



**COLLEGES OF EDUCATION GHANA**

# **1ST NATIONAL RESEARCH CONFERENCE ON TEACHER EDUCATION**

## **TEACHER EDUCATION IN GHANA: PROSPECTS, CHALLENGES AND THE WAY FORWARD**

# **BOOK OF ABSTRACTS**

**18TH – 20TH NOVEMBER, 2024**

**ACCRA COLLEGE OF EDUCATION, ACCRA-GHANA**





# COLLEGES OF EDUCATION GHANA

## 1ST NATIONAL RESEARCH CONFERENCE ON TEACHER EDUCATION

**DATES: 18TH – 20TH NOVEMBER, 2024**

### **Editors:**

Prof. Samuel A. Atintono

Very Rev. Prof. Kwesi Nkum Wilson

Dr. Ebenezer Appah Bonney

Dr. Anthony Baabereyir

Dr. Halidu Musah

Ven. Dr. David Korankyi Okyere

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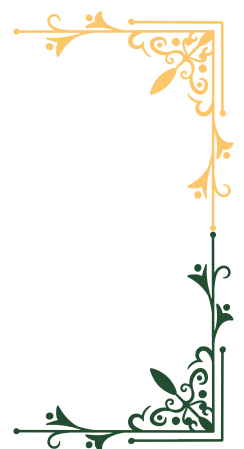
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**His Excellency Nana Addo Dankwah Akuffo-Addo**  
**President of the Republic of Ghana**

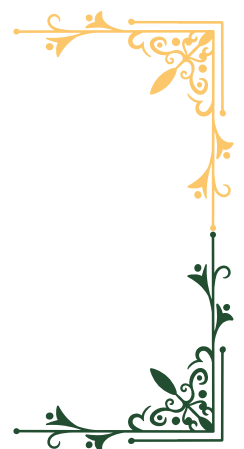


**Hon. Dr. Yaw Osei-Adutwum**  
**Minister for Education**  
**Guest of Honor**





**Prof. Ahmed Jinapor Abdulai**  
**Director-General**  
**Ghana Tertiary Education Commission**





**Prof. Samuel Awinkene Atintono**  
**PRINCOF President**





**Mr. Robin Todd**  
**Executive Director, T-TEL**



**Dr. Emmanuel Nyamekye**  
**Keynote Speaker**



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# PROGRAMME

## DAY 1 : MONDAY NOVEMBER 18, 2024

TIME	ACTIVITY
7:00 AM	<b>Registration of Participants</b>
8:45 AM	<b>Opening Prayer</b> <b>Introduction of Chairperson</b> by Mrs. Juliana Dontoh <b>Chairman's Response</b> - Prof. Winston K. Abroampa (Pro. VC, UNIMAC)
8: 50 AM	<b>Welcome Address</b> - <i>Prof. Samuel Awinkene Atintono – Principal of Accra CoE/PRINCOF President</i>
9.00 AM	<b>Purpose and Overview of the Conference</b> – <i>Very. Rev. Prof. Kwesi Nkum Wilson – Chairperson of Conference Planning Committee</i>
9.10 AM	<b>Remarks by the Director General of GTEC</b> – <i>Prof. Ahmed Jinapor Abdulai</i>
9.20 AM	<b>Remarks by Executive Director, T-Tel.</b> <i>Mr. Robin Todd</i>
9.30 AM	<b>Address by Special Guest of Honour</b> - <i>Hon. Dr Osei Yaw Adutwum, Minister for Education</i>
9.45 AM	<b>Keynote Address - Teacher Education in Ghana: Prospects, Challenges and the way forward</b> - <i>Dr. Emmanuel Nyamekye, Former PRINCOF President and Former Principal of Akrokerri CoE:</i>
10.45 AM	<b>Group Photograph</b>
10:50 AM	<b>Snack Break (30 Mins)</b>
<b>PLENARY SESSION FOR THE DAY (SESSION 1)</b>	
<b>Chair: Very. Rev. Dr. Joseph Nkyi Asamoah</b>	
11:20 AM:	<b>PRESENTATION 1: Innovation in Teaching and Learning Approaches in the 21st Century: The Role of Context, Community and Inclusion</b> - <i>Dr. Leslie Casely Hayford, Director of Associates for Change and Olinga Foundation</i>
11.50AM	Q & A
12:00 PM:	<b>PRESENTATION 2: Education and Community Development</b> - <i>Prof. Nyarko Sampson, Vice Chancellor, University for Environment and Sustainable Development</i>
12.30AM	Q & A
1.30 PM	Lunch

<b>PARALLEL SESSION 1 (DAY 1) – 2.00PM : 3.00PM</b>		
<b>Room 1: Teaching/Learning/STEM/TVET</b>		
<b>Chair: Dr. Adwoa Kwegyiriba</b>		
<b>No.</b>	<b>Title</b>	<b>Presenter</b>
1.	Exploring the Effectiveness of Digital Tools for Teacher Training: A Study of Tutors' Experiences and Perspectives in Colleges of Education in Northern Ghana	<b>Abdul Kadir Salifu</b> <b>Dr. Sulemana Iddrisu</b> <b>Tamale CoE</b>
2.	The Effect of Computational Thinking Pedagogical Strategies on Pre-Service Mathematics Teachers' Problem-Solving Skills	<b>Oforu Ernest Kwaku</b> <b>SDA CoE, Asokore</b>
3.	Making Ethnomathematics and Modeling Meaningful and Realistic in Ghanaian Context	<b>Hamidu Ibrahim Bukari</b> <b>Tedam Univ. of Technology and Applied Science</b>
4.	Utilisation of Instructional media/technologies in teaching and learning: Challenges facing teachers and students in selected Basic Schools in Offinso Municipality	<b>Emmanuel Atuahene</b> <b>Offinso CoE</b>
<b>Room 2: Assessment and Evaluation of Teacher Education</b>		
<b>Chair: Prof. Scholastica Wompekeh Azuah</b>		
<b>No.</b>	<b>Title</b>	<b>Presenter</b>
5.	Assessing Junior High School Social Studies Teachers' Knowledge of the 21st-Century Skills in the Social Studies Curriculum (2)	<b>Emmanuel Brew</b> <b>Enchi CoE</b>
6.	Cultural Relevance of Mathematics Curriculum and Instructional Materials Used in Ghana: How Its Examples and Contexts Improve Students' Motivation and Understanding of Mathematical Concepts (2)	<b>Jackson Jessel Aboagye Agbi</b> <b>Stella Asaase</b> <b>Accra CoE</b>
7.	Assessing the State of Disaster Risk Reduction (DRR) Awareness and Practice among Teacher Trainees in Ghanaian Colleges of Education: Insights from Gbewaa, Foso, and Peki Colleges of Education	<b>Dr. Ebenezer Appah Bonney</b> <b>Dr. Halidu Musah</b> <b>Dr. Anthony Baabereyir</b>
<b>Room 3: Teaching/Learning/STEM/TVET (2)</b>		
<b>Chair: Prof. Abdul-Mumin Selanwiah</b>		
8.	Methodological Issues in Teaching and Learning of History in Colleges of Education in Ghana	<b>Matthew Ayamdoo</b> <b>Accra CoE</b>

9.	Students' Dependency on Artificial Intelligence and Its Impact in Colleges of Education in Ghana	<b>Dr. Ernest Okoampah</b>
10.	Impact of Creative Arts and Design Curriculum on Student Preparedness for Technological Advancement in Ghana	<b>Joseph Ohene Sefah Benjamin Semenyio Lifespan</b>
<b>Room 4: Inclusion and Diversity in Teacher Education Chair: Prof. Joseph Amikuzuno</b>		
11.	The Impact of Physical Support in the Implementation of Inclusive Creative Arts Education	<b>Dr. William Kwabena Nantwi Offinso CoE</b>
12.	Adoption and Retention of Physical Activity Among Keep Fit Club Members in Agona West Municipality, Ghana	<b>Lovia Agbesinyale Rev. Dr. Mrs. Grace Sintim Adasi Agogo PWCE</b>
13.	The Role of Language Education in Promoting Intercultural Competency	<b>Rev. Dr. Mrs. Grace Sintim Adasi Lydia Adjebeng Agogo PWCE</b>
<b>Room 5: Policy/ Theory and Practice Chair: Dr. Mrs. Cecilia Esinam Akakpo Agbeh</b>		
14.	Exploring Staff Turn-Over at Dambai College of Education in Ghana	<b>Fred Alpha Adams Dambai CoE</b>
15.	First Aid in Tamale Metropolitan Basic Schools (Who is Responsible?)	<b>Zakaria Shanunu UDS</b>
16.	Human Right Education on Social Studies Students' Knowledge of Civic Consciousness for Character Formation	<b>Francisa Foluso Oguntayo Federal College of Education</b>

**3.00PM**      **Snack 2**

**3.15PM**      **Panel Chairs' Summaries of Presentations at Sessions**

**3.45PM**      **Closing**

# PROGRAMME

## DAY 2 : TUESDAY NOVEMBER 19, 2024

TIME	ACTIVITY
9:00 AM	<b>INTRODUCTION OF ROOM CHAIR</b> <b>Response from Chair - Mr. Akwasi Addae Boahene</b>

### PLENARY SESSION FOR THE DAY (SESSION 2)

9.05 AM	<b>PRESENTATION 1 : Leveraging AI to Enhance Education in HEI: Innovations, Challenges and Future Directions - Prof. Daniel K. Twerefou and Prof. Isaac Wiafe</b>
9.35AM	<b>PRESENTATION 2 : Writing Research Publications and Grants: opportunities and Challenges for Faculty of Colleges of Education in a New Era by Prof. Sam Nii Arday Cudjo</b>
10.05AM	<b>PRESENTATION 3 : Assessment: it's rule, skills, acquisition and practice in promoting effective teaching and learning in schools - Prof. Francis K. Amedahe</b>
10.35AM	<b>Q &amp; A</b>
11.05AM	<b>Snack Break</b>

