisors, and institutions. Based on our results, we recommend that there should be structured policies by university management and supervisors to relieve students of the challenges they encounter when conducting their research work. The study also encouraged students to devote the needed time, commitment, and motivation to complete their research work on time. Suggestions for further studies were made based on the findings.

Nugba, R. M., & Quansah, F. (2020). Students' perception of lecturers' assessments: A case of University of Cape Coast, Ghana. *European Journal of Education Studies*, 7(1), 535-549. DOI: <http://dx.doi.org/10.46827/ejes.v7i1.3379>

Abstract

Assessment approaches employed by lecturers in higher education institutions play a significant role in the quality of teaching and learning. While instructors see the goals of the curriculum as basics for school assessments, learners have their own perception of assessments which shape their future learning activities. This study aimed at examining students' perceptions of lecturers' assessments at the University of Cape Coast. An explanatory sequential design was adopted by first selecting 830 students through a multi-stage sampling procedure and later, randomly sampling 12 students to be interviewed based on the quantitative results. A standardised questionnaire called the "Students' Perceptions of Assessment Questionnaire" (SPAQ) was adapted and used to gather the survey data. An interview guide was employed to collect the qualitative data. Students were of the view that assessments in their institution are congruent with their learning activities. Further analysis discovered that assessments in the university, as perceived by the students, failed to reflect the activities of the world of work. Conclusions and recommendations were outlined based on the outcome of the study.

Quainoo, E. A., Quansah, F., Adams, F., & Opoku, E. (2020). Comparative review of educational reforms, policies, and systems: A case of China and Ghana. *Journal of Comparative Studies and International Education*, 2(1), 5-21. <https://www.jcsie.com/ojs/dir/index.php/JCSIE/article/view/20>

Abstract

In contemporary times, there is a greater movement of learners not merely moving from one nation to the other but also from one continent to another, and each single national education system profits from each other. A classic case is the movement of students from Ghana to China, with the number of students studying in China reaching up to 6,500 and Ghana ranking first (in student migration to China) among African countries for four consecutive years. Ghana's bond with China, however, goes beyond education to social and economic connections. The over-arching aim of the review is to provide readers with comprehensive information on education in the two countries. This review is not an attempt to evaluate or judge the quality of education in either China or Ghana, but to provide valuable understandings of

the driving forces, which have wrought the outcomes and inputs of their educational system, and to offer a clear direction on impending needs and obstacles that both nations faced in their educational journey. The review comparably highlights the educational flight of both nations emphasizing the educational reforms, policies, and structures. In conclusion, this paper highlights the essence of Chinese and Ghanaian administrative governments to take charge of strengthening and refining their present educational policies and not altering and introducing new policies that may be irrelevant to the development of education.

Quansah, F., & Ankoma-Sey, V. R. (2020). Evaluation of pre-service education programme in terms of educational assessment. *International Journal of Research in Teacher Education*, 11(1), 56-69. <https://ijrte.penpublishing.net/makale/1385>

Abstract

This study evaluated the training of pre-service teachers in the various tertiary institutions in Ghana to find out whether professionally trained teachers are given adequate training in assessment. The methodology employed for this study was a qualitative case study. The study focused on two universities and colleges of education in Ghana. Unstructured interviews were also conducted using an interview guide. The purposive sampling procedure was used to sample three teaching practice supervisors who are college professors, five preservice teachers, and two teaching practice coordinators. A total of ten respondents were interviewed. Through purposive sampling technique, five different sets of documents were sampled and critically analysed. Qualitative content analysis revealed that the training of pre-service teachers in tertiary institutions in Ghana placed less emphasis on how to assess students. The major emphasis of the training of pre-service teachers was on lesson planning, delivery, and demonstration of pedagogical skills with the aim of imparting knowledge. Based on the findings, it was commended that the management of educational institutions should factor the educational assessment a core element in the training of pre-service teachers.

Quansah, F., Ankoma-Sey, V. R., & Dankyi, L. A. (2020). Determinants of female students' choice of STEM programmes in tertiary education: Evidence from senior high schools in Ghana. *American Journal of Education and Learning*, 5(1), 50-61. DOI: <https://doi.org/10.20448/804.5.1.50.61>

Abstract

This study examined the determinants of Senior High School (SHS) female students' choice of STEM programmes in tertiary education in Ghana. Specifically, the study aimed at exploring: (a) school-related factors, (b) home-related factors, and (c) person-related factors which influence female SHS students' choice of STEM programmes in tertiary education in Ghana. The study was grounded in the positivist paradigm. A cross-sectional survey design was used as the research design. The study was targeted to final-year female students in SHSs in three regions in Ghana. Single-sex male SHSs were excluded because only female students participated in the study. Through a multi-stage sampling procedure, questionnaires were

administered to 1,938 final-year female students in 15 SHSs. Prior to the data collection, the questionnaire was validated using Response Factor Analysis (RFA) and Kuder-Richardson reliability estimate. Binary logistic regression with 1,000 bootstrap samples was used to analyse the data. The study revealed that school-related factors, such as the course of study, elective mathematics status, and interest in mathematics and science, influenced female students' choice of STEM programmes in tertiary education. Home factors (eg, education level of parents, socioeconomic status) and personal factors (eg, self-confidence, career indecision, having a role model in STEM, locus of control) were also found to play a significant role in female students' choice of STEM programmes in their tertiary education. Conclusions and recommendations were made based on the findings of the study.

Ankoma-Sey, V. R., Asamoah, D., Quansah, F., Aheto, K. S. (2019). Factors affecting junior high school pupils' performance in mathematics in Cape Coast Metropolis, Ghana. Staff and Educational Development International, 24(3), 128-138. <http://www.journal.netsed.net/index.php/sedi/article/view/77>

Abstract

Mathematics plays a vital role in individuals' ability in dealing with several circles of life. This study explored the factors affecting students' performance in Mathematics in Junior High Schools (JHS) in the Cape Coast Metropolis of Ghana. The descriptive survey approach was employed for this study. Through random and purposive sampling techniques, 427 JHS 3 pupils were sampled from seven JHS for the study. Questionnaire was used as the instrument. A simultaneous multiple regression analysis discovered that home factors had the greatest influence on JHS pupils' performance in Mathematics. However, personal factors significantly affected male students' performance while home factors significantly affected female students' performance in Mathematics. It was recommended that Mathematics teachers and parents should motivate, encourage and support their children in learning of Mathematics.

Ankoma-Sey, V. R., Nsoh, J., & Quansah, F. (2019). Phenomenological experiences of the Girl-child in accessing technical education. American Journal of Humanities and Social Sciences, 4(4), 498-505. DOI: <https://doi.org/10.20448/801.44.498.505>

Abstract

Female enrollment in Technical Education in Ghana has been low in recent times. Regardless of this, some females have decided to attain Technical Education. The study examined the experiences of the Girl Child in accessing Technical Education in Ghana. The study employed a phenomenological design using a qualitative approach. The study was conducted in one of the Technical Education Institutions in Ghana. The study sampled 8 female students and 2 female coordinators of Women in Technical Education (WITED). The students were conveniently selected whereas the coordinators were purposefully selected. An interview

guide was used to collect data from the respondents. Thematic analysis was used to analyse the data gathered. It was discovered that the attitudes of family and friends towards Female Technical Education were negative. Also, female students were found to be harassed by male teachers and students. The study found that the institution did not have facilities like a place of convenience for the available female students. It was concluded that even though Technical Education is very important to national development, females are not encouraged by family and friends to enroll in Technical Education programmes. It was recommended that teachers, media, and all stakeholders are encouraged to educate the general public, especially parents, on the need for Female Technical Education. This education should also focus on diluting all misconceptions held by the public.

Quansah, F., Appiah, E., & Ankoma-Sey, V. R. (2019). University students' preparation towards building Knowledge Economy in Africa: A case of universities in Ghana. International Journal of Social Sciences & Educational Studies, 6(1), 38-48. https://www.researchgate.net/profile/Frank-Quansah/publication/335715277_University_Students'_Preparation_towards_Building_Knowledge_Economy_in_Africa_A_Case_of_Universities_in_Ghana/links/5d77632d4585151ee4ab22c3/University-Students-Preparation-towards-B

Abstract

For a country to develop, universities need to prepare students to be confident in facing the demands of the contemporary world of work. This paper focuses on examining how well universities are preparing students in Ghana in building a knowledge economy. The paper further explored the relationships among university preparation, students' preparation, and the confidence of students. Using a cross-sectional survey design, data was gathered from 690 students from three public universities in Ghana, through a multi-stage sampling technique. A closed-ended questionnaire was used as the main data collection instrument. It was found that students prepared themselves for a knowledge economy. Although the universities made efforts in preparing students, there were still lapses in preparing students for a knowledge economy. Further analysis revealed that students were not confident enough to face the demands of a knowledge economy. Analysis from the mediation analysis using bootstrapping approach (5000 bootstrap samples), revealed that university preparation of students significantly mediated the relationship between students' personal preparation and confidence level of students, $b = .0798$, $CI [.0427-.1189]$. The authors, by their findings, called for innovative and practical teaching and learning in various universities in Ghana by lecturers and students.

Ankoma-Sey, V., Quansah, F., & Nsoh, J. (2019). Determinants of students' enrolment in Home Economics programme in senior high schools in Ghana. *European Journal of Education Studies*, 6(4), 339-349. DOI: <http://dx.doi.org/10.46827/ejes.v0i0.2552>

Abstract

Student enrolment in the Home Economics programme in Senior High Schools (SHSs) in Ghana has been low in recent times. This has become a concern for major stakeholders in education. This study examined the determinants of students' enrolment in the Home Economics programme in SHSs in Ghana. The cross-sectional descriptive survey design was employed for the conduct of the study. The target population comprised first-year Home Economics students from 16 selected SHSs in three administrative regions (i.e., Western, Central, and Greater Accra Region). A simple random sampling technique (lottery method) was employed to sample 4 schools in the Western Region and 6 each from the Central and Greater Accra Regions. A census sampling technique was then utilised to include all Home Economics first-year students in the selected schools. A sample size of 1,136 students from 16 schools participated in the study. Data was collected using a questionnaire. Binary logistic regression analysis was employed to analyse the data using 1,000 bootstrap samples with a 95% confidence interval with bias-corrected accelerated and 2,000,000 seed for Mersenne Twister. It was revealed that factors that significantly influenced students' decision to enroll in the Home Economics programme were interest, job prospects, fathers, teachers, BECE grade, family relatives, and perceived workload among others. The study recommended that the management of basic schools in Ghana should organise educative programmes to enlighten students and teachers on vocational and technical-related courses and as such arouse students' interest in enrolling in such programmes.

Quansah, F., Ankoma-Sey, V. R., & Asamoah, D. (2019). The gap between the academic and industry: Perspectives of university graduates in Ghana. *International Journal of Education and Research*, 7(3), 63-69. <https://www.ijern.com/journal/2019/March-2019/05.pdf>

Abstract

Training students in Africa to acquire the competencies needed to fit the 21st century's job market has been a great burden on universities. It appears that universities are finding it difficult in training students to be creative, thoughtful, and proficient in their areas of study. This study aims to examine the perception of graduate university students on the gap between academia and industry in Ghana. A survey was conducted and questionnaires were conveniently administered to 2,200 university graduates in Ghana. Only university graduates who were engaged in permanent employment and had worked for a year or more were targeted for the study. A scale was developed and validated using Structural Equation Modelling with 5,000 bootstrap samples. The study revealed that universities did not equip students with practical skills in their area because they (graduates) were not exposed to frequent experiential training. It was found that the university system encourages the memorisation

of facts and focused on passing examinations. It is recommended that the Management of Ghanaian universities should quickly put in place mechanisms for the reformation of assessment and the curriculum as a whole. University curriculum/course designers should ensure that there is consistency in all the elements of the curriculum such that programme objectives can be achieved

Quansah, F., & Asamoah, D. (2019). Chew, Pour, Pass, and Forget: Students' perception of authentic assessment in universities in Ghana. *Social Science and Humanities Journal*, 3(3), 901-909. <http://sshj.in/index.php/sshj/article/view/309>

Abstract

In recent times, stakeholders in education have questioned the training of students in universities. This is due to the fact that students find it difficult to apply what is learnt in school in the world of work. This study examines students' perception of authentic assessment in universities in Ghana. A cross-sectional survey was, thus, conducted in five universities in Ghana. Using a multi-stage sampling technique, 1,891 students were selected to participate in the study. Questionnaire, which was adapted from Fisher and colleagues, was adapted and validated using confirmatory factor analysis with 5,000 bootstrap samples and thereby establishing the construct validity of the instrument. Mean and standard deviation as well as one-sample t-test was used to analyse the data. The results revealed that assessments in universities in Ghana, according to the students, were not authentic ($t(629)=-6.536, p<.001$). The students argued that assessment in their institution did not help them to apply their learning to real life. The respondents opined that assessments in their universities failed to examine their ability to answer practical questions even in their field of study. It is recommended that various departments within the university should have assessment officers who would be tasked with reviewing test items constructed by lecturers, supervise the assessment practices of the lecturers and as well organise frequent training on assessment for lecturers.

Quansah, F., Amoako, I., & Ankomah, F. (2019). Teachers' test construction skills in Senior High Schools in Ghana: Document analysis. *International Journal of Assessment Tools in Education*, 6(1), 1-8. DOI: <https://doi.org/10.21449/ijate.481164>

Abstract

Assessment, specifically test construction, forms a critical part of the teaching and learning process. This aspect of teachers' responsibility has been questioned by several authorities in contemporary times. The study explored the test construction skills of Senior High Schools (SHS) teachers in the Cape Coast Metropolis. Using a qualitative document analysis, samples of End-of-Term Examination papers in Integrated Science, Core Mathematics, and Social Studies in three selected SHS in the Cape Coast Metropolis were randomly (Lottery method) selected. The assessment tasks on the sampled instruments were critically examined by experts in the area of Educational Measurement and Evaluation. The results revealed that

the teachers have limited skills in the construction of end-of-term examination. This was evident as issues were found with the content representativeness and relevance of the test, reliability, and fairness of the assessment tasks which were evaluated. It was recommended that head teachers should take up the challenge of inviting resource persons from recognised academic institutions to organise workshops for teachers regularly to sharpen their skills in effective test construction practices.

Quansah, F. (2018). Traditional or performance assessment: What is the right way to assessing learners? Research on Humanities and Social Sciences, 8(1), 21-24. <https://www.iiste.org/Journals/index.php/RHSS/article/view/40787>

Abstract

Assessment is one of the critical components of classroom instruction. People within the educational community, which includes policymakers, educators, students, parents, and administrators, have different ideas regarding the implementation of assessment strategies. While some believe traditional assessment methods are more effective, others are of the view that performance and portfolio assessment tools are superior. The alternative assessment started being used as a means of educational reform due to the increasing awareness of the influence of testing on curriculum and instruction. Currently, “traditional assessment, which is generally called testing, is challenged by alternative assessment approaches. Which form of the assessment procedure is appropriate for assessing learners? Traditional or alternative assessment procedures? This paper seeks to compare traditional assessment procedures (eg, multiple choice and essay) with performance and portfolio assessments with the view of unearthing which assessment procedure should be adopted in this current generation.

Ankoma-Sey, V. R., Quansah, F., & Aheto, K. S. (2018). Efficacies of technology-based instruction in the University of Cape Coast distance education. Programme. Staff and Educational Development International, 22(3), 97-111. <http://journal.netsed.net/ojs/index.php/sedi/article/view/6>

Abstract

Technology use in education is essential for effective teaching and learning and for preparing students for the world of work in the 21st century. This study sought to examine the efficacies of technology-based instruction in the University of Cape Coast distance education programme. A between-subject experimental design with three (3) independent groups were employed. Using a simple random sampling technique, 181 participants from three programmes (63: 58: 60) were given different treatments with regard to teaching and learning. The participants were assessed after 8 weeks of teaching and learning. A two-way ANOVA was conducted to examine gender and channel of instruction effect on the performance of participants within the groups. It was revealed that there is a statistically significant interaction effect ($p=.003$) with an effect size of .065 and a main effect for the groups ($p=.000$) with an effect size of .

294. However, there is no statistically significant main effect for gender ($p=.570$). It was concluded from the study that technology-based instruction, when mixed with the traditional teaching method, becomes effective for the teaching and learning of distance education students. It was recommended based on the findings that the management of the distance education programmes of the University of Cape Coast should mount a training course for both students and teachers on technology usage in education.

Quansah, F., & Amoako, I. (2018). Attitude of senior high school teachers toward test construction: Developing and validating a standardised instrument. *Research on Humanities and Social Sciences*, 8(1), 25-30. <https://www.iiste.org/Journals/index.php/RHSS/article/view/40788>

Abstract

Test construction is an essential part of teachers' responsibility. Teachers are therefore supposed to craft well-functioning items in ensuring effective teaching and learning. This study seeks to develop and validate a standardised instrument for measuring teachers' attitudes toward test construction. The study further explores the attitude of teachers toward test construction. The instrument was developed based on literature as well as the personal experiences of the researchers. The developed instrument was administered to 432 Senior High School teachers in the Cape Coast Metropolis. Through an exploratory factor analysis, four dimensions were obtained which include: planning, item construction, item review, and assembling. A confirmatory factor analysis was then conducted to examine the factor loadings of the items. After critical evaluation, the items on the instrument remained at 32 which was on a four-point Likert scale. Further analysis revealed an overall negative attitude of SHS teachers towards test construction. It is recommended that the Ghana Education Service (GES) together with headteachers of various SHS should ensure effective supervision of teachers in constructing tests for students.

Quansah, F. (2017). The use of Cronbach alpha reliability estimate in research among students in public universities in Ghana. *Africa Journal of Teacher Education*, 6(1), 56-64. <https://doi.org/10.21083/ajote.v6i1.3970>

Abstract

This study examines the use of Cronbach's alpha reliability estimate in research among university students in Ghana. An exploratory research design was employed in the study. University students, (both undergraduate and post-graduate) research works were selected from three public universities in Ghana. With the use of inclusion criteria, a purposive sampling technique was used to sample 100 research works conducted by students. The sampled research works were examined to evaluate how the students used the Cronbach alpha reliability estimate. It was revealed that 91% of the works properly satisfied the conditions for

the use of Cronbach alpha. However, 81% of the students calculated the alpha for multiple constructs which suggests that alpha was treated as a measure of multidimensionality instead of internal consistency. It is recommended that applied courses in research and statistics should be mounted in the various public universities in Ghana. Workshops and seminars should also be organised for both students and lecturers on the use of Cronbach alpha reliability estimates.

Quansah, F., Ankoma-Sey, V. R., & Aheto, S. K. (2017). Perception of distance education students of their involvement in assessment decisions in Ghana. *Asian Journal of Distance Education*, 12(1), 17-24. <http://www.asianjde.org/ojs/index.php/AsianJDE/article/view/237>

Abstract

Students' involvement in assessment decisions is considered critical to effective teaching and learning. This study examined students' perceptions of their involvement in assessment decisions at the University of Cape Coast Distance Education. The study employed a cross-sectional survey design with a quantitative approach. Through a multi-stage sampling technique, 618 distance education students were sampled from centres in three regions in Ghana. The study adopted a scale from Fisher et al. (2005) with 9 items which were measured on a 4-point Likert scale. It was found that students were clear about the assessment types being used and details were given on how assessment tasks are scored. It was found that how each assessment type was used was explained to students. Although students reported that they received feedback from the assessment, it was stated that the feedback was not quick. It was recommended that the management of the College of Distance Education should provide prompt feedback to students concerning their assessment.

Apau, S. K. (2020). Teachers' concerns about the implementation of the standard-based curriculum in Ghana: A case study of Effutu Municipality. *Educational Research and Reviews*, 16(5), 202-211. DOI: <https://doi.org/10.5897/ERR2020.4051>

Abstract

The successful implementation of a school curriculum depends significantly on the extent to which stakeholders address the concerns of teachers. This study, therefore, investigated the concerns of basic school teachers in the Effutu Municipality regarding the implementation of the standards-based curriculum. The explanatory sequential design of the mixed-method approach was adopted. The study randomly selected 197 primary school teachers for the quantitative research method, whilst six teachers were purposively sampled for the qualitative phase of the study. The quantitative data were analyzed through means and standard deviation. The qualitative data were analyzed thematically. The study found that the primary highest concern of the basic school teachers was collaboration and their second-highest concern and lowest concern were focusing and management, respectively. The study further found

that age and experience statistically predict the stages of concern of the teachers in the implementation of the standard-based curriculum. However, the gender and educational qualifications of the teachers were not statistically significant predictors of their concerns towards the implementation of the standard-based curriculum. The study recommends that the district training officers should train and sensitize teachers in the various districts to create enabling environments within the different schools for teachers, school authorities, and parents to collaborate among themselves in the implementation of the standard-based curriculum.