### PARALLEL SESSION 2 (DAY 2) – 11.30PM : 1.00PM

**Room 1: Teaching/Learning/STEM/TVET**

**Chair: Prof. Issahaku Gazali**

No.	Title	Presenter
1.	Personality Traits and Academic Motivation Among Pre-Service STEM and Non-STEM Teachers (1)	<b>Dr. Kwaku Darko Amponsah University of Ghana</b>
2.	Teachers' Perspectives on the Benefits and Role of STEM Education in the Solution of Complex Global Challenges (1)	<b>Dr. Richard Acheampong Berekum CoE</b>
3.	Digital Assessment and Adaptive Learning in Teacher Education: An Examination of LMS adoption and impact	<b>Alhaji Appiah Mahama Obad Kwabla Akpalu</b>

<b>Room 2: Assessment and Evaluation of Teacher Education</b> <b>Chair: Dr. Mrs. Regina Okyere-Dankwa</b>		
<b>No.</b>	<b>Title</b>	<b>Presenter</b>
4.	Theory and Practice: Evaluating the Impact of the Research Instruction Programme on Pre-Service Teachers at the Presbyterian College of Education, Akropong (2)	<b>Rev. Jeffery Mingle</b> <b>PCE, Akropong</b>
5.	Assessment of the Implementation of Supported Teaching in School (STS) Programme in Colleges of Education, Ghana	<b>Ferdinand Ellis</b> <b>UEW</b>
<b>Room 3: Teaching/Learning/STEM/TVET (2)</b> <b>Chair: Rev. Dr. Nicholas Apreh Siaw</b>		
6.	Evaluating Journal Credibility: A study of Publications	<b>Abdul Kadir Salifu</b>  <b>Sulemana Iddrisu</b> <b>Tamale CoE</b>
7.	Examining The Role of Teacher Instructional Strategies in Enhancing Vocabulary Knowledge and Reading Comprehension of ESL Students in the Ghanaian Classroom (1)	<b>Rebecca Arthur</b> <b>UEW</b>
8.	Unpacking the Rhetorical Conventions of Academic Writing: A Corpus Based Study of Collection Patterns in Dissertation Written by Ghanaian Students in Colleges of Education (1)	<b>Hamidu Alhassan</b> <b>St. Monica's CoE</b>
<b>Room 4: Inclusion and Diversity in Teacher Education</b> <b>Chair: Dr. Emmanuel Carsamer</b>		
9.	Prospects and Challenges of Early Childhood Education in Ghana: The Case of Adaklu District	<b>Seth Agbaysah</b> <b>Mrs. Grace Sintim Adasi</b> <b>Agogo PWCE</b>
10.	Determinants of Early Childhood Development in Ghana: Evidence from Multiple Indicator Cluster Survey (MICS) in Ghana	<b>Palma Nicholas Perigrino</b>
11.	Mentorship and Quality Teacher Education in Ghana: Challenges and Prospects	<b>Innocent Yao Vinyo</b>

<b>Room 5 : Policy/ Theory/Practice/SDG Chair: Dr. Daniel Hammond</b>		
12.	Knowledge in Leadership and Strategic Management in Education in Ghana	<b>Gifty Seiwaa Nyarko SDA CoE, Asokore</b>
13.	SDG4 Learning Crisis: A Critical Reflection and Position of a Teacher Educator on the Nuances of Corporal Punishment in Ghanaian Pre-Tertiary Schools	<b>Benjamin Quarshie Mampong Technical CoE</b>
14.	Bridging the Gap: Integrating SDGs into Teacher Education Curricula for Global Competency	<b>Shiela Naa Tetteorkor Clottey Gambaga CoE</b>

## L U N C H

*1.00PM -2.00PM*

<b>PARALLEL SESSION 3 (DAY 2) – 2.00PM : 4.00PM Room 1: Teaching/Learning/STEM/TVET Chair: Dr. Samuel Agyemang</b>		
<b>No.</b>	<b>Title</b>	<b>Presenter</b>
1.	Using Innovative Strategies to Improve Upon English Reading Comprehension Skills of Basic Learners of Valley View University Basic School	<b>Benjamin Boateng Accra CoE</b>
2.	Teacher Education and Its Impact on STEM Education as a Teaching Approach in Secondary Schools in Mezam Division	<b>Chongwain Lilly Oyoma Jehovah University of Bamenda, Cameroon</b>
3.	The Role of Learning Strategies, self-directed learning and Learning styles on the academic performance of students in COE	<b>Bridget Wayoe Felix Asante Larbi Mark Owusu Amponsah</b>
<b>Room 2 : Assessment and Evaluation of Teacher Education Chair: Dr. Francis Hull Adams</b>		
<b>No.</b>	<b>Title</b>	<b>Presenter</b>
4.	Observation Journaling as a Method of Teaching	<b>Emma Nsafoah Akrokerri CoE</b>
5.	Involvement of Learners with Special Needs in ICT Lessons: Experiences of Pre-Service Teachers at Methodist College of Education	<b>Philemon Amaniampong Michael Nyavor Methodist CoE</b>

6.	Assessment Of Educational Discourse for Effective Gender Equality Towards Economic Sustainable Development in Ogun State, Nigeria(2)	<b>Amos Adekunle Adediran</b> <b>Federal College of Education</b>
<b>Room 3: Teaching/Learning/STEM/TVET (2)</b> <b>Chair: Dr. Sulemana Iddrisu</b>		
7.	Language Situations in the Anglophone Countries: A Comparative Analysis (1)	<b>Francis Kwadwo Kusi</b> <b>Issahaku Sulemana</b> <b>Mavis Tawiah Kpedo</b> <b>UEW</b>
8.	Unmasking Themes in Sonnets: A Corpus-Based Comparative Study of Petrarch and Shakespeare (1)	<b>Hamidu Alhassan</b> <b>St. Monica's CoE</b>
9.	A study of the Technological Pedagogical Content Knowledge of Pre-Service Teachers in Ghana	<b>Philip Boateng</b>
<b>Room 4: Inclusion and Diversity in Teacher Education</b> <b>Chair: Rev. Dr. Nicholas Apreh-Siaw</b>		
10.	Inclusive Education Policy Implementation in Rural Schools in Ghana: The Gap Between Policy Promise and Practice	<b>Isaac Nkrumah</b> <b>Lariba Pakmoni</b> <b>St. Vincent CoE</b>
11.	Pre-Service Mathematics Teachers' Backgrounds and Experiences with Diversity: An Influence on Their Approach to Inclusive Teaching	<b>Jackson Jessel Aboagye Agbi</b> <b>Accra CoE</b>
12.	Prevalence of Depression, Anxiety and Stress Among Student Teachers of Mampong Technical College of Education. Implication For College Counseling (3)	<b>Seyram Dusu</b> <b>Mampong Technical CoE</b>
<b>Room 5 : Policy/ Theory/Practice/SDG</b> <b>Chair: Dr. Peter Ofori Atakorah</b>		
13.	College of Education Tutors' Perceived Impacts of Curriculum Reform Implementation on Teacher Education Development in the Ashanti Region	<b>Dr. Barnabas Addai Amanfo</b> <b>and Francis Amankwah</b>  <b>AAMUSTED</b>
14.	Evaluating Ghana's Language- In-education Policy: Challenges and Future Directions (4)	<b>Issahaku Sulemana and</b> <b>Florence Dorleku</b> <b>And Francis Kwadwo Kusi</b> <b>UEW</b>
15.	The Influence of Emotional Intelligence Of Educational Leadership on effective Curriculum Management in COEs in Ghana	<b>Amadu Musah Abudu</b>  <b>UDS</b>

3.30 PM

*Snack*

4.15PM

**Panel Chairs' Summaries of Presentations at Sessions**

4.45PM

**Closing**

6.00PM

**Dinner**

# PROGRAMME

## DAY 3 : WEDNESDAY NOVEMBER 20, 2024

TIME	ACTIVITY
9:00 AM	<b>INTRODUCTION OF ROOM CHAIR</b> Response from Chair - <i>Prof. Gordon Adika</i>
<b>PLENARY SESSION FOR THE DAY (SESSION 3)</b>	
9.05 AM	<b>PRESENTATION 1: Curriculum development in Teacher Education - <i>Prof Eric Ananga</i></b>
9.35AM	<b>PRESENTATION 2: Getting published in high impact journals and avoiding predatory journals - <i>Prof. Samuel Alhassan Issah</i></b>
10.05AM	<b>PRESENTATION 3: Balancing your academic work and research - <i>Prof. Samuel A. Atintono</i></b>
10.35AM	<b>Questions and Answers</b>
11.05AM	<b>Snack Break</b>
11.30AM	<b>Parallel Sessions</b>

**PARALLEL SESSION 4 (DAY 3) – 11.30PM : 1.00PM**  
**Room 1: Teaching/Learning/STEM/TVET**  
**Chair: Mr. Kasim Nantogma**

No.	Title	Presenter
1.	Enhancing Academic Achievement in STEM Schools in the Ashanti Region; The Effect of Google Classroom Intervention	<b>Very Rev. Samuel Dontoh</b> <b>Offinso CoE</b>
2.	Algebraic Equations Solver Software for Teaching and Learning	<b>Agongo Roland</b> <b>Abdul Mumin Selanwiah</b> <b>Tumu CoE</b>

3.	Computers in Education: Relationship between Computer-Assisted Instruction and Students Attitude towards Physics	<b>Emmanuel Oppong</b>
<b>Room 2: Assessment and Evaluation of Teacher Education</b> <b>Chair: Very Rev. Dr. Joseph Nkyi-Asamoah</b>		
<b>No.</b>	<b>Title</b>	<b>Presenter</b>
4.	Choosing Linguistically Framed Tasks for Instructional Discourse: Mathematics Teachers' Dilemma	<b>Isaac Bengre Taley</b> <b>Frank Kwarteng Nkrumah</b> <b>Mampong Tech. CoE</b>
5.	Teacher Expectations and Students Leadership Behaviour: Does School Location Matter. (2)	
<b>Room 3: Teaching/Learning/STEM/TVET (2)</b> <b>Chair: Prof. Vincent Adzahlie-Mensah</b>		
6.	The Triangle as a Barrier to STEM Inclusion in the 4th Industrial Revolution	<b>Prof. Ali Clement</b> <b>UEW</b>
7.	Promoting quality standards in teaching and learning at the colleges of education in Ghana (1)	<b>Eric Manfred Dah , Dr.</b> <b>Ebenezer Appah Bonney,</b> <b>Ernest Frimpong Akosah</b> <b>George Yao Kafu</b> <b>Peki CoE</b>
8.	Religious and Moral Education Student-Teachers Intention to use existential pedagogy to teach	<b>Theophilus Eshun</b> <b>Eric Mensah PhD</b>
<b>Room 4: Inclusion and Diversity in Teacher Education</b> <b>Chair: Dr. Felix Kumedzro</b>		
9.	Assessing Motor Movement and Manipulative Skills of Basic 1-3 Pupils of Kwahu Afram Plains South, Tease-Ghana	<b>Ernest Tsikata</b> <b>Offinso CoE</b>
10.	Equity and Assessment: Gaining Insights into Moving	<b>Dr. Simon Ntumi</b> <b>Lawrence Larbi Sekyi</b> <b>UEW</b>
11.	Teacher Motivation for Active Learning of Pre-primary School Children in Kabale Municipality, Uganda (3)	<b>Grace Ankunda</b> <b>Kiambogo University</b>

<b>Room 5: Policy/ Theory/Practice/SDG</b> <b>Chair: Dr. Mrs. Benedicta Atiku</b>		
12.	Teachers Motivation and the Teaching Learning Process in Douala IV District-Cameroon	<b>Dr. Nathaniel Kebuya</b> <b>Ndashi Joy</b>  <b>HIPTEX, Cameroon</b>
13.	Relationship Between Religiosity and Smartphone Addiction Among University Students in Ghana	<b>Esi Eduafua Johnson</b> <b>Rev. Dr. Mrs. Grace Sintim</b>  <b>Agogo PWCE</b>
14.	Embedding Sustainable Development Goals and Realistic Mathematics Innovative Pedagogy: Learners' Mathematics Achievement (4)	<b>Ernest Akosah</b>  <b>Peki CoE</b>

**1.00PM Q&A**

**1.30PM Lunch**

**2.30pm Panel Discussion @ Conference Center**

**3.30pm Organizing Committee Closing Remarks - *Very Rev. Kwesi Nkum Wilson***

**3.40pm Closing Ceremony by Host - *Prof. Samuel A. Atintono***

# CONCEPT NOTE

## Background and the Context

In 2015, the government of Ghana, under the leadership of the Ministry of Education, embarked on a comprehensive reforms of the country's teacher education system. This was not a mere policy statement but a genuine desire of the government's commitment to addressing the education sector's diverse challenges, particularly in colleges of education. The resulting policy, known as the Policy on Teacher Education Reform, was endorsed by Cabinet on September 28th, 2017.

This policy represents a fundamental rethinking and radical redesign of teacher education to achieve significant improvements in the quality of new teachers professional skills and the learning outcomes of children in the basic education sector. With this policy, the government introduced the National Teachers' Standards for Pre-service Teachers and the National Teacher Education Curriculum Framework (NTECF), both of which were approved by the Cabinet.

Furthermore, the government demonstrated its commitment to converting teacher training colleges to university colleges of education, which will be affiliated with public universities to offer bachelor of education curricula. Thus, a new four-year Bachelor of Education curriculum for initial teacher education was designed and offered at the University Colleges of Education.

The policy's overarching objective is to improve the quality of teachers by ensuring that they undergo a rigorous and practically focused high-quality degree program that enables them to demonstrate the competencies set out in the National Teachers' Standards (NTS). Furthermore, it aims to mitigate the current workforce situation in which in-service teachers leave the classroom during the week for lectures to upgrade their Diplomas to Degree qualifications, leading to a significant loss of instructional time and creating artificial teacher shortages at the school level.

The policy stresses the creation of an education system that fosters equity, creativity, critical thinking, technological expertise, problem-solving, and communication skills, all of which are vital for the development and growth of learners. It also emphasizes establishing a teacher education system that promotes teaching as an attractive, fulfilling, and challenging profession, drawing the most talented Ghanaians into the field. Additionally, the policy highlights the importance of instilling in new teachers the nation's core values of honesty, integrity, creativity, and responsible citizenship. These measures aim to achieve inclusive, equitable, high-quality education for all learners, and they are a significant step towards improving the quality of education in Ghana.

Historically, Colleges of Education have played a critical role in training basic education teachers in Ghana. However, with recent reforms in education, a Bachelor of Education degree is now the minimum qualification for teachers. Consequently, Colleges of Education now offer bachelor's programs for teacher training, necessitating additional tasks for college tutors to engage in research and publication to meet their professional status.

# CONCEPT NOTE

Unfortunately, College of Education tutors' contributions to research and publications in the tertiary education space have been largely inadequate. To address this gap, a conference is being organized to provide a platform for college tutors to share their research ideas, seek academic partnerships, and develop their research and publication capabilities.

## Relevance of the conference

The conference's primary objective is to enable college tutors to share their research outcomes with the public and policymakers, which will help them contribute to policymaking and practice within the teacher education sector in Ghana. This is crucial for education development in Ghana, particularly at the basic education levels, as College of Education tutors are the master educators of basic education teachers in the country.

The Research Conference aims to bring together researchers, education practitioners and leaders, policymakers, Government officials, and Civil Society Organisations from all over to present advances in education development. It will discuss and debate the most relevant and emerging issues in teacher education that influence policies and practices.

## The conference is aimed at achieving a series of objectives:

The primary objective of the conference is to delve deeper into each of these sub-themes, gaining a comprehensive understanding of how they interact with one another and how they can be leveraged to improve the quality and effectiveness of Teacher Education. More specifically the conference is aimed at achieving the following:

1. Establish a network comprising researchers, leaders, and policymakers who can collaborate to find innovative solutions to the challenges confronting the education sector in Ghana.
2. Encourage dialogue between teacher educationists and researchers from diverse disciplines.
3. Promote research and publication attitudes among teachers in Colleges of Education.
4. Provide a high-level platform for educational practitioners to share their perspectives.
5. Enhance the visibility of tutors from Colleges of Education and their contributions to the public.

## Conference Theme and Sub-themes

The conference's theme is “Teacher Education in Ghana: Prospects, Challenges and the way forward”.

The following sub-themes are set to be explored in the context of Teacher Education:

- Policy Development in Teacher Education,
- Digitalization in Teacher Education,
- Teacher Professionalism and Teacher Education,
- STEM in Teacher Education,
- Assessment in Teacher Education,
- Leadership and Governance in Teacher Education.

## KEYNOTE SPEAKER

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The Chairman is a scholar and an educational leader with over 27 years experience of teaching and research across various levels of Ghana's education system. He holds a PhD in Curriculum Development with Teacher Education from the University of Ilorin, Nigeria, as well as Master of Philosophy degree in Curriculum Studies and B.Ed. Primary Education from the University of Cape Coast, Ghana. His research interests span curriculum implementation and evaluation, educational policy analysis, developing culturally responsive pedagogies and teacher professional identity. As a researcher, he has authored several peer-reviewed journal articles and book chapters. Throughout his career, he has demonstrated a strong commitment to innovation in education, particularly in integrating technology into teaching and learning as evidenced in recent works focusing on e-learning management systems in Ghanaian universities, ICT integration

in basic schools, gender dynamics in early grade teaching and learning published in journals indexed in Scopus, DOAJ, AJOL and other credible databases.

He has extensive experience in curriculum design and has led the development of several B.Ed., M.Ed., MPhil and PhD programmes and several professional development manuals to enhance teacher education in Ghana. He played a key role in developing the new 4-year Bachelor of Education curriculum implemented across Colleges of Education and five universities nationwide. He has been part of several technical working groups contributing to national education policies and frameworks in areas such as teacher licensing and emergency remote assessment framework, teacher education curriculum frameworks, assessment policies, National Teachers Standards, Open Distant Learning, teacher mentorship and accreditation frameworks.

He is the immediate past Founding Dean of the Faculty of Educational Studies at the Kwame Nkrumah University of Science and Technology and currently, the first Pro-Vice Chancellor of the University of Media, Arts and Communication, Accra. Let us welcome Prof. Winston Kwame Abroampa.



**Prof. Winston Abroampa**

## KEYNOTE SPEAKER

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Emmanuel Nyamekye pursued his first degree in English, which he concurrently obtained with a Diploma in Education from the University of Cape Coast. He proceeded to the then University of Science and Technology for his post-graduate degree in English (Comparative Literature). He also obtained a Doctor of Philosophy (Ph.D.) in Development Studies from the University of East Anglia, Norwich, UK. He is an accomplished and visionary academic leader with a proven track record of success in higher education administration. He is the immediate past Principal of Akrokerri College of Education and also a past president of the Conference of Principals of Colleges of Education (PRINCOF). He is desirous of driving institutional growth and fostering academic excellence.

As a teacher and a researcher, Dr. Nyamekye is keen for students to discover what they care about and to channel that passion into curiosity.

He has expertise in strategic planning in large and complex organisations; research, innovation and knowledge exchange; learning and teaching. Dr. Nyamekye's expertise extends beyond Akrokerri COE; he has been involved in various national and international initiatives aimed at improving education in Ghana. He has contributed to policy discussions on teacher education and has been a strong advocate for continuous professional development for teachers. His work has helped shape policies that promote better teaching standards and accountability within educational institutions.

As the President of PRINCOF, Dr. Nyamekye represented all principals of Ghana's public colleges of education, advocating for policies and resources to strengthen teacher training institutions. During his tenure, he focused on enhancing educational standards, promoting faculty development, and ensuring that teacher training colleges adhered to high standards of academic and professional excellence. His leadership in PRINCOF helped shape the direction of teacher education policy in Ghana, including improvements in curriculum quality and the professional development of educators.