Tetteh, A. (2016). Off-campus lesson plan preparation, supervision and assessment: teacher-trainees' perspectives. *Applied Research Journal*, 1(4), 70 - 83. <http://www.arj.presbyuniversity.edu.gh>

Abstract

This article explored teacher-trainees opinions about the issues of lesson planning and lesson supervision in Off-Campus Teaching Practice (OFCTP). The study was a descriptive survey that employed the mixed methods approach and collected data through document analysis and the use of a questionnaire. Through quota sampling technique, a sample size of 285 was selected from 449 University of Cape Coast (UCC) Level-400 teacher-trainees who engaged in the 2013 OFCTP in Zone 1A. The study showed that teacher-trainees were most confident of their ability to prepare most of the aspects of the lesson plan except in some few but very essential areas. Among the misgivings that teacher-trainees had about OFCTP lesson assessment and supervision were the contradictory suggestions from supervisors and the subjectivity associated with lesson assessment and the grades awarded. It was concluded that though trainees had high confidence in lesson planning, the multiple contradictions among other things, did not allow them to demonstrate their personal high-rated confidence in lesson plan preparation; trainees had mixed feelings about the worth of supervisors' directives on lesson planning. In view of these, methods lecturers are encouraged to hammer the essential areas of lesson planning that teacher-trainees were found to have low confidence and ability. The Centre for Teacher Professional Development (CTPD) in the University should engage only dedicated supervisors in the OFCTP supervision. Supervisors should be entreated to adhere to the guidelines meant to streamline the OFCTP lesson assessment and supervision as proposed by the CTPD prior to every OFCTP supervision. All University Colleges running various education programmes affiliated to UCC are also encouraged to take the findings and recommendations into consideration.

Tetteh, A., & Khumi-Agbasa, P. (2019). Basic school teachers' knowledge of fundamental curriculum concepts and curriculum development process in Ghana. *Journal of Education and Practice*, 10(9), 95-104. DOI: <https://10.7176/JEP/10-9-11>

Abstract

Teachers' direct involvement in the designing phase of the curriculum development process has received massive thumbs up over the years in most countries. However, in Ghana, it is at the implementation phase that the teacher is directly involved. Meanwhile, there is impressive theoretical support for direct teacher involvement in curriculum development, but educationists in Ghana apparently, do not support the practice of this in our country, and the reaction from teachers is unenthusiastic. Some educationists cite inadequate knowledge of teachers in curriculum matters as the reason for which curriculum development should not be left in the hands of the classroom teacher. Thus, this study was conducted to investigate the basic school teachers' knowledge of fundamental curriculum concepts and the curriculum development process in Ghana. The study is a descriptive survey. A sample size of 297 out of a population of 1,300 teachers from 59 basic schools in the Ga-West Municipality was used. Data were collected using a close-ended questionnaire, analysed quantitatively, and results were presented in percentages, means, and standard deviation tables. The study showed that the basic school teachers were not aware of the curriculum development process in Ghana and did not express a deeper understanding of curriculum concepts and terminologies required to play a substantial role in curriculum development. The recommendation is that the teacher-training institutions should beef up the practical training they give to teachers in terms of curriculum theory and practice to effectively function as designers and implementers of the various curricula.

Apau, S. K. (2022). Out-of-Field Teaching in Ghanaian Basic Schools: A Matrix of Basic School Teachers' Experiences in Ekumfi District. *Social Education Research*, 188-199. DOI: <https://doi.org/10.37256/ser.3120221314>

Abstract

Globally, the problem of out-of-field teaching persists despite the frantic efforts of policymakers to ensure that qualified teachers are placed in classrooms to teach subjects and grade levels for which they were trained. Though statistics on the phenomenon remain scanty in Ghana, available evidence indicates that it accounts for the poor performance of students in the Basic Education Certificate Examination (BECE), especially in rural areas. This study, therefore, explored the experiences of out-of-field teachers in the basic schools in the Ekumfi District. Using multiple case-study designs, nine teachers were sampled for the study. Both interview guide and observation schedules were used for data collection, where data collected from the respondents were analyzed thematically. The study revealed that teachers found themselves teaching out-of-field due to policy directives at the school level but not of their own volition. Therefore, most of them have not adjusted well to the demands of the classroom. They,

therefore, struggle to prepare appropriate lesson notes, conduct assessments, and effectively manage their classrooms. The study concludes that students' performance in the rural parts of Ghana is likely to continue to decrease if policies that may limit its influence in the classroom are not pursued. Therefore, the study recommends that the Ministry of Education and its subsidiary agencies, such as the Ghana Education Service, develop a policy framework to guide the recruitment and deployment of teachers.

Boateng, A. & Tetteh, A.M.O. (2013). Study Abroad Ghana: An International Experiential Learning. Journal of Social Work Education, 49(04), 701-715. DOI: <https://doi.org/10.1080/10437797.2013.812897>

Abstract

The global nature of social problems indicates how important it is for social workers to be involved in international issues. For example, overseas experience in social work programs is in consonance with the Council on Social Work Education's emphasis on the global context of social work practice. In view of this, some schools of social work are facilitating the international experience for their students and faculty. This article discusses the experiences of U.S. students who studied abroad in Ghana in the summer of 2010, under the University Studies Abroad Consortium (USAC). It specifically examines the impact the USAC Ghana program, the people and culture of the host country, intracountry trips/tours, and the social work courses had on the student participants.

Owusu-Mensah, F., Tetteh, A.M.O., & Owusu-Mensah, L. (2021). Experiences of Distance Education Students with Their Study Modules: The Case of University of Education, Winneba (UEW), Ghana. International Journal of Social Sciences and Human Research, 04(07/2021), 1929-1937. DOI: <https://doi.org/10.47191/ijsshr/v4-i749>

Abstract

The design of distance education course materials is the single most important aspect of any distance education program. In recent times, many have questioned the experiences of the learners in the use of their course modules. The purpose of this phenomenological study was to find out the experiences of distance education students in their use of the course modules (learner-content interaction), to see how it has been engaging, effective, and efficient in their distance learning journey. Five graduates of the UEW distance education programme were chosen at random for this study and the in-depth interview guide was used to gather data. The four major themes that emerged from the phenomenological reduction process of the learners' experiences with the distance education course modules were the user experience; module content; interactivity of the modules; and assessments. The findings of the study were that respondents had positive experiences with user experiences, module content, and interactivity of the modules. They however had not-so-good experiences with the assessment

practices of their program. The findings only confirm the importance of learner-content interactions in distance education, it also adds to the limited literature on learner-content interaction in distance education in developing countries like Ghana.

Matthew Kojo Namale & JOSHUA-LUTHER NDOYE
UPOALKPAJOR. (2019). Factors Contributing to Career
Choice of Senior High School Students: Implications for Career
guidance. International Journal of Basic Education Research &
Policy, 2(2), 127-139.

Abstract

The purpose of the study was to explore the factors that influence the career choice of senior high school students in the Winneba and Potsin townships in the Central Region of Ghana. A descriptive survey design using a mixed-method approach was used for the study. A self-designed questionnaire was administered to 315 students sampled for the study while a semi-structured interview guide was used to gather data from six school guidance team members. Descriptive statistics were used to analyse the research questions while inferential statistics were used to test the hypotheses. The study showed that students' level of knowledge on career choice was to a low extent. It was again found that personality influence on career choice of public senior high school students was a very high extent. The study again showed that there was a significant difference in the level of knowledge on career choice based on gender. Key words: Career choice; Career guidance; Senior High Schools; Personality; Parental pressure.

Upoalkpajor J., N., & Upoalkpajor C., B., (2020). The Impact of
COVID-19 on Education in Ghana. Asian Journal of Education
and Social Studies, 9(1), 23-33.

Abstract

This study was intended to examine the effect of COVID-19 on education in Ghana. This study was guided by the following objectives; to evaluate the awareness of the COVID-19 virus among students in Ghana, to examine the impact of COVID-19 on education in Ghana, and to evaluate the after effect of the COVID-19 epidemic on the education system in Ghana. The study employed the descriptive and explanatory design; questionnaires in addition to library research were applied to collect data. Primary and secondary data sources were used and data was analyzed using the chi-square statistical tool at a 5% level of significance which was presented in frequency tables and percentages. The respondents under the study were 100 teachers and students of selected Senior High Schools (SHS) in the Tamale metropolitan area of the Northern Region of Ghana. The study findings revealed that the COVID-19 pandemic has a significant impact on education in Ghana; based on the findings from the study, schools want resources to reconstruct the loss in education through the epidemic.

Upoalkpajor J., (2020). Career Guidance and Its Implications for Students' Career Choices: The Case of Public Senior High Schools in Ghana. *Journal of Education, Society, and Behavioural Science*, 33(8), 62-69.

Abstract

As an individual goes through Senior High School education, s/he encounters situations that require them to take appropriate educational, vocational, and social decisions. This highlights the need for guidance and counselling services in learning institutions. Its importance cannot be overstated. Research has shown that young people think about careers within the context of life more than in terms of qualifications and training. This study explored the knowledge of senior high school students in the Agona East district, about career counselling and how career guidance has been of benefit to them. The qualitative approach of descriptive survey using the purposive sampling technique was adopted. The data gathered was analysed using two main themes consisting of several sub-themes. It emerged from the study that for each occupation, different interests, abilities, personality traits, and professional values are required. The findings also revealed that career counselling helps students to link what they learn to their interests, capacities, and aspirations, and match these with existing opportunities. Going forward, the study recommends that schools assist students to identify their interests and make them aware of the importance of academic qualifications in making career choices. It further recommends to policymakers; especially the government of Ghana, to reinforce Guidance and Counselling programmes in senior high schools.