In his spare time Emmanuel enjoys listening to good music, watching football and movies.



**Dr. Emmanuel Nyamekye**

## PLENARY SPEAKER

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Dr. Leslie Casely-Hayford is a Social Development Consultant and the Director of Associates for Change (AfC). She has over thirty years of experience living and working in the field of international development in Asia and Africa. With her vast experience in conducting evaluation, research and policy analysis in developing contexts particularly in Africa and Asia, Dr. Casely-Hayford has consulted for a variety of International Agencies including The World Bank, UNICEF, UNAIDS, UNESCO, UN WOMEN, the World Food Programme (WFP), International Development Research Centre (IDRC), Department for International Development (DFID), Canadian International Development Agency (CIDA), Danish International Development Agency (DANIDA), USAID, Concern Worldwide, CARE, Voluntary Service Overseas (VSO),



**Dr. Leslie Casely-Hayford**

Stichting Nederlandse Vrijwilligers (SNV), International Benchmarking of the Information Society (IBIS), Action Aid, Campaign for Commercial Free Childhood (CCFC), World University Services of Canada (WUSC), and Plan International. Dr. Casely-Hayford has conducted long-term assignments in Ghana, Nigeria, Senegal, Kenya, Cameroon, Sri Lanka, India, Bangladesh, and Thailand. Her short-term assignments have been located in Benin, Côte d'Ivoire, Ethiopia, Burundi, Sierra Leone and Gambia. She is known for her work internationally on quality education, gender equity and social protection Africa.

Dr. Casely-Hayford is well known for conducting several programme evaluations, as well as monitoring and impact assessment exercises using a results-based management approaches. She has extensive experience in education evaluation, social protection and social policy, literacy, gender equity and social sector analysis. She has successfully conducted monitoring and evaluation activities for the governments in Sub Saharan Africa, as well as multilateral, bilateral and civil society organisations. She has supported programming along with sector-wide approaches in the education, social protection, gender equity, governance, and poverty reduction sectors.

## PLENARY SPEAKER

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Prof. Daniel K. Twerefou is an Associate Professor in Environment and Natural Resource Economics at the Department of Economics and the Director of the Academic Quality Assurance Directorate, University of Ghana. He obtained his BSc and MSc in Mathematics from the Russian Friendship University, Moscow and his PhD in Economics from the Moscow State University of Instrument Engineering and Computer Science. His areas of Specialization are Climate Change Mitigation, Natural Resource Accounting, Environmental Policy Analysis, Extractives Industry and in recent years Quality Assurance in Higher education. He has taught several courses at the graduate and undergraduate levels in Ghana and abroad and consulted for several local and international organizations including the World Bank, UNECA



ILO, GIZ, AfDB, UNDP, IMF, Ministry of Environment, Science, Technology and Innovation, Ministry of Finance, Environmental Protection Agency, among others. etc. He has to his credit over 50 published works in reputable journals including Energy Policy and Sustainability and about 65 Technical Reports in his area of specialization. He is a member of the European Association of Environment and Resource Economists and the African Economic Research Consortium. He is married with three children.

## PLENARY SPEAKER

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Prof. Isaac Wiafe is an Associate Professor of Information Technology at the Department of Computer Science, University of Ghana. He holds a Ph.D and MSc in Informatics from the University of Reading, UK, and a BSc in Mathematics from Kwame Nkrumah University of Science and Technology, Ghana.

Prof. Wiafe specializes in Computers and human behavior, Intelligent Systems, and Behavior Change Support Systems. He leads the Human-Computer Interaction Lab, where his research includes developing an intelligent persuasive road marking system and immersive technologies for promoting learning, physical activity, and sustainable behavior (e.g. waste management). He is currently researching and developing automatic speech recognition



**Prof. Isaac Wiafe**

(ASR) and text-to-speech (TTS) systems in standard and non-standard speech for Ghanaian languages including Akan, Ewe, Dagbani, Dagaare, and Ikposo languages.

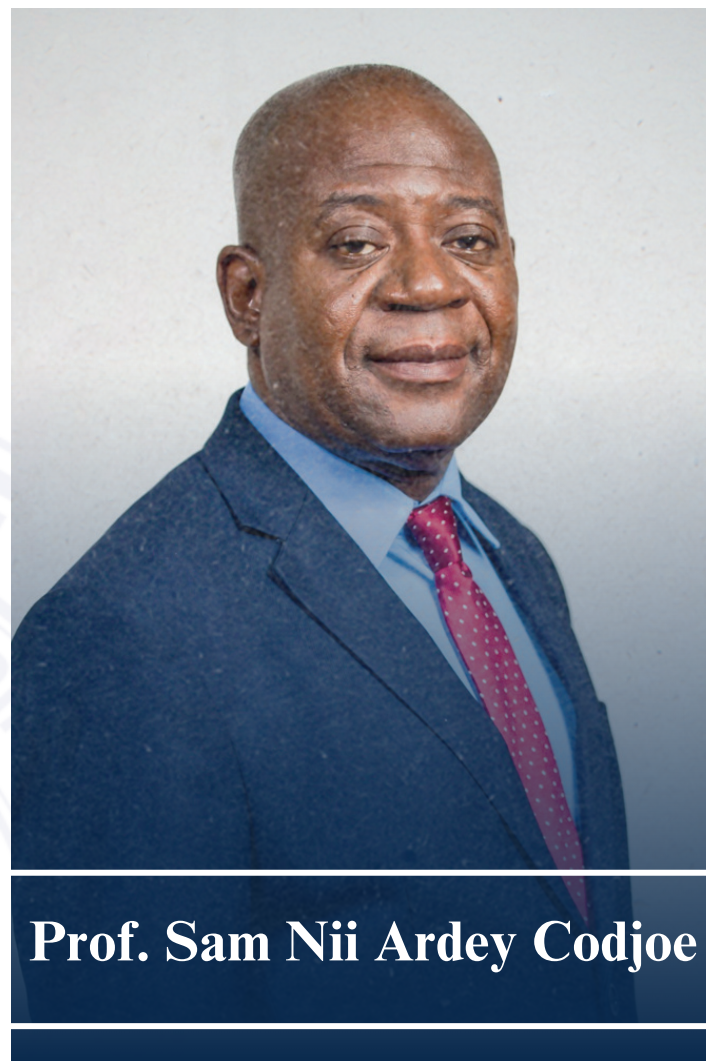
In addition to his research, Prof. Wiafe has made significant impacts in academia and professional consulting. His consultancy work includes developing ICT solutions for the Ghana Police Service and EOCO, and leading capacity-building programs in AI and data analytics for faculty and public servants across West Africa. He is a prolific author and has published widely on information technology conferences and journals.

His work has garnered support from leading organizations such as Google, the IDRC, and Zoomlion.

## PLENARY SPEAKER

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Samuel Nii Ardey Codjoe is a Professor of Population Studies at the Regional Institute for Population Studies (RIPS), Provost of the College of Education, University of Ghana and a Fellow of the Ghana Academy of Arts and Sciences. He obtained his Bachelor of Arts degree in Geography and Resource Development at the University of Ghana in 1989, a Master of Philosophy degree in Human Geography at the University of Oslo, Norway in 1994 and a PhD in Geography and Soil Science at the University of Bonn, Germany in 2004. He also holds a Post-graduate Certificate in Administration and Management. He started his career as a Research Officer with the Population Impact Project in 1999. He was appointed a Lecturer at the University of Ghana in 2004, promoted to the rank of Senior Lecturer in 2008, Associate Professor in 2011, and Professor in 2015.



He has served as Deputy Director of RIPS and Director for six years. Prof. Codjoe has been a Principal Investigator and Co-Investigator of over 20 major funded international projects. He has mentored and supervised 3 Research Fellows; 9 Post-Doctoral Candidates; 32 PhDs; 15 MPhil candidates; and over 40 MA students. He has co-authored publications in the areas of Population Health; Urbanisation; Population and Environment; and Climate Change. He is an Editorial Board Member for Regional Environmental Change and PLOS Climate journals and Associate Editor for Frontiers in Climate. Prof. Codjoe has also held honorary positions as Vice President for the Union for African Population Studies (UAPS) and President of UAPS from 2015 to 2019.

## PLENARY SPEAKER

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Our presenter is a seasoned educator and a scholar. He trained as a teacher and taught in primary schools for a while in the 1970s. He studied on his own while teaching and gained admission to the University of Cape Coast (UCC), where he pursued a bachelor of education (B. Ed.) programme. On completion of the programme, he taught at E. P. Training College, Amedzofe, now E. P. College of Education, Amedzofe, for a year and went back to the UCC to serve as a Teaching Associate. While serving as a Teaching Associate, he pursued a master's programme (M.Ed.) in Educational Measurement and Evaluation. He was appointed a Lecturer at the University of Cape Coast in 1990. In 1994, he gained admission into the University of Pittsburgh in Pennsylvania, USA for his doctoral studies in Educational Measurement, Research and Statistics. On completion of the programme, he worked

as a Research and Evaluation Specialist in Fairfax County Public Schools in Virginia for a year, before returning to Ghana in 2000. On his return, he continued lecturing at the UCC and retired in 2010 but was on post-retirement contract at the University until 2020.

He was promoted to Senior Lectureship position in 1998, Associate Professorship in 2004 and Full Professorship in 2009. He is a Fulbright Scholar.

Administratively, Prof. Amedahe served as the Head of the Department of Educational Foundations and the Dean of the Faculty of Education, UCC, among others. He also served the Chair of Teacher Education and was the founding President of Takoradi Community University College affiliated to UCC.

He has many publications to his credit and attended a number of professional conferences locally and internationally. He participated in a number assessment programmes of the Ministry of Education (MoE) and Ghana Education Service (GES), including the development of the erst-while Ghana Basic Education Comprehensive Assessment System -NEA & SEA. Some of his past students are currently in the in higher educational institutions in Ghana and elsewhere.



**Prof. Francis K. Amedahe**

## PLENARY SPEAKER

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Samuel Alhassan Issah is an Associate Professor in Linguistics and Indigenous Languages at the College of Languages Education, University of Education, Winneba. He obtained a BA in Linguistics with English at the University of Ghana, Legon in 2004. After his BA studies, he worked briefly with the Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT), as an Assistant Language Consultant on the Safaliba Language Project and later with the Kusaal Language Development Programme. In March 2006, he won the prestigious Quota Scholarship of the Norwegian Government, which enabled him to pursue a programme at the University of Tromsø, Norway, leading to the award of Master of Philosophy in Theoretical Linguistics in 2008. After his graduation from the M.Phil. programme, he was appointed



**Prof. Samuel Alhassan Issah**

a Lecturer in October 2009, in the Department of Gur-Gonja Languages Education at the University of Education, Winneba and was promoted to the rank of Senior Lecturer in January 2014. In February 2015, Samuel Alhassan Issah again won the DAAD Scholarship to pursue a Doctorate Programme in Linguistics at the University of Frankfurt, Germany. He graduated from his doctoral programme in June 2019 and was promoted to the rank of Associate Professor in October, 2021.

His research focuses on various aspects of linguistics including revitalization of minority languages, Language use in education, the Linguistics of names (onomastics), and descriptive and theoretical linguistics. He has authored several articles, and book chapters covering various aspects of Dagbani linguistics and other genetically related Mabia languages in both local and international journals. He has also written a book published by Peter Lang, Germany. Associate Professor Issah also serves as a reviewer for over fourteen (14) journals addressing issues of language in both local and international platforms. He is an Associate Editor to the Journal of West African Languages.

Associate Professor Issah also served as an Assistant Consultant on the development of a standardised orthography for Sisaali, Likpakpaanl (Konkomba). He is a member of several professional bodies including the American Name Society (ANS), Association of Contemporary African Linguistics (ACAL), the Ghana Association of Linguistics, Association of Teachers of Ghanaian Languages (ASGHL), among others.

## PLENARY SPEAKER

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He has also served as a Language Specialist for DFID and Ghana Government project on Complementary Basic Education (CBE) to provide quality assurance on translation and transposition of Literacy and Numeracy materials on eight Ghanaian languages. He is currently the Dean of the Faculty of Ghanaian Languages Education, UEW, Ajumako campus.



## PLENARY SPEAKER

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Prof. Samuel Awinkene ATINTONO is a Professor in Linguistics and indigeneous languages. He is an accomplished academic, and educationist with rich experience in teacher education at tertiary education level for nearly twenty years. He is currently the Principal of Accra College of Education.

His research interest cuts across various aspects of linguistics and languages. His research addresses critical issues such as language use in education, language policy, and the development of minority languages in Ghana and Africa.

He has authored over forty (40) scholarly articles, a significant number of book chapters, and books that contribute significantly to the field of linguistics, published in reputable local and international outlets.



Prof. Atintono also serves as a reviewer for several academic journals and holds membership in esteemed professional bodies. Prof. ATINTONO has been consulted for various education and literacy projects implemented in Ghana by Development Partners such as DFID, USAID, World Bank, and World Education, Ghana. He is a distinguished scholar and versatile in many discipline areas and has been invited around the world to speak on diverse topics which include language, linguistics, education, research, leadership and global issues of contemporary interest.

He is an internationally accomplished scholar and has received two prestigious scholarship awards; the Commonwealth Academic Scholarship award in September 2008 for his PhD studies at the University of Manchester, UK and the flagship American scholarship, Fulbright Visiting Research Scholar from November 2017-August 2018 at the University of Florida, Gainesville, USA.

## PLENARY SPEAKER

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orthography development, lexicography, and Mabia languages spoken in Ghana, especially Farefari (Boone, Gurenε, Nabt, Nankani, and Taln), descriptive, documentary and theoretical (cognitive) linguistics. His research addresses critical issues such as language use in education, language policy, and the development of minority languages in Ghana and Africa. Currently, his scholarly endeavors center on the grammar of Gurenε, a project aimed at deepening the understanding and documentation of this Mabia language spoken in Ghana.

He has authored over forty (40) scholarly articles, a significant number of book chapters, and books that contribute significantly to the field of linguistics, published in reputable local and international outlets. Prof. Atintono also serves as a reviewer for several academic journals and holds membership in esteemed professional bodies such as the Association of Linguistic Typology (ALT), the Association of Contemporary African Linguistics (ACAL), the International Pragmatics Association (IPrA), The Philological Society (Philsoc), and the Linguistics Association of Ghana (LAG).

Prof. Samuel Awinkene ATINTONO has been a consultant for various education and literacy projects implemented in Ghana by Development Partners which include DFID, USAID, World Bank, and World Education, Ghana. In March, 2021, Prof. Samuel Awinkene ATINTONO was among a group of scholars who won a €436,009 three-year project funded by the German Research Foundation aimed at investigating 'The interaction of focus, aspect, and verbal morphology at the VP-periphery in the Mabia languages of Ghana' led by Professor Dr. Katharina Hartmann, Goethe-Universität, Frankfurt am Main, Germany.

His leadership style is driven by participatory, visionary, and strategic leadership. He has mentored and continues to mentor several young academics, particularly within the field of linguistics and language studies. Professor Samuel Awinkene Atintono, the distinguished keynote speaker for the Cultural Week Grand Durbar at the University of Education, Winneba, Ajumako Campus on Friday, July 19, 2024, assumed the role of Principal on November 1, 2018, bringing with him a wealth of experience and expertise in academia and administration.

As the Chief Executive Officer of the College, Prof. Atintono oversees all academic and administrative functions, shaping the institution's strategic direction and fostering an environment conducive to learning and growth. His tenure as the 8th Principal of Accra College of Education since 2018 has been marked by transformative leadership, enhancing educational standards and promoting a culture of excellence.

Before his current appointment, Prof. Atintono built a distinguished career in teacher education, accumulating nearly two decades of experience. His journey in academia began with his foundational training as a professional teacher at Gbewaah Training College, Pusiga, followed by secondary education at Bolgatanga Secondary School. He pursued higher education at the University of Education, Winneba, earning a Bachelor of Education in Mathematics and Ghanaian Languages (Gurene option) and a Diploma in Ghanaian Languages (Gurene option) and Mathematics in 1999 and 1998, respectively.

## PLENARY SPEAKER

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His academic pursuits continued with a Postgraduate Diploma and MPhil in Linguistics from the University of Ghana, Legon, in 2002 and 2004, respectively. Prof. Atintono furthered his studies abroad, earning a PhD in Linguistics from The University of Manchester, UK, in 2013, supported by the Commonwealth Academic Scholarship from 2008 to 2013. He also received the prestigious Fulbright Visiting Research Scholar award at the University of Florida, Gainesville, USA, from November 2017 to August 2018, solidifying his international reputation as a scholar of distinction. In addition to his academic pursuits, Prof. Atintono has played a pivotal role in the University Teachers Association of Ghana (UTAG), serving as the local Secretary (UTAG-UEW Branch) for four years and as National Secretary for two years. He was elected Vice President of UTAG until his departure from the University in November 2017, demonstrating his commitment to advancing the interests of educators and promoting academic excellence in higher education.

Beyond his institutional roles, Prof. Atintono has contributed his expertise to various education and literacy projects in Ghana supported by Development Partners such as DFID, USAID, World Bank, and World Education, Ghana. His leadership style is characterized by visionary and participatory approaches, fostering collaboration and innovation within the academic community. Prof. Samuel Awinkene Atintono embodies excellence in academia and leadership, making significant contributions to the advancement of education, linguistic research, and cultural understanding in Ghana and beyond.

Top of Form  
Bottom of Form

## PLENARY SPEAKER

Professor Eric Daniel Ananga is an accomplished education specialist and researcher with over 20 years of experience in international development education. Currently serving as a Professor at the University of Education Winneba, he has held key leadership positions, including Head of the National Research Centre (NCRIBE) and Director of the Externally Funded Research Projects Office (EFPO). In these positions, he combines academic excellence with practical policy implementation while teaching and supervising undergraduate and postgraduate programs. Professor Ananga has significantly shaped the nation's educational landscape as a trusted advisor to the Government of Ghana through his contributions to policy development and system reforms. He played a vital role in the Education Sector Review and the development of Ghana's Education Strategic Plan 2018-



**Prof. Eric Ananga**

-2030, showcasing his strategic vision for educational transformation. Throughout his career, he has provided invaluable support to key education agencies of the Ministry of Education. Professor Ananga's extensive expertise spans curriculum development, policy formulation, and educational assessment. He has been instrumental in developing the national pre-tertiary education curriculum framework, national pre-tertiary learning and assessment framework, and the standards-based Basic curriculum. Also, he facilitated the development of the 4-year B.Ed. Basic School Teacher Curriculum for Colleges of Education. His most significant contribution is perhaps the development of the new SHS/SHTS curriculum. This curriculum, which focuses on equipping young people with 21st-century skills and competencies, Social and Emotional Learning (SEL), Gender Equality and Social Inclusion (GESI), is a testament to his forward-thinking approach to education and his commitment to preparing students for the future. He has recently been supporting teacher education universities to review their 4-year B.Ed. Secondary School Teacher Curricula. His policy contributions have been equally significant, encompassing the Early Childhood Education policy and costed implementation plan, the National Teachers' Standards (NTS), the National Teacher Education Curriculum Framework (NTECF), as well as the National Teacher Education Assessment Framework (NTEAP).

He is leading the development of policy frameworks to support low-fee private schools (LFPS). His research interests focus on equity and inclusion in education provision, reflecting his unwavering commitment to social justice in education.

## PLENARY SPEAKER

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Through his work in building capacity within Ministry of Education and its agencies and evaluating their performance, Professor Ananga has significantly influenced Ghana's educational accountability systems. His evidence-based approach to education reform and dedication to improving educational outcomes continue to shape education policy and practice in Ghana and beyond, marking him as a true visionary in international development education.