Namale M., K., UPOALKPAJOR, J., N., & Ayambire C., A., (2021). Factors Contributing to Poor Academic Performance of Students in Kongo Senior High School in the Kongo District. *Asian Journal of Education and Social Studies*, 17(2), 16-25.

Abstract

The study investigated the factors influencing the low academic performance of Kongo Senior High School Students in the Kongo District in the Upper East District. The Objectives of the study were to: identify the teacher factors that contribute to the low academic performance of students in Kongo Senior High School, identify how students' attitudes contribute to low academic achievement and indicate how school physical facilities contribute to the low academic performance of students. The study also indicated the difference in perception between teachers and students with regard to ways teachers contribute to low academic achievement of students, indicate the difference in perception between teachers and students with regard to how school physical facilities contribute to the low academic performance of students, and indicate the perception between teachers and students about how students' attitude contribute to low academic performance. The descriptive survey design was used for the study. A self-designed questionnaire with a reliability coefficient of .73 was used to gather data from a sample of 154 respondents. A purposive sampling method was used to select the school. A simple random sampling method was used to select student participants

while a convenient sampling method was used to select teachers for the study. The study revealed that teachers did not give feedback regularly to students. It was also found that students were not active in the lesson. The study showed that the school did not have enough classroom furniture to aid teaching and learning. Therefore, it was suggested that teachers should regularly give feedback on students' work for them to know how they are doing in their subjects. It was also recommended that stakeholders of education should provide enough furniture for the school.

Upoalkpajor J., N., (2021). Impact of Social Media in the Fight Against Misinformation on Corona Virus Pandemic. New Media and Mass Communication, 95, 38-55.

Abstract

This study examined the impact of social media in the fight against misinformation during the coronavirus pandemic. The study, therefore, assessed the character of coronavirus pandemic information shared on social media sites by undergraduate students in the central region of Ghana. Structured questionnaire copies were administered to 355 undergraduate students at the University of Education, Winneba, University of Cape Coast, and Cape Coast Technical University. Data was analyzed using descriptive and inferential statistics. Results showed that 71.3% of the scholars across the chosen universities were conscious of social media and made use of it. Facebook was the foremost favorite social media platform followed by Instagram and WhatsApp, while Kinschat, LinkedIn, Skype, and BBM were the least preferred social media sites. Independent samples test results showed there was no significant gender difference within the preference of social media sites ($t = 1.039, p > 0.05$). The result showed that 81.4% of the scholars had encountered coronavirus pandemic information on social media, while only 24.8% had shared coronavirus pandemic information on social media. Prevention methods and general coronavirus pandemic knowledge were the most sorts of information shared. ANOVA result further revealed significant variation within the sort of coronavirus pandemic information shared on social media among the three universities ($F = 5.177; p < 0.05$). The Post Hoc Test of multiple comparisons indicated that the type of coronavirus pandemic information shared by Cape Coast Technical University differed significantly from those shared by the University of Education, Winneba, and the University of Cape Coast respectively.

Joshua-Luther Ndoeye Upoalkpajor. (2021). Stigmatisation and Discrimination against People Living with HIV and AIDS in Agona Swedru and Coping Strategies. The International Journal of Humanities & Social Studies, 9(5), 61-71.

Abstract

The study aimed at exploring the personal views and experiences of People Living with HIV and AIDS at Agona Swedru and their coping strategies. The study was qualitative research that employed a case study design. A semi-structured interview guide was used for data collection. A sample size of 10 people living with HIV and AIDS was used for the study. Purposive and convenient sampling techniques were used. The findings revealed the nature of stigmatisation and discrimination as visible, invisible, and self-imposed. It was

also found out that People Living with HIV and AIDS go through psychological experiences. People living with HIV and AIDS feel self-guilty once their HIV-positive status is revealed to them and begin to live lifestyles that they think will prevent people from knowing their HIV status. Another finding is that people living with HIV and AIDS adopt engagement coping, disengagement coping, and selective disclosure strategies to help them cope with their situation. It emerged from the study of voluntary testing and counselling that not only irresponsible behaviours like promiscuous life and heterosexual behaviour that contract HIV and AIDS. The study concludes that it is significant to note that the family, which is the basic protective institution, should stigmatise and discriminate against their members that have HIV and AIDS; and discrimination, some People Living with HIV and AIDS have found a way of coping with their condition. The research recommends that the participants should engage in information, education and communication, community mobilisation, and advocacy.

Namale, M., K., Upoalkpajor J., N., & Dzakey F., C., (2021). Premarital Counselling for Marital Stability. *Journal of Advanced Psychology*, 3(1), 43 - 56.

Abstract

Purpose: The study sought to explore the roles of premarital counselling in the marital stability of couples in Pentecost Church at Kade in the Kwaebibirem Municipality. The research questions that guided the study were: how does premarital counselling prepare couples for effective communication to ensure marital stability; how does knowledge gained from premarital counselling help couples to finance their marriage to ensure marital stability; in what ways does premarital counselling educate couples to establish a good relationship with in-laws to ensure marital stability, and how does premarital counselling prepare couples for sex life in marriage to ensure marital stability. **Methodology:** The qualitative research design was adopted for this study. The purposive sampling method was used to select the Pentecost Church at Kade for the study. Data was collected personally by the researchers using an interview guide to collect data from 5 couples who voluntarily agreed to be interviewed for the study. **Findings:** The study revealed that premarital counselling prepared Christian couples to solve marital problems to ensure marital stability. The study also revealed premarital counselling educated Christian couples to ensure good financial management for marital stability. **Unique contribution to theory, practice, and policy:** It was therefore recommended that premarital counselling programmes should include the teaching of good problem-solving skills. Also, it was recommended that premarital counselling programmes should prepare Christian couples to manage their finances very well. **Keywords:** Premarital counselling, marital stability, financial management, conflict resolution, skills, intimacy, and sex life.

Eggley V., E., Upoalkpajor J., N., & Anovunga A., A., (2021). Occupational Stress among Lecturers: The Case of Female Lecturers in University Education, Winneba. Asian Journal of Advanced Research and Reports, 15(8), 20-3. <https://journalajarr.com/index.php/AJARR>

Abstract

The purpose of this study was to explore occupational stress among female lecturers at the University of Education, Winneba. Two research questions were framed to guide the study. A triangulatory mixed method approach of quantitative and qualitative methods were used to obtain a fuller picture of female lecturers' stress with future recommendations grounded in the research. Descriptive statistics and thematic analysis were used to analyse the quantitative and qualitative data respectively. Seventy-five respondents were selected using the purposive sampling method using structured questionnaires and six were interviewed using a semi-structured interview guide. The results revealed that the causes of stress among female lecturers are abundant and wide-ranging extending from heavy workload, pressure from meeting deadlines, overlapping responsibilities, and demands from career expectations, to working home at the expense of rest among others. Stress experienced by female lecturers affected their work as well as their home life. The study recommended amongst others that the university should reduce the workload of female lecturers by employing the services of more lecturers or Teaching Assistants and also female lecturers should be supported to manage stress through counselling and assertive training.

Namale, M., K., (2018). Assessment of Academic and Career Needs of Senior High School Students in the Nadowli-Kaleo District, Upper West Region of Ghana. Journal of Education and Practice, 9(36), 7-12. <https://core.ac.uk/download/pdf/234642301.pdf>

Abstract

The purpose of the study was to assess the academic and career needs of students in senior high schools in the Nadowli-Kaleo District in the Upper West Region of Ghana. The descriptive survey design was used for the study. The instrument to gather the data was adapted and modified. The population for the study was 2,724 out of which 280 sample size was used. Descriptive and inferential statistics were used to analyze the data. The result of the study indicated that students' academic needs include developing effective learning skills, improving test-taking skills, and learning to manage time. Again, the result of the study showed that students' career needs include using the internet for career information, knowing educational requirements for careers, and relating interests with careers. The study also showed that there was a statistically positive significant relationship between the academic and career needs of students. Finally, the result of the study revealed that there was a statistically significant career needs difference between the Form 3 and Form 1 students. It was recommended that schools should include the academic and career needs of students in their guidance programmes. Again, career guidance should be organised more frequently

for Form 3 students to help them prepare adequately for their future careers.

Keywords: Assessment, Academic needs, Career needs

Namale M., K., (2020). ASSESSMENT OF HYGIENE FACTORS OF JOB SATISFACTION OF SENIOR HIGH SCHOOL TEACHERS IN THE CENTRAL REGION OF GHANA. *Journal of Psychometry and Assessment Techniques*, 1(1), 83-92

Abstract

The purpose of this study was to assess the hygiene factors of job satisfaction among senior high school teachers in the Cape Coast Metropolitan and Agona East District in the Central Region of Ghana. The population of the study comprised senior high school teachers in the eight selected schools for the study. Proportional sampling and simple random sampling techniques were used to select the sample size of 630 participants for the quantitative data while the incidental sampling method was used to select 16 for interviews. A self-designed questionnaire and a semi-structured interview guide were used to collect the data for the study. The Cronbach's alpha of the questionnaire was 0.71. Means and standard deviations were used to analyse the research questions while the independent samples t-test was used to test the hypothesis. The study showed that teachers were dissatisfied with headmasters' supervision and salary packages. However, it was found that teachers were satisfied with coworker relationships in the schools. It was recommended among others that Ghana Education Service should organize seminars and workshops for headmasters annually to enable them to strengthen their supervisory skills. Key Words: Hygiene factors, Job satisfaction, Headmaster supervision, Salary package, Coworker relationship, Teacher.

Namale M., K., Upoalkpajor J. N. & Ayambire C., A., (2021). Factors Contributing to Poor Academic Performance of Students in Kongo Senior High School in the Kongo District. *Asian Journal of Education and Social Studies*, 17(2), 16-25. https://www.researchgate.net/publication/351546601_Factors_Contributing_to_Poor_Academic_Performance_of_Students_in_Kongo_Senior_High_School_in_the_Kongo_District

Abstract

The study investigated the factors influencing the low academic performance of Kongo Senior High School Students in the Kongo District in the Upper East District. The Objectives of the study were to: identify the teacher factors that contribute to the low academic performance of students in Kongo Senior High School, identify how students' attitudes contribute to low academic achievement, and indicate how school physical facilities contribute to the low academic performance of students. The study also indicated the difference in perception between teachers and students with regard to ways teachers contribute to low academic achievement of students, indicate the difference in perception between teachers and students with regard to how school physical facilities contribute to the low academic performance

of students, and indicate the perception between teachers and students about how students' attitude contribute to low academic performance. The descriptive survey design was used for the study. A self-designed questionnaire with a reliability coefficient of .73 was used to gather data from a sample of 154 respondents. A purposive sampling method was used to select the school. A simple random sampling method was used to select student participants while a convenient sampling method was used to select teachers for the study. The study revealed that teachers did not give feedback regularly to students. It was also found that students were not active in the lesson. The study showed that the school did not have enough classroom furniture to aid teaching and learning. Therefore, it was suggested that teachers should regularly give feedback on students' work for them to know how they are doing in their subjects. It was also recommended that stakeholders of education should provide enough furniture for the school.

Namale M., K., Upoalkpajor J., N., & Dzakey F., C.. (2021). Premarital Counselling for Marital Stability. *Journal of Advanced Psychology*, 3(1), 43 - 56. <https://carijournals.org/>

Abstract

Purpose: The study sought to explore the roles of premarital counselling in the marital stability of couples in Pentecost Church at Kade in the Kwaebibirem Municipality. The research questions that guided the study were: how does premarital counselling prepare couples for effective communication to ensure marital stability; how does knowledge gained from premarital counselling help couples to finance their marriage to ensure marital stability; in what ways does premarital counselling educate couples to establish a good relationship with in-laws to ensure marital stability, and how does premarital counselling prepare couples for sex life in marriage to ensure marital stability.

Methodology: The qualitative research design was adopted for this study. The purposive sampling method was used to select the Pentecost Church at Kade for the study. Data was collected personally by the researchers using an interview guide to collect data from 5 couples who voluntarily agreed to be interviewed for the study.

Findings: The study revealed that premarital counselling prepared Christian couples to solve marital problems to ensure marital stability. The study also revealed premarital counselling educated Christian couples to ensure good financial management for marital stability.

Unique contribution to theory, practice, and policy: It was therefore recommended that premarital counselling programmes should include the teaching of good problem-solving skills. Also, it was recommended that premarital counselling programmes should prepare Christian couples to manage their finances very well. **Keywords:** Premarital counselling, marital stability, financial management, conflict resolution, skills, intimacy, and sex life.

Acquaye, H. E. (2018). Assessing the factor structure of models for Posttraumatic Stress Disorder symptoms in a War-Related Civilian Sample. Counseling Outcome Research and Evaluation. DOI: <https://doi.org/10.1080/21501378.2018.1461532>

Abstract

A confirmatory factor analysis (CFA) was used to assess the factor structure of the Posttraumatic Stress Disorder Checklist (PCL-5) in a non-Western sample (N D 444) of former refugees and internally displaced persons (317 men, 128 women) who had experienced a 10- year civil war in Liberia. The 7-factor hybrid model demonstrated a superior fit to the sample when compared to internal structures represented by 4- and 6-factor models depicting posttraumatic stress disorder symptoms. Implications for counseling outcome research are provided.

Acquaye, H. E., John, C., Bloomquist, L., & Milne, N. M. (2020). Using the Post-Traumatic Growth model to explore trauma narratives in group work with African refugee youth. Journal for Specialists in Group Work, 45(3), 185-199.

Abstract

African American youth and African refugee youth encounter systemic racism in similar yet different ways. Because of the inherent traumatic experiences encountered by refugee youth, the added discrimination during their acculturation processes elevates their trauma and stress-related symptoms. This paper uses the Posttraumatic Growth Model to explore some steps in facilitating 8-week group therapy for African refugee youth in the US school system. Culturally-sensitive recommendations are also provided.

Crowder, R. J., Acquaye, H. E., Boanca, G., & Thiesen, N. L. (2021). A journey through romantic heartbreak and psychological growth: An exploratory phenomenological study of adult females. Journal of Psychology and Theology, 50(4), 1-18. DOI: <https://doi.org/10.1177/00916471211032297>

Abstract

Romantic heartbreak is common, affects all genders, and does not spare the adolescent or adult. While some recover and experience growth beyond their pre-break-up state, others do not fully recover. What are the factors that facilitate or impede recovery? Could there be restoration for heartbreak? These are some questions that this study set out to explore. Using a phenomenological lens, eight Caucasian adult females who self-reported experiencing heartbreak from heterosexual and same-sex relationships were interviewed. Emerging themes from transcribed and coded interviews included relational evolution, decline, end, rumination, and recovery. While each relational phase transitioned to the next, the path of rumination influenced participants' level of recovery. Results indicated that participants who exhibited productive rumination eventually achieved a state of mental and spiritual renewal. Several implications are discussed, including how counselors may help to facilitate productive client rumination and renewal post-heartbreak.

**Fenyi, K., Jones-Mensah, I., Tabiri, M.O., & Owusu, E. (2021).
TEACHING LISTENING SKILLS IN SENIOR HIGH SCHOOLS
IN GHANA: ISSUES AND DIRECTIONS. *Journal of English
Education*, 7(1), 77-102. DOI: <https://doi.org/10.30606/jee>**

Abstract

Listening skill is one of the four important language competencies. However, it has not received the needed scholarly attention, not only in classroom pedagogy and curriculum planning but also in studies and research in Applied Linguistics and Teaching English as Second Language. This study, therefore, attempts an investigation into the teaching and learning of listening skills in the language classroom in Ghana. It focuses on three issues in English as Second Language (ESL) listening comprehension; i) the strategies/methods for teaching listening skills, ii) the challenges for learning listening skills, and iii) the ways to overcome the challenges. This descriptive qualitative study, having used two major instruments for data collection; observation and an open-ended questionnaire, engaged 200 students and 7 teachers as the sample from selected Senior High Schools in the Agona West Municipality. The analysis of data revealed that indeed clarity of speaker, speed of delivery, learning environments, etc posed challenges to the teaching and learning of listening skills. It was also revealed that combining listening with other skills, predictive and summative strategies were the strategies teachers employed in teaching listening. Then, finally, the solutions to listening comprehension challenges, as revealed in the data, were indicated as including planning, overt student participation, clarity of speaker, assessment strategies, etc.

**Fenyi, D, A., & Owusu, E. (2021). Classroom management practices
of English Language Teachers: A Study of senior high schools
in Agona West Municipality. *Annals of Management and
Organization Research*, 2(4), 271-287. DOI: [https://doi.
org/10.35912/amor.v2i4.964](https://doi.org/10.35912/amor.v2i4.964)**

Abstract

Purpose: This study aimed to ascertain (1) the classroom management practices of language teachers (2) the challenges in implementing the management practices and (3) the importance of classroom management to language pedagogy. **Research methodology:** The study is qualitative. It used observation and semi structured interviews to engage 22 language teachers selected through random sampling from all four Senior High Schools in the Agona West Municipality... 3 language class sessions were observed... The data were analyzed thematically

Results: It was found that teachers were aware of the relevance of classroom management in language teaching. They employed good student-teacher relationships, deference, physical organization of the classroom, and professionalism in managing the class in spite of challenges such as insufficient and ineffective teaching/learning resources, indiscipline, and large class size among others in the classroom.

Limitations: The use of only one approach- - makes it difficult to generalize the findings.
Contribution: The study extends knowledge on classroom management in the second language context, and further provides evidence and empirical data for teachers and policymakers to understand the relationship between students' academic achievement and classroom management.

Adenyoh, C. K., & Bansie-Baba, A. M., (2021). Physical Activity Levels among Selected Public-school Children. International Journal of Basic Education Research and Policy (IJOBERP).

Abstract

Physical activity (PA) is essential for children's health, development, and well-being. However, there is a scarcity of data on PA indices for children and youth in Ghana. This paper assessed PA levels among school-aged children. The cross-sectional design was adopted in carrying out the study. A sample size of 110 respondents was drawn using the multi-stage sampling procedures comprising stratified and quota sampling techniques. The International Physical Activity Questionnaire-Short Form (IPAQ-SF) was adapted to collect primary quantitative data for the study. The instrument was subjected to face and content validation procedures through a pilot study and reliability was assessed, yielding a Cronbach Alpha coefficient of 0.75. The data was analyzed using descriptive analysis comprising frequency counts, percentages, and inferential analysis of independent samples T-test. PA levels among the respondents were typically high. There was a significant gender difference, ($t = 357.73$, $df = 104$, $p < .05$) with male school-going children ($M = 531.82$, $\pm SD = 1.56$) attaining significantly higher PA scores than female school-going children ($M = 331.44$, $\pm SD = 3.10$). In addition, 58.5 percent of respondents engaged in at least 60 minutes of moderate-to-vigorous PA every day, as recommended by the WHO. Investigation of the importance of activity intensity in younger children is needed. This study establishes the groundwork for future research on children's PA policies, practice, and research.

Mbage, B., Awuah, F., Adjerakor, G.J. et al ., (2017). Training manual: Improving Basic School Pedagogical Skills of College of Education Tutors. , . ISBN: 978-9988-2-5710-1

Abstract

This manual was developed and used in organising workshops for Tutors of Colleges of Education, on requisite pedagogical skills necessary for teaching in basic schools and subsequently with the tutors given the opportunity to teach some lessons in the basic school classroom. This was because some tutors have either never taught in the basic school or have lost touch with current trends in the basic school classroom (system) after teaching in the college for many years, hence are unable to prepare student teachers adequately enough for the current basic school classroom.

Mbage, B., Awuah, F., Adjerakor, G.J. et al. (2017). Training manual: Improving the mentoring Skills of Basic School Teachers for Effective Teaching. , Kumasi. ISBN: 978-9988-2-5711-8

Abstract

This book was developed and used as a manual in providing training to basic school teachers on mentoring student teachers, and student teachers' weekly school visits, in a T-TEL-funded project by Dambai and Jasikan Colleges of Education

Adjerakor, G.J. (2019). Reflective journal for student teachers. , Kumasi. ISBN: 978-9988-54-773-8

Abstract

This Journal was developed to serve as a guide to enable student teachers to effectively keep records of their classroom and school engagements (journals) to assist them to undertake their reflective practices regularly during their Supported Teaching in Schools (STS) – off-campus activities).