## PLENARY SPEAKER

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Prof. Eric Nyarko-Sampson, a Professor of Guidance and Counselling, is the Foundation Vice-Chancellor of the University of Environment and Sustainable Development (UESD) in Somanya, Eastern Region, Ghana. He is serving a second term as Vice-Chancellor, having nurtured the university from “keys to empty rooms” to a steady rise in student numbers from Seventy-Seven (77) in 2021 to Nine Hundred and Forty-Four (9440) in February 2024 and putting in place appropriate structures of a Twenty-First Century university among other accomplishments. He holds a Doctor of Philosophy (Ph.D.) degree in Educational Guidance & Counselling from the University of Ilorin, Nigeria; Master of Philosophy (M.Phil.) in Guidance & Counselling; Master of Arts (M.A) in Human Resource Management; and Bachelor of Education (B.Ed.) in



**Prof. Nyarko Sampson**

Psychology; from the University of Cape Coast. (UCC). Eric holds a Diploma in Management of Higher Education Institutes. He also holds a Teacher’s Certificate ‘A’ from Komenda College (now Komenda College of Education).

Eric served in various positions at UCC including Foundation Dean, Faculty of Educational Foundations, College of Education Studies; Foundation Head, Department of Guidance and Counselling; Faculty of Education Representative on Timetable Committee, Faculty of Education Examinations Officer, and Hall Tutor and Senior Hall Tutor, Atlantic Hall. He represented the University of Cape Coast on some Governing Councils of tertiary institutions affiliated to the university.

Prof. Nyarko-Sampson has taught several courses and supervised theses in Guidance and Counselling, Educational Administration, Management and Psychology at the undergraduate and postgraduate levels at UCC. His areas of expertise and research interests include Career Counselling, School Counselling, Counsellor Education, Behaviour Modification Methods, Communication in Counselling, Study Habits, and Human Resource Management.

Eric has attended many national and international conferences, workshops and seminars at which he served as Instructor/Facilitator/Resource person and Participant. He has published widely in both local and international refereed academic journals and served as Consulting Editor, member of Editorial Boards and a Reviewer for local and international journals. He was Editor-in-Chief of The Oguaa Educator (a Journal of the College of Education Studies, University of Cape Coast), and

## PLENARY SPEAKER

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presently Journal of Environment and Sustainable Development (a Journal of the University of Environment and Sustainable Development).

He served as Chief Examiner in Guidance and Counselling for Colleges of Education in Ghana and is an External Assessor for both local and international universities. He has served as Chairman and Member of Boards and Councils both public and private institutions. Under his Chairmanship, the Ghana Teacher Licensure Examinations was introduced in September 2017, by the National Teaching Council (NTC). The Council has as well taken significant steps towards the professionalization of teaching in Ghana. He served as member of the National Commission for Tertiary Education (NCTE) Council, member of the Academic and Technical Committees of NCTE Council. He was appointed a member of the Policy Advisory Committee of Ghana Tertiary Education Commission (GTEC) in February 2024.

A Lay Preacher of the Methodist Church Ghana since 1995 and a public speaker, Prof. Nyarko-Sampson has mentored many young persons, whilst inspiring some adults through his motivational speeches and sermons. He has keen interest in alumni activities, serving as Acting National Secretary of University of Cape Coast Alumni Association for 15 years, and National Vice President for 5 years.

Prof. Nyarko-Sampson is a member of the Ghana Psychological Council (GPC). He is an Accredited Public Relations (APR) professional of the Institute of Public Relations, Ghana; and a member of the Chartered Institute of Human Resource Management, Ghana (CIHRM). He is a Fellow of The Chartered Institute of Administrators and Management Consultants (CIAMC), Ghana holding FChPA and FCMC, and Fellow, Institute of Directors, Ghana (IoD-Gh). He was elected a Fellow of Africa Federation of Teaching Regulatory Agencies (AFTRA), “for his significant contributions to the development of the teaching profession nationally and internationally”.

He is married to Margaret, a nurse and they have two (2) children: Eric Jnr., and Peggy-Sonia.

# **ABSTRACTS**



*EVALUATING JOURNAL CREDIBILITY: A STUDY OF PUBLICATIONS BY TUTORS IN COLLEGES OF EDUCATION.*

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&

**Sulemana Iddrisu (PhD)**

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**Abstract**

The credibility of academic journals is paramount in ensuring research integrity, especially amid the rise of predatory journals or publishers. Predatory journals are deceptive publications that exploit researchers by charging fees without providing legitimate peer review or academic rigour. In contrast, credible journals are reputable, peer-reviewed publications that follow rigorous editorial standards, ensure transparency, and are widely recognized in academic databases. In July 2024, the Ghana Tertiary Education Commission (GTEC) initiated the migration of faculty and staff from Colleges of Education onto the university salary structure. GTEC has outlined guidelines for post-migration appointments and promotions, indicating that faculty and staff of Colleges of Education will now be appointed and promoted based on the criteria set by their affiliate universities. This study will assess the credibility of journals in which tutors from Colleges of Education affiliated with Kwame Nkrumah University of Science and Technology (KNUST) publish their research. The assessment will be based on a journal verification process which was implemented by KNUST in 2019 to ensure that all publications submitted by faculty members for promotion meet credible standards. This initiative aims to discourage its faculty members from publishing in questionable or predatory journals. This research will adopt a quantitative approach, employing purposive and convenience sampling methods alongside a mixed-methods questionnaire distributed via Google Forms. It will involve a quantitative analysis of publication data from tutors at Akrokerri College of Education, E.P. College of Education-Bimbilla, St. Joseph's College of Education-Bechem, Wesley College of Education-Kumasi, and Tamale College of Education, covering two years (June 2022-June 2024). These institutions are selected due to the challenges their faculty and staff may face as a result of the journal verification process implemented by KNUST. Expected outcomes include understanding the prevalence of Tutor publications in credible versus non-credible journals. Additionally, the study aims to provide recommendations and practical guidelines, including a list of credible journal indexing databases and publishers to help tutors improve their publication practices. By offering a comprehensive evaluation of journal credibility, this study seeks to contribute significantly to the academic rigour and integrity of research conducted by Tutors in Colleges of Education, thereby fostering better-informed decisions regarding scholarly publications.

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*PROSPECTS AND CHALLENGES OF EARLY CHILDHOOD EDUCATION IN GHANA: THE CASE OF ADAKLU DISTRICT*

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**Abstract**

Just as the foundation of a building is more important than its superstructures and has a lasting effect on the finished building, the provision of quality Early Childhood Education (ECE) programme is a crucial period for the holistic development of children. It is important, therefore, to continuously evaluate the provision of ECE programs so as to improve the quality of its provision. This study investigates the prospect and challenges of ECE programme in Adaklu district, Ghana. Employing a descriptive survey research design, the study provides an in-depth understanding of the state of ECE in the district focusing on both human and material resources. Through a self-constructed 4-point Likert type scale questionnaire, data was collected from 200 ECE teachers within 40 basic schools; using a stratified random sampling technique. Descriptive statistics (mean and standard deviation) and inferential statistics (population t-test) were used to analyse data obtained with respect to each research question. Again, One Way ANOVA and Independent sample T-test were used to test hypothesis 1 and 2 respectively. Key prospects which includes increasing recognition of the importance of ECE and positive perception of teachers about the provision of ECE among others were revealed from the analysis. However, significant challenges identified were inadequate infrastructure, insufficient teaching and learning materials and limited professional development opportunities for teachers. The study concludes that despite the prospects identified, the provision of ECE in the Adaklu district within the Volta Region of Ghana is not of high quality. The findings highlight the necessity for interventions to address these challenges and enhance the quality of ECE in the Adaklu District. Recommendations include improving infrastructure, providing adequate resources, enhancing teacher training programs among others.

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***DETERMINANTS OF EARLY CHILDHOOD DEVELOPMENT IN GHANA: EVIDENCE FROM MULTIPLE INDICATOR CLUSTER SURVEY (MICS) IN GHANA***

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**Abstract**

Children's early development is a crucial foundation that shapes their well-being and health throughout their lives. Recently, there has been a significant surge in scholarly interest in Early Childhood Development (ECD). However, the impact of socio-economic and health factors on ECD in Ghana remains underexplored. Utilizing a cross sectional data from 2017/2018 Multiple Indicator Cluster Survey (MICS) by Ghana Statistical Service, we examine how these factors influence early childhood development and educational outcomes in Ghana. Employing Logistic regression and Propensity Score Matching techniques, our findings reveal that mother's empowerment through formal education significantly increases the likelihood of a child reading at least four simple, popular words and recognizing symbols for numbers 1-10. Additionally, a higher household wealth index is positively associated with improved educational outcomes, with the effect being more pronounced in the wealthiest households. Furthermore, mother's empowerment is significantly linked to a reduction in childhood stunting. The findings suggest a need to incorporate targeted strategies for empowering mothers which goes a long way to affect children's early developments.

**Keywords : Early Childhood Development (ECD), Maternal Empowerment, Socio-Economic factors, Educational attainment, Ghana.**

***OBSERVATION JOURNALING AS A METHOD OF TEACHING***

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***ABSTRACT***

Observation journaling is an activity-based teaching approach that promotes learning. It is a type of experiential learning that ensures active participation and reflection by learners in the teaching learning process. The challenge of relating concepts to real life situations as in the study of cycles, a topic in the basic school curriculum can be managed with this teaching approach. Though used very much in research as nature journaling, this approach has not received much attention in teaching. Its use as a teaching method has not been consciously considered. This study is an action research intended to investigate the impact of observation journaling in addressing challenges encountered by Primary 6 pupils in learning the life cycle of the maize plant (*Zea mays*) at Maranatha SDA Basic School in Konongo, located in the Asante Akyim Central Municipality of Ashanti Region, Ghana.