Oppong Frimpong, S., & Subbey, M. (2022). Differentiated planning and learning of Early Grade. College for Distance and e-Learning, University of Education, Winneba, Ghana.

Ziggah, S.R., Oppong Frimpong, S., & Dzakadzie, Y. (2016). Teacher Education: From Principles to Practice. Benjoy Publication Ltd, Kumasi. ISBN: 9789988110006

Amissah, P. A. K., Oppong Frimpong, S., & Sam-Tagoe, J. (2009). Psychology of Human Development and Learning. Emmpong Press, Accra.

Oppong Frimpong, S., Amissah, P. A. K., Asemanyi, E. T., & Ziggah, S. R. (2009). Principles and practice of teacher education in Ghana. Emmpong Press, Accra.

Oppong Frimpong, S., & Amissah, P. A. K. (2009). Psychology of Adolescence. Emmpong Press, Accra.

Quansah, F. (2021). Teaching and learning mathematics in the lower primary in basic schools in Ghana. (In E. O. C. Espinosa (Ed.), Developing mathematical literacy in the context of the fourth industrial revolution (pp. 136-154)). IGI Global Publishers, Hershey. DOI: <https://doi.org/10.4018/978-1-7998-3868-5>.

Abstract

Mathematics is a fundamental human activity—a way of making sense of the world. Children possess a natural curiosity and interest in mathematics and come to school with an understanding of mathematical concepts and problem-solving strategies that they have discovered through explorations of the world around them. The purpose of this study is to find out how mathematics is being taught and learnt among primary one pupils in basic schools in Ghana. A qualitative approach was employed to provide answers to the research questions raised. It was found that teachers employed a variety of procedures for teaching mathematics. However, there were some problems encountered in the teaching and learning of mathematics.

Ankoma-Sey, V. R., Essilfie, G., Quansah, F., & Nugba, R. M. (2022). Distance education students' readiness for online learning at the University of Cape Coast, Ghana. (In B. Muniandy, G. Awabil, R. Mandela, R. Afutu-Kotey, & J. Muyaka (Eds.), Handbook of research on distance education in Ghana (pp. 42-65)). Sub-Saharan African Publishers, Accra.

Abstract

In the era of covid-19, it has become increasingly necessary and relevant that all higher education programmes, including distance education, adopt online education. This does not exempt the College of Distance Education (CoDE) of the University of Cape Coast (UCC), Ghana. The instructional shift would require all parties of the education system to be ready for online teaching and learning. In this study, we examined distance education students' readiness for online learning at UCC. A cross-sectional survey was conducted to sample 700 students of CoDE-UCC. Questionnaires were administered to them in their respective study centres. Aside from frequencies and percentages, binary logistic regression was used to analyse the data. The findings of the study revealed that distance education students in CoDE-UCC were generally not ready for online learning where their readiness was found to be influenced by factors such as internet accessibility, availability of e-devices, (funds for) internet bundle, computer literacy, intentions to use e-learning in future and perceived ease of use.

- Agordzo Edoh-Torgah, Ziggah, & S. R. & N- Yelbi, J. (2022). Group counselling, principles and practice. Kumasi: Prince Appua Enterprise.**
- Amos, P. M., Adade, J. R. D. & Duodu, A. A. (2022). Online counselling: Perceptions of counsellors, counsellor educators, and trainees. Journal of Asia Pacific Counselling, 12(1), 37-30. DOI:<http://doi.org/10.18401/2022.12.1.3>**
- Bedu-Addo, P.K.A., Brimah, M. & Dogbey, A. E. (2022). Students' career readiness: Issues and evidence from Mawuko Girls Senior High School in Ho Municipality. Integrated Journal for Research in Arts and Humanities 2, 3, 8-1**
- Crowder, R. J., Acquaye, H. E., Boanca, G., & Thiesen, N. L. (2021). A journey through romantic heartbreak and psychological growth: An exploratory phenomenological study of adult females. Journal of Psychology and Theology, 1-18. doi:10.1177/009164712111032297.**
- Dogbey, A. E., Bedu-Addo, P.K. A. & Osei-Tutu, D. (2022). Examining counseling needs of divorcees and children of divorce: A case study of Asogli State in the Volta Region of Ghana. Hybrid Journal of Psychology, 3, 1, 7-16.**
- Harrell, K., Davis, K., Samuels, S. S., Acquaye, H. E., & Puig, E. (2021). Effects of a Vocabulary Scenario Technique on Ninth Grade English Learners' Vocabulary Acquisition. Journal of the National Black Association for Speech-Language and Hearing (JNBASLH), 16(1), 46-56.**
- Mahama, I., Ziggah, S. R. & Eshun, P. (2022). Perceptions of adult learners about online learning in the era of Covid-19 in Ghana. A confirmatory analysis approach. International Journal of Psychology and Educational Studies (IJPES).**
- Sackey, M.M., Bedu-Addo, P. K. A., Andoh-Robertson, T & Asiedu, B. (2022). Influence of training and development on Non-Teaching staff performance in the University of Mines and Technology, Tarkwa . International Journal of Research and Innovation in Social Science, VI(IV), 727-734.**

Odei-Tetty, K., Bampo, J. & Dodzi, E. (2022). Deontological and consequential ethics for quality standards: Blurring the boundaries to secure accountability in policy compliance for public administration practices. *Public Policy and Administration Research*, 12(5), 1-18. DOI: 10.7176/PPAR/12-5-01

Odei-Tetty, K. (2022). Impact assessment, the Capitation Grant Policy and the rhetorics of academic achievement: A neglected methodological approach to the education finance policy process in Ghana. *The International Journal of Humanities & Social Studies*, 10(3), 84-95. DOI: 10.24940/theijhss/2022/v10/i3/HS2203-048

Odei-Tetty, K. (2021). Policy and society: New directions for policy analysis (with a lustre from educational policies). Accra: Yamens Press Ltd.

Odei-Tetty, K. (2021). Biting the bullet or steering clear off organisational Growth: The essential tensions in knowledge creation for academic staff retention policies in two Private Universities in Ghana. *International Journal of Education, Learning and Development*, 9(3), 47-72.

CONFERENCES/WORKSHOP/SYMPOSIA/SEMINAR WITH PRESENTATIONS

Bedu-Addo, P. K. A. (2021). World Education Research Association, Santiago De Compostela, Galicia - Spain, 7th - 9th July, 2021. Paper Presented: To be violent or not to be violent: Can counselling be a panacea?

Amos, P. M. & Amoah, H. Experiences of student nursing mothers in University of Education, Winneba. A biennial conference for the International Society for the Study of Behavioural Development (ISSBD) between 19th and 23rd June 2022. Rodos Palace Hotel, Rhodes; Greece.

Amos, P. M., Bedu-Addo, P. K. A. & Essuman, S. (2022). Digitizing counselling practice: A study of counsellors' values and challenges associated with face-to-face and e-counselling modes. A biennial conference for the International Society for the Study of

Behavioural Development (ISSBD) between 19th and 23rd June 2022. Rodos Palace Hotel, Rhodes; Greece.

Antwi, T. (2022). An examination of determinants of academic performance of pupils of Effutu Municipality, Ghana. A biennial conference for the International Society for the Study of Behavioural Development (ISSBD) between 19th and 23rd June 2022. Rodos Palace Hotel, Rhodes; Greece.

Acquaye, H. E., Honu-Mensah, C. M., & Danful, G. K. (2021). Intersectionality of noise, hearing, and emotions. Presentation at UG-Carnegie Scholars Network and Pan-African Doctoral Academy, University of Ghana, Legon.

Sekyi-Bremansu, G., Acquaye, H. E., & Mensah, A. A. (2021). The effect of an 8-session mindfulness-based CBT on anxiety in emerging adults. Presentation at UG-Carnegie Scholars Network and Pan-African Doctoral Academy, University of Ghana, Legon.

Acquaye, H. E. (June 2021). Approaches to divorce counseling. Ghana Psychological Association, Accra, Ghana.

Acquaye, H. E. (May 2022). Components of Healing Play. Jacaranda Communities of Hope, Healing Play Conference and Training, Brackenhurst, Limuru, Kenya

BOOKS

Fobi, D., Fobi, J., Appau, O., & Oppong, A. M. (2022). Interpreting in Ghana. , .

Fobi, D., & Duku, R. (2022). The Ghana National Association of the Deaf.

MONOGRAPHS

Matemba Y. H; Addai-Mununkum, R., (2021). . Religious Education in Malawi and Ghana: Perspectives on Religious Misrepresentation and Misclusion, <https://doi.org/10.4324/9780429331671> <http://https://www.routledge.com/Religious-Education-in-Malawi-and-Ghana-Perspectives-on-Religious-Misrepresentation/Matemba-Addai-Mununkum/p/book/9780367741204>. ISBN: 9780429331671

Abstract

Religious Education in Malawi and Ghana contributes to the literature on opportunities and complexities of inclusive approaches to Religious Education (RE). It analyses how RE in Malawi and Ghana engages with religious pluralisation and provides a compelling case for the need to re-evaluate current approaches in the conceptualisation, curriculum design, and delivery of RE in schools in Malawi and Ghana. The book explains how a pervasive tradition of selection involving exclusion and inclusion of religion in RE leads to misrepresentation, and in turn to misclusion of non-normative religions, where religion is included but marginalized and misrepresented. The book contributes to a wider discourse of RE on opportunities as well as complexities of post-confessional approaches, including the need for RE to avoid perpetuating the continued legitimisation of selected religions, and in the process the delegitimization of the religious 'other' as a consequence of misrepresentation and misclusion. Inspired by Braten's methodology for comparative studies in RE, the book draws on two qualitative studies from Malawi and Ghana to highlight the pervasive problems of religious misclusion in RE. This book will be of great interest to academics, scholars, and postgraduate students in the fields of RE, African education, educational policy, international education, and comparative education.



FACULTY OF FOREIGN LANGUAGES, LINGUISTICS, AND COMMUNICATION STUDIES

ARTICLES IN JOURNALS

Owusu, S. (2021). Washback Effect of High-Stakes English Language Tests on the Learning Behaviours of Ghanaian ESL Learners. *Journal of Education and Practice*, 12, (30), 79-101. 2222-288x. <http://www.iiste.org>. ISSN: 2222-1735

Abstract

The term washback or backwash is used in Applied Linguistics to refer to the impact of second/foreign language testing on learning behaviours, teaching practices, and curriculum design. The Basic Education Certificate Examination (BECE) and the West African Senior School Certificate Examination (WASSCE) English language tests administered by the West African Examinations Council (WAEC) are high-stakes tests which have very important consequences for junior and senior high school leavers. The English language syllabus for both junior high school and senior high school levels has listening, reading, writing, and speaking components. Unfortunately, the BECE and WASSCE English language tests do not assess students on all language skills. Although the WASSCE English language test has oral English component (which was introduced in 1999), it assesses candidates on listening comprehension only. Since teachers and students are likely to concentrate on what is going to be assessed, there may be a negative washback effect on teaching and learning of the English language in junior and senior high schools in Ghana. This paper reports on the washback effect of high-stakes English language tests on the learning behaviours of Ghanaian ESL learners. A total of 344 students from 3 junior high and 5 senior high schools were purposively sampled for the study. Qualitative and quantitative analysis of data revealed that the BECE/WASSCE influenced how students learnt the English Language and that they wanted their teachers to concentrate on language areas that would only make them perform well in the high-stakes tests. This confirms Alderson and Wall's washback hypotheses that a test will influence what and how learners learn.

Owusu, S. & Adomako K. (2021). THE INFLUENCE OF AKAN VOWEL HARMONY ON PRONUNCIATION OF NATIVE AKAN SPEAKERS OF ENGLISH. International Journal of English Language and Linguistics Research, 9, (7), 1-10. issn2053- 6313. [http:// https://doi.org/10.37745/ijellr.13](http://https://doi.org/10.37745/ijellr.13). ISSN: ISSN 2053-6305

Abstract

Vowel harmony is a major phonological phenomenon in the phonological system of Akan. The vowel harmony rule in Akan is governed by the [ATR] parameter. It is a phonological process of regressive assimilation in Akan. It occurs when [-ATR] vowels are followed by [+ATR] vowels. [+ATR] vowels tend to assimilate [-ATR] vowels on the left, that is, [+ATR] feature spreads leftward to all the preceding [-ATR] vowels in a word. This paper examines the impact of this phonological phenomenon in Akan on the spoken English of native Akan speakers. We formed sentences with 20 English words in which relatively low vowels are followed by relatively high vowels. The 20 native Asante Twi speakers of English from the College of Languages Education, University of Education, Winneba were purposively sampled to read the sentences. The sentences were recorded and impressionistically transcribed and analysed. The results showed that the respondents transferred the Akan vowel harmony rule into their pronunciation of the English words administered. Keywords: Akan Vowel Harmony, Pronunciation, Twi Speakers of English

Issah, A. S., & Acheampong, O. S. (2021). Interrogative pronouns in Dagbani and Likpakpaanl. Ghana Journal of Linguistics,10(2),30-57.DOI: <http://dx.doi.org/10.4314/gjl.v10i2.2>.

Sanortey, T.D. & Dorzie, G. B. (2021). Ka Te Kanne Segerewiiri 1 Ajumako: Sanorteydorzie Publication.



INSTITUTE FOR EDUCATIONAL RESEARCH AND INNOVATION STUDIES

ARTICLES IN JOURNALS

Yalley, Clarke Ebow & Andrews Acquah. (2021). Reflective Examination of the Educational Philosophies of Dr. Kwame Nkrumah of Ghana and Julius Nyerere of Tanzania: Intricacies for Curriculum Development in Africa. *Advances in Social Sciences Research Journal*, 8(7), 119-126.

Abstract

The central focus of this paper is to undertake a reflective examination of the educational philosophies of Dr. Kwame Nkrumah of Ghana and Julius Nyerere of Tanzania and these educational philosophies intricacies for curriculum development in Africa. The educational philosophies of Dr. Kwame Nkrumah (Consciencism, Socialism, Africanism, Humanism, and Communism) as well as that of Julius Nyerere (Self-reliance and Liberation) were of importance to the distinct countries at the time yet, its relevance can still be felt, and their foundational legacies within the educational front solidified and modified to meet current changes in education. African curriculum developers must not lose sight of the implications of the educational philosophies of these great Africanist scholars rather synchronize contemporary educational philosophies to meet the standards and vision of education of these two great Pan-Africanist.



SCHOOL OF CREATIVE ARTS

Essuman, J. & Boamah, A. (2022). Digital Photography Trends in Self-identity Construction among the Youth. *The International Journal of Humanities & Social Studies*, 10(8), 56-64. https://www.researchgate.net/publication/363234348_Digital_Photography_Trends_in_Self-identity_Construction_among_the_Youth

Abstract

Picture-taking seems no longer predominantly an act of memory intended to safeguard the heritage of a family's pictorial portal. However, it is increasingly becoming a tool for an individual's identity formation and communication. Self-identity construction is an integral component of society, including human interactions, interpersonal connections, relationships, and strong attachment stamps. This expressively incorporates the entirety of one's thoughts and emotions, creating this visual representation of themselves. The study aims to find out how today's youth use photography as a tool in the identity construction of the self. The research adopted the qualitative approach and exploratory research design for the study. However, the interpretivism approach was adopted to provide novel insight into the study. It was revealed from the analyses that the perspectives of the youth on photography trends have lots of insights, and digital photography has been the activator of these trends. The paper concludes that photography may represent a true reflection of reality and, in some cases, memory. However, photography trends have come to a point where reflection goes beyond the limit by providing the youth the option to enhance and reconstruct their appearance through photo editing. It also concludes that photography has become a new tool that enables individuals to control the outcome of images. Special emphasis is placed on the youth because they are more exposed to the technological know-how of some of these photographic tools that construct identity through an improved photography trend.

Sarfo, M. F. & Boamah, A. (2022). New media technologies and students' creativity: an analysis of portfolio website concept generation. *Journal of Arts and Design Studies*, 100, 38-48. https://www.researchgate.net/publication/360291212_New_Media_Technologies_and_Students'_Creativity_An_Analysis_of_Portfolio_Website_Concept_Generation

Abstract

This study analyses concept generation for portfolio websites using new media technologies for a third-year Web Design and Development course at the Department of Graphic Design, University of Education, Winneba (UEW). The focus was to examine the effects of technologies

used to develop portfolio websites on students' creativity. Using New Heuristic Framework for Creativity Measurement (NHFCM) as a lens, the study analyses the developmental stages of hundred portfolio websites carried out by a hundred third-year Graphic Design students at the Department of Graphic Design, UEW. The study from its findings revealed that the technologies used to develop the portfolio websites offered Graphic Design students the digital platform to plan, record, refine, and implement their ideas with no limitations. There was evidence to suggest that the Graphic Design students circumvented some of the concept generation processes for generating portfolio websites with technology. The study recommends the continuous use of new media technology by Graphic Design students to hone their creative skills since it supports concept generation. The study suggests against the circumvention of concept generation processes with technology by Graphic Design students to enable them to gain the total learning outcomes of the process.

Boamah, A. (2021). The deaf and graphic design education: figuring the challenges of the sign language interpreter. American Journal of Art and Design, 6(4), 120-126. https://www.researchgate.net/publication/356617567_The_Deaf_and_Graphic_Design_Education_Figuring_the_Challenges_of_the_Sign_Language_Interpreter

Abstract

This paper stems from preliminary observations of hearing-impaired students and interpreters at the Department of Graphic Design at the University of Education, Winneba. The study examines the challenges faced by the department's sign language interpreters with mixed backgrounds interpreting graphic design courses. The helper and facilitator models guide this study theoretically. Adopting a qualitative approach with a case study method, data is gathered from two interpreters through a face-to-face interview. Data is further analysed using thematic data analysis. With supportive pieces of evidence, some challenges faced by interpreters were identified. Interpreters without graphic design background were found to process some unqualified information; the lack of the adaptation of visual cues, unavailability of structured concepts for interpreter use, unavailability of note-takers, the lack of recognition of the hearing-impaired by some lecturers and fast-paced lecture delivery were also identified. However, the study recommends an initiative of lecturers inquiring about hearing-impaired students at lectures to affect the pace of lecture delivery, the provision of note-takers, the addition of visual cues in lecture delivery, and the design of structured concepts to be used by the department due to the practicality of courses offered. Moreover, this improves the pace of lecture delivery in the practice of inclusive education.

Toffah, A.A., Appiah, E. & Boamah, A. (2021). To use or not to use: Analysis of ICT in the ideation process of graphic design in the senior high schools. Journal of Arts and Design Studies, 90, 14-21. https://www.researchgate.net/publication/354478106_Arts_and_Design_Studies_To_Use_or_Not_to_Use_Analysis_of_ICT_in_the_Ideation_Process_of_Graphic_Design_in_the_Senior_High_Schools

Abstract

This paper is an outcome of a survey that sought to analyse the use of ICT in idea development in the design process with respect to graphic design education in the second-cycle institution. The focus was to examine the effect of the introduction of ICT into the curriculum of graphic design education in Senior High Schools (SHS) on idea development. Quantitatively, data was gathered from two hundred and twenty students from four different SHS in Kumasi, where graphic design is pursued as an elective course in visual art. There was evidence to suggest that even though ICT as a tool is studied in schools, design students were not officially allowed to either assess the internet or use the computer for idea development. However, there was evidence to suggest that students mostly assess the internet and use the computer for their assignments in their respective homes. The results also affirmed that ICT helped in their idea development even though per the pedagogy, teachers do not teach the students. The study however recommends that curriculum developers take another look at the curriculum in shaping the thoughts of these students since the early and proper use of ICT by design students will help in the thinking on the use of technology in higher education institutions. Moreover, it will also help in the realisation of the full potential of technology in idea development in the design process, especially in developing countries.