The maize plant, being a staple crop in Ghana, serves as an excellent model for studying plant life cycles and understanding agricultural practices crucial to the local economy. The study involved a purposive sample of 40 pupils who participated in a 3-month intervention using observation journaling. Data were collected through pre- and post-intervention tests and observation journal entries. Post-intervention test scores showed significant improvement compared to pre-intervention scores. The majority of pupils could accurately describe the stages of the maize life cycle. Observation journaling proved to enhance learning and is recommended for teaching lessons that involve events or processes, though it requires careful planning and focus due to its time demands.

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*EXPLORING THE EFFECTIVENESS OF DIGITAL TOOLS FOR TEACHER TRAINING: A STUDY OF TUTORS' EXPERIENCES AND PERSPECTIVES IN COLLEGES OF EDUCATION IN NORTHERN GHANA*

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**Abstract**

This study investigates the effectiveness of digital tools in teacher training, focusing on the experiences and perspectives of Tutors in Colleges of Education in Northern Ghana. With the increasing integration of technology in education, understanding how digital tools impact teacher training is crucial for enhancing educational outcomes. The study will be guided by two main objectives: firstly, to explore the experiences and perspectives of tutors regarding the effectiveness of digital tools in enhancing teacher training; and secondly, to identify the benefits and challenges associated with using these tools from the Tutors' point of view. Employing a qualitative approach, data will be collected through semi-structured interviews and focus group discussions with Tutors from selected Colleges of Education. This approach will allow for an in-depth understanding of Tutors' experiences, opinions, and attitudes toward digital tools in their training programs. The study aims to provide insights into the practical implications of digital tool usage in teacher training, highlighting both the positive outcomes and the potential obstacles faced by Tutors. By capturing the Tutors' firsthand experiences, the research will offer valuable recommendations for policymakers, educational administrators, and teacher training institutions on optimizing the use of digital tools to enhance teacher training programs. The findings will contribute to the broader discourse on educational technology and its role in teacher professional development, particularly in the context of Northern Ghana. Ultimately, this study seeks to inform strategies that can improve the effectiveness of digital tools in teacher training, ensuring that future educators are well-equipped with the necessary skills and knowledge to thrive in an increasingly digitalized educational landscape.

*EXPLORING STAFF TURN-OVER AT DAMBAI COLLEGE OF EDUCATION IN GHANA.***Fred Alpha Adams**

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The increasing cases of staff attrition in the colleges of education in Ghana has had serious effects on both the reputation of the institutions and quality of teaching, learning, and research. This calls for urgent attention to explore the staff turn-over in the College of education at the Dambai college of education, in order to establish the enhancers and inhibitors to this phenomenon. This exploration has become necessary, particularly at the time staff of the Colleges are agitating for parity of prestige and benefits as a result of the upgrading of colleges to tertiary status. This, therefore heightens the burden on managers of colleges in, attracting and retaining highly skilled staffs remains key. The study is action research that used document reviews to collect relevant data and applied the thematic analysis technique. The study employed the Maslow hierarchy of needs theory. The researcher analysed documents such as reports, letters, and memos. The findings reveal that two major factors as the enhancers to this phenomenon (economic and social factors). The study showed that efforts have been taken to address these challenges but required more and quick efforts. The study concludes by recommending that there should be a career development support system for staff, to help them overcome barriers to career growth, with commensurate compensation packages.

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*HUMAN RIGHT EDUCATION ON SOCIAL STUDIES STUDENTS' KNOWLEDGE OF CIVIC CONSCIOUSNESS FOR CHARACTER FORMATION IN SECONDARY SCHOOLS IN OGUN STATE, NIGERIA*

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**Abstract**

The study examined human right education on Social Studies students' knowledge of civil consciousness towards character formation in secondary schools in Ogun State, Nigeria. The study adopted a descriptive survey research design. Population comprises of five secondary schools in Odeda Local Government, Ogun State. Simple random sampling technique was used to select five schools in which 30 Students were chosen from each of the selected secondary schools to make a total of 150 respondents as sample for study. A self-developed questionnaire was used as instrument for data collection. It was developed in 2 Likert scale of Agree and Disagreed. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage and standard deviation statistical tools. Findings revealed that, human rights education will move students to understand human rights concepts to examining their experiences from a human rights perspective and incorporating these concepts into their personal values and decision-making process. Human right education promotes awareness and understanding of human rights issues so that people's rights will not be violated.

It develops skill, ability and attitudes necessary for the defense and respect for human rights, so people do not violate the rights of others. Hence, human right education is vital for social cohesion and character formation. Therefore, Social Studies teachers should be adequately prepared to be able to teach the students about human rights that is a key component of 21st century civic education. Teachers should periodically be given orientation through seminars and workshops on human right and what constitutes their violation, with emphasis on international acceptable best practices on the subject matter.

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*INCLUSIVE EDUCATION POLICY IMPLEMENTATION IN RURAL SCHOOLS IN GHANA: THE GAP BETWEEN POLICY PROMISE AND PRACTISE.*

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**Abstract**

Ghana has made significant progress toward implementing the inclusive education policy, however, the change process is gradual, and its acceptance is slow across rural schools. This study used a qualitative approach through semi-structured interviews and document reviews to investigate policy promises and practises in Ghanaian rural schools. The results show a complex mix of institutional path dependencies and deep-rooted cultural vestiges in indigenous societies serving as barriers to policy change. In addition, poverty, teachers’ efficacy, and limited understanding of inclusive policies intersect in complex ways to affect the inclusion of people with disabilities in mainstream schools. However, inclusive education policy has come to stay in Ghana. Governments in developing countries must move beyond the parsimonious hope of waiting for the opportune time and availability of resources before implementing persons with disabilities ' mainstreaming policies; they must make do with little to "leapfrog" the many challenges hindering the effective inclusion of persons with disabilities while progressively addressing the shortcomings.

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*USING INNOVATIVE STRATEGIES TO IMPROVE UPON ENGLISH READING COMPREHENSION SKILLS OF BASIC 6B LEARNERS OF VALLEY VIEW UNIVERSITY BASIC SCHOOL*

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**Abstract**

This study investigated the effectiveness of the **story structure technique** (Truby, 2007) in enhancing reading comprehension of English language texts among pupils in primary 6b at Valley View University Basic School. Pupils often struggle to grasp narratives due to a limited understanding of story structure elements like characters, setting, plot, and theme.

The study implemented an intervention strategy where pupils were explicitly taught these core elements. Pre-test and post-test exercises measured the impact of the intervention. Results indicated a significant improvement in post-test scores, suggesting that the story structure technique is an effective tool for improving reading comprehension in English language learners. The research highlights the importance of story structure awareness in comprehension and offers valuable insights for educators seeking to equip students with the tools to become successful readers.

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*TEACHER EDUCATION AND ITS IMPACT ON STEM EDUCATION AS A TEACHING APPROACH IN SECONDARY SCHOOLS IN MEZAM DIVISION*

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**ABSTRACT**

Teacher education involves the formal program that is established for the preparation of teachers to teach at both the primary and secondary school levels. STEM education as a teaching approach the other hand is an integration of integrated teaching across disciplines with an emphasis on interdisciplinary teaching with focus on STEM – Science, Technology, Engineering and Mathematics. The study examines the extent to which teacher qualification, teacher experience, teaching methods/materials and subject matter mastery affect STEM education as a teaching approach at secondary school level. The specific research objectives are to examine the effect of teacher experience on STEM education as a teaching approach; find out the effect of teacher qualification on STEM education as a teaching approach; examine the effect of teaching methods and materials on STEM education as a teaching approach and lastly examine the effect of subject matter mastery on STEM education as a teaching approach. The theoretical framework for this study will be based on two theories. Experiential learning theory by John Dewey and the theory of instruction by Jerome Bruner. Dewey is of the view that the major purpose of education was to facilitate students’ development of reflexive thinking in order to promote the betterment of society. The population of this study consists of teachers in some selected secondary schools in Mezam Division. The sample of the study made up of 260 secondary school teachers in the Mezam Division. Correlational and survey research designs will be used and the sample of the study emerges through the simple and proportionate sampling techniques. Data collection will involve the use of self-constructed four point Likert scale questionnaire and analyzed based on various research hypotheses.

*ASSESSMENT OF THE IMPLEMENTATION OF SUPPORTED TEACHING IN SCHOOL (STS) PROGRAMME IN COLLEGES OF EDUCATION, GHANA*

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**ABSTRACT**

The Ghanaian government has introduced a novel teacher education initiative, the Supported Teaching in School (STS) Programme, emphasising practical, school-based training within the four-year teacher education curriculum. This study assesses the implementation of the STS Programme from the perspectives of teacher trainees and mentors in Colleges of Education in Ghana. Utilising an Explanatory Sequential Mixed Method Design, data were collected through questionnaires and interviews. The sample comprised 200 teacher trainees from Colleges of Education in the Greater Accra Region and 100 mentors from their respective partner schools. The findings indicate that the STS Programme significantly aids teacher trainees in developing Professional Values and Attitudes, Professional Knowledge, and Professional Practice. However, several challenges were identified, including inadequate resources, overburdened mentors, insufficient time, and a lack of incentives for mentors. The study recommends that the government and relevant stakeholders ensure the availability of necessary resources for both teachers and trainees to facilitate the successful implementation of the STS Programme. It also suggests that mentors should employ diverse teaching approaches for trainees to emulate. Furthermore, the study advocates for the STS Programme to extend over a full academic year at the level 400 practice in basic schools, with a reduced trainee-to-mentor ratio of one or two trainees per mentor. Additionally, it recommends that the government provide more incentives and support to mentors during the programme's implementation. However, its successful implementation will require the concerted efforts of the government, Colleges of Education, mentor teachers, and other stakeholders. By addressing the challenges identified in this study, Ghana can ensure that the STS Programme achieves its full potential in producing high-quality teachers for the pre-tertiary level.

*METHODOLOGICAL ISSUES IN THE TEACHING AND LEARNING OF HISTORY IN COLLEGES OF EDUCATION IN GHANA*

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**Abstract**

The study of history aims at reconstructing the past in order to understand the present, learn valuable lessons from the past so that future mistakes can be avoided. The History Syllabus prepared for students of colleges of education in Ghana is designed not only to equip students with historical knowledge about the Ghanaian past, but also to impart critical skills such as critical thinking, analytical skills, as well as pedagogical knowledge in the student teachers.

This is aimed at preparing them to become professional teachers who can implement the History Syllabus for basic schools in Ghana. The History Syllabus at the college level has suggested various methodological approaches to teaching and learning of history. These approaches include lecture method (verbal expository), peer presentation, debates, brainstorming, think-pair-share, field/archival studies. Resource persons and others. However, this paper argues among other things that, considering the uniqueness of history as an academic discipline, despite the various teaching and learning strategies suggested in the History syllabus, there are still serious methodological issues that must be resolved in the teaching and learning of History at the Colleges of Education in Ghana. This argument is anchored on the basis that, a practical implementation of the History syllabus at the colleges of education does not only reveal the inadequacy of these suggested methods, but it also exposes the difficulties encountered in applying them on history as an academic discipline. The study adopts a purely qualitative approach through a desktop review approach to present an expositional review of the methodological challenges that confront the implementation of the History Syllabus at the College of Education in Ghana.

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*UNPACKING THE RHETORICAL CONVENTIONS OF ACADEMIC WRITING: A CORPUS BASED STUDY OF COLLOCATION PATTERNS IN DISSERTATIONS WRITTEN BY GHANAIAN STUDENTS IN COLLEGES OF EDUCATION*

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**Abstract**

This study is a corpus based which seeks to shed light on academic collocations that enhance academic writings. The objective of this study is to highlight the kind of collocations that are used by undergraduate students as they strive to observe the challenging rhetorical conventions that have characterised academic writings. As a corpus study, the researcher built a total of one million running words of learner corpus from two hundred and eighty (280) project works which were randomly sampled from seven (7) Colleges of Education affiliated to the University of Cape Coast. The corpus was analysed using the AntConc 4.5.5 window version and the analysis was done thematically. From the analysis, a total of fifty (50) academic collocations were found to demonstrate vitality in the writings of the students. The findings of the study also showed that students in Colleges of Education tend to over use predictive and weak collocations while at the same time under use open and strong collocations. The study further showed that the students predominantly use collocations to make weak arguments, and also to report on phenomenon with negative prosodies. In all, the study concluded that the claims and arguments made in academic writings are influenced by the kind of collocations they use.

*UNMASKING THEMES IN SONNETS: A CORPUS-BASED COMPARATIVE STUDY OF PETRARCH AND SHAKESPEARE*

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**Abstract**

This study aims at investigating the themes of classic sonnets and to provide new pedagogical nuances for teaching literature. The study is a corpus based which randomly sampled fifty (50) sonnets each from Petrarch and Shakespeare to build two corpora with each having approximately two hundred thousand (200, 000) running words. Through the AntConc 4:3.4 window version, the corpora were analysed for frequency of occurrence of lexical forms. The analysis for the study was underpinned by the formalist theory and was presented through explanatory inquiry. The result of the two corpora were analysed separately with the aim of setting the tone for comparison in terms of differences and similarities of how the two classical poets treat their themes. From the corpora, words such as time, beauty, lover, procreation, regret and commitment were found to dominate the two corpora with varied frequencies and ranks. The qualitative analysis of the most frequent words in the two corpora presented two contextual positions –which were contradictions and convergence. The finding of the study indicated that both Petrarch and Shakespeare treat the concept of love, time and beauty in their sonnets. However, while Shakespeare immortalizes beauty and love, Petrarch holds the view that love and beauty fade with time. It was also revealed that while Shakespeare sees love and beauty as things that bring pleasure, peace of mind and hope, Petrarch believes that beauty is a deception while love is enslavement and the two are destroyed with time. On a whole, the study concludes that, even though the two greatest poets acknowledge the power of time, love and beauty, each of them has a contrast philosophy of the three.

*THE INFLUENCE OF EMOTIONAL INTELLIGENCE OF EDUCATIONAL LEADERSHIP ON EFFECTIVE CURRICULUM MANAGEMENT IN COLLEGES OF EDUCATION IN GHANA*

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**Abstract**

Emotional intelligence (EI) is the ability of educational leader to foster a supportive, collaborative, and emotionally healthy school culture, which, in turn, enhance teaching quality, student outcomes and overall school success. The exploration of emotional intelligence within educational leadership has primarily focused on two key areas: examining the emotional intelligence of educational leaders and its impact on teacher performance (Chen & Guo, 2020; Zurita-Ortega, et al., 2020; Tai & Kareem, 2019) and investigating the emotional intelligence of educational leadership about student achievement (Amponsah et al., 2024; Eyong & Rathee, 2017; Shank, 2012).

*ASSESSMENT OF EDUCATIONAL DISCOURSE FOR EFFECTIVE GENDER EQUALITY TOWARDS ECONOMIC SUSTAINABLE DEVELOPMENT IN OGUN STATE, NIGERIA*

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**Abstract**

Gender equality is a critical component of achieving economic sustainable development, particularly in a country like Nigeria with diverse challenges and opportunities. This paper assesses the educational discourse for effective gender equality towards economic sustainable development in Ogun State, Nigeria. The impact of gender equality initiatives extends far beyond education. Research consistently demonstrates that gender-balanced workforces, increased women's labour force participation, and women's participation in entrepreneurship are directly linked to enhanced economic growth and competitiveness. In addition, it is imperative to recognize that achieving gender equality and economic sustainable development is not a linear path but rather a continuous journey that requires collaboration, commitment, and ongoing policy reforms. The study employed a phenomenological design using a qualitative approach. The population for this study consisted of all female PTA members, community leaders, school administrators, teachers and students of senior secondary schools in Odeda Local Government Area of Ogun State, Nigeria. Qualitative data were collected for the study through in-depth interview. To this end, Interview Guide for students, teachers, parents, community leaders and officials of the Ministry of Women Affairs was used. Thematic analysis was employed to identify and interpret patterns in the collected data and answered. Findings reveal that, by embracing the interconnectedness of education, gender equality, and economic empowerment, Nigeria can pave the way for a brighter future where every individual, regardless of gender, can thrive and contribute to a more prosperous and equitable society. Therefore, Nigerian authorities should collaborate with relevant stakeholders to monitor progress, allocate resources, and enact targeted interventions that address gender disparities at all levels of the education system. Workshops, seminars, and professional development programmes should be designed to equip teachers with the skills to create inclusive classrooms and challenge gender stereotypes.

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*TEACHER MOTIVATION FOR ACTIVE LEARNING OF PRE-PRIMARY SCHOOL CHILDREN IN KABALE MUNICIPALITY, UGANDA*

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**Abstract.**

This proposal examines the status of teacher motivation for active learning of pre-primary school children in Kabale Municipality, Southwestern Uganda. The objectives of the study are to: determine the perceptions of a motivated teacher on promoting active learning, examines the influence of hygiene factors of active learning, establish the effects of motivator factors on active learning and investigate the moderating effect of class size, teacher motivation and active learning in pre-primary schools. This study is prompted by urgent need to embrace an active learning approach that encourages pre-primary school children to use higher-order thinking skills such as analytical thinking, problem-solving, and meta-cognitive activities, to focus on creating knowledge because children gain knowledge directly from their own experiences while doing so with joy and excitement. The study will be guided by two-factor theory by Frederick Herzberg in 1959. The proposed study will employ the convergent parallel mixed methods which will be utilized to collect data to characterize, investigate and aid the researcher in understanding the current situation. The target population includes pre-primary school teachers, school administrators and pre-primary school children to establish active learning among pre-primary school children in the study area. Random and purposive sampling will be used to obtain the study sample. The teacher motivation questionnaire and observation guide will be used to collect data which will then be subjected to quantitative analysis. The interviews will be qualitatively analyzed through narration in a triangulation technique. The study Participants will be drawn from multiple learning locations in pre-primary schools in Kabale Municipality.

*LANGUAGE SITUATIONS IN THE ANGLOPHONE COUNTRIES: A COMPARATIVE ANALYSIS*

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**Abstract**

A comparative analysis of the language situations in the Anglophone countries of Nigeria, Sierra Leone, Ghana and Liberia reveals a complex interplay between indigenous languages and English. This study explores how colonial legacies and contemporary policies shape linguistic diversity and cultural identity in these nations. The pre-colonial linguistic landscapes of Nigeria, Sierra Leone, Ghana and Liberia were characterized by rich linguistic diversities, with numerous indigenous languages serving as integral parts of cultural expression, identifying formation, and societal cohesion.

Nigeria is home to around 500 languages. Similarly, Sierra Leone, Ghana and Liberia boasted of vibrant linguistic ecosystems, with indigenous languages playing roles in transmitting knowledge, folklore, and communal values. Colonial languages disrupted traditional language practices, eroding cultural heritage and contributing to language shift and endangerment. In the post-colonial era, the four countries have grappled with the legacy of colonial language policies and their impact on linguistic diversity and identity. The paper is guided using sociolinguistics theory and the methodological paradigm of content analysis. The written sources are from the scholarly works of linguists from these countries and others. The paper reveals that these colonized countries did not sit aloof from developing some of the L1. It is hope that readers of this work will take the necessary steps to save their languages from dying.

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*PREVALENCE OF DEPRESSION, ANXIETY AND STRESS AMONG STUDENT TEACHERS OF MAMPONG TECHNICAL COLLEGE OF EDUCATION. IMPLICATION FOR COLLEGE COUNSELLING.*

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**Abstract**

This study examined the prevalence of depression, anxiety and stress among student teachers of Mampong Technical College of Education. The study was a descriptive survey that adopted the positivist paradigm. The population for the study was all students at Mampong Technical College of Education. A total of three hundred students were sampled from all the levels and were administered with standardized questionnaires (DASS-21) measuring depression, anxiety and stress. Descriptive statistics of frequency counts and percentages were used to analyse the data. The results revealed that 46% of the respondents reported mild to extremely severe depressive symptoms, 78% had mild to extremely severe anxiety symptoms whilst 69% reported mild