Vanderpuye, P., Appiah, E. & Boamah, A. (2020). The use of thumbnail sketches in visual arts education: exploring high school students' perspective in the design process. Arts and Design Studies, 88, 14-21. https://www.researchgate.net/publication/351946009_Arts_and_Design_Studies_The_Use_of_Thumbnail_Sketches_in_Visual_Arts_Education_Exploring_High_School_Students'_Perspective_in_the_Design_Process

Abstract

The study explored the understanding of SHS students on thumbnail sketches as a key tool in the design process. The study utilised qualitative research approaches using observation and informal interviews to solicit data. The activity theory was adopted to engage students in the activity of thumbnail sketching. The study revealed the positive mindset of some students towards the acknowledgment of thumbnail sketches as ways of generating ideas. The study also revealed negative attitudes of students towards thumbnail sketching activities when undertaking a design activity. The idea of performing thumbnail sketches using both technological and traditional methods is recommended as an effective way of achieving insightful ideas for effective design.

Boamah, A. & Kyere-Owusu, D.K.A. (2020). Ethical irregularity in context of Ghanaian television advertising: A Review. *International Organization of Scientific Research*, 25(12), 01-08. https://www.researchgate.net/publication/351249728_Ethical_Irregularity_in_Context_of_Ghanaian_Television_Advertising_A_Review

Kyere-Owusu, D.K.A & Boamah, A. (2020). Promoting Social Change Through Edutainment: An Analysis of Yolo Television Series. . *Global Journal of Arts, Humanities and Social Sciences – (ECDR-UK)*, 8(10), 1-21. https://www.researchgate.net/publication/346401680_PROMOTING_SOCIAL_CHANGE_THROUGH_EDUTAINMENT_AN_ANALYSIS_OF_YOLO_TELEVISION_SERIES

Akyiaw, O. S., Asemanyi, A. A., degraft-Yankson, P., Boamah, A., & Adzei, S. E. (2019). Visual aesthetics and aural techniques used in television political campaign ADS during Ghana's 2016 presidential elections. *IOSR Journal of humanities and social science*, 24(4), 63-73, 24(4), 63-73. https://www.researchgate.net/publication/341408035_Visual_Aesthetics_And_Aural_Techniques_Used_In_Television_Political_Campaign_ADS_During_Ghana's_2016_Presidential_Elections

Boamah, A., Amoako-Agyeman, K. N., degraft-Yankson, P., & Akyiaw, O. S. (2018). Ethical policy on advertising effectiveness: Its implementation on television in Ghana. *International Journal of Psychology and Education*, 1, 128-40. https://www.researchgate.net/publication/336407051_Ethical_Policy_on_Advertising_Effectiveness_It's_Implementation_on_Television_Advertising_in_Ghana

Adzei, S. E., Boamah, A., degraft-Yankson, P., & Akyiaw, O. S. (2019). Colour dynamics and the multimedia industry: Its role in video games. *International Journal of Psychology and Education*, 2, 1-25. https://www.researchgate.net/publication/356591558_Colour_Dynamics_and_the_Multimedia_Industry_It's_Role_in_Video_Games



FACULTY OF HOME ECONOMICS EDUCATION

ARTICLES IN JOURNALS

- Amubode, A. A. and Ghanney, V. (2016). Hard and Soft skills development: Essentials skills for career success in Clothing and Textiles. Proceedings of the 1st International Conference on Food Science and Human Ecology (ICOFHEC 2016), 1(1), 87-90.**
- Ghanney, R. A. and Mensah, V. (2007). The effects of domestic violence on the basic school child: A case study of Kasoa, in the Central Region of Ghana. Journal of Research and Development in Education, 7(1), 37-44.**
- Ashong, E. L. and Mensah, V. (2009). Clothing the Family for Quality Living. International Journal of Home Economics Research, 1(1), 94-99.**
- Forster, P., Quarcoo, R., Ashong, E. L. & Ghanney, V. (2017). Views of Teacher-Trainees on Clothing and Textiles Education in two Teacher Education Universities in Ghana. World Journal of Education, 7(1), 1-13.**
- Adigbo, E. C., Madah, C. K., Ashong, E. L. & Mensah, V. (2008). Food Spoilage. In P. E. Ackom & F. Donkor (Eds). Introduction to Catering for Technical/Vocational Education and Training (TVET) - The President's Special Initiative on Distance Learning.(Module one). GNAT Print Shop, Accra.**
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CONFERENCES/WORKSHOP/SYMPOSIA/SEMINAR WITH PRESENTATIONS

Presenter: Guy Eshun

Seminar/Conference: Examination Invigilation Workshop

Paper presented: Examination malpractice and Invigilators' responsibilities

Venue: Faculty of Home Economics Education, University of Education, Winneba

Date: 26th May, 2022

Presenter: Guy Eshun

Seminar/Conference: Creating change – sustainable living, working and doing research

Paper presented: Re-discovering African plants as sustainable protein sources

Venue: Via ZOOM organized by the alumni Office of the University of Wuerzburg and the German Academic Exchange Service (DAAD)

Date: 25th-29th October, 2021

Presenter: Esther Kumea Ashun

Seminar/Conference: Presentation on Food and Catering Services of UEW at the Orientation for International Students from the University of Copenhagen

Paper presented: Food and Catering Services available at the University of Education, Winneba

Venue: Conference Hall at Student Centre, UEW

Date: 4th January, 2022



FACULTY OF GHANAIAN LANGUAGES EDUCATION

ARTICLES IN JOURNALS

Ofori, V., Diabah, G. & Agyekum, K. (2021). An ethno-pragmatic analysis of humour in Akan draught games. *Ghana Journal of Linguistics*, 10(1), 123-149.

Issah, A. S., & Acheampong, O. S. (2021). Interrogative pronouns in Dagbani and Likpakpaanl. *Ghana Journal of Linguistics*, 10(2), 30-57. DOI: <http://dx.doi.org/10.4314/gjl.v10i2.2>.


Sanortey, T.D. & Dorzie, G. B. (2021). Ka Te Kanne Sɛgerewiiri 1 Ajumako: Sanorteydorzie

Dogbey, E., Mbithi, E. K., and Maina, O. M. (2021). Literary Study of Invectives in Selected Works of H. K. Bidi Setsoafia. *Journal of Marketing and Communication*, 4(1). <https://stratfordjournals.org/journals/index.php/journal-of-marketing/article/view/893> ISSN Online 2617-359X

Abstract

This study explores invective expressions, their cause, effects and gradations in defining literary elements and roles in selected literary works of H. K. Bidi Setsoafia. Since textual efficacy rather than material quantification is the phenomenon under investigation, this qualitative study offers a pristine understanding that invective usages form the anchor of literary works, communicative competence, culture consciousness and language proficiency. Three literary works of Setsoafia viz 'Fia Tsatsala' (The wandering King), 'Togbui Kpeglo II' (King Kpeglo II) and 'Mede Ablotsidela' (I am married to one who had been abroad) were closely studied for their invective embellishments. The study observes invective usages as expressions about real-life activities. It focuses on the concept of optimal performance that the usage of a language form (invectives) depends on and defines the performer's (character) mindset with regards to his natural form or nature that generally attract some kinds of

invectives, a communicative setting which regards to contexts that define behaviours and actions as invectives, and reflections that unearth meanings in diversity to conclude and justify behaviour or action as worthy to receive an expressed form of invective. The study tends to argue that every action is a performance and a reflection of personality and society; revealing themes and the totality of norms and behaviours. Here, every invective usage is a performance engineered by a purposed mindset to identify and respond to invective dynamisms, interrogate invective causes, effects, themes, aesthetics and cautions earthed by characters. The study found invectives as unavoidable language forms controlling meaning, actions and life literary works as well as in everyday life activities. Invective competence marks language proficiency and linguistic, cultural competence and consciousness hence every native speaker of Ewe seems to be groomed right from childhood to be conscious of invectives and to appropriately engage in performances involving them. However, invective usage is heavily frowned upon. Finally, the novelistic use of invectives defines tropes and establishes the efficacy of language in influencing character, character roles and actions, themes, and aesthetics among others in the literature. The study hypothesizes that literary elements are controlled by invective mindsets and every form of advice, persuasion, praise, edification, entertainment, responsibility or literature depends on invectives. The findings further reveal ethnophaulism, dehumanisation, sex, stereotype, body parts, and humour are invective usage fields in the texts. They also contribute to marking the categorisation and gradations of invectives for specific roles, effects, and interpretations. The study concludes that humans naturally refuse to accept the truth and when expressions expose their weaknesses or threaten their status and emotions, they regard them as invectives. Also, invective consciousness helps in maintaining law and order as well as controlling behaviours. The study suggests that invectives should not be treated as language usages that violate one's rights but as useful tools for correcting, reprimanding, teaching, commending and making fun of people and situations.



Fenyi, K., & Sapaty, G. A. (2021). Ideological Underpinnings in President John Dramani Mahama's 2013 State of the Nation Address: A Critical Discourse Analysis. *Linguistics Initiative*, 1(1), 1–17. DOI: <https://doi.org/10.53696/27753719.17>

Abstract

This study sets out to investigate, examine and understand the hidden ideologies and ideological structures/devices in the 2013 State of the Nation Address of President John Dramani Mahama. The study specifically aimed to (i) ascertain the ideologies embedded in the speech and (ii) investigate linguistic expressions and devices which carry these ideological colourations in the speech under review. It uses Critical Discourse Analysis as the theoretical framework to examine the role of language in creating ideology as well as the ideological structures in the speech. These hidden ideologies are created, enacted and legitimated by the application of certain linguistic devices. The researchers deem a study of this nature important as it will expose hidden motives that Ghanaian presidents' cloth in language in order to manipulate their audience through their speeches in order to win and/or sustain

political power. Through thematic analysis, it was revealed that Mahama projected these ideologies in his speech: ideology of positive self-representation, ideology of human value, ideology of economic difficulty, ideology of power relations and ideology of urgency. It also revealed that Mahama projects his ideologies through the following ideological discursive structures: pronouns, biblical allusion and metaphor. The study has shown that language plays a crucial role in human existence as a means of socialisation. Language has been revealed as a means of communicating ideologies and events of the world. In the tradition of CDA, this study has confirmed that text and talk have social and cultural character and that discourse functions ideologically.



SCHOOL OF BUSINESS

CONFERENCES/WORKSHOP/SYMPOSIA/SEMINAR WITH PRESENTATIONS

Ametorwo, A. M., & Agbodza, M., (2022). Presented a paper titled “Understanding the crux of Ghana’s procurement deviance,” at a two-day conference organised by ICBMEB from April 13 to April 14, 2022.



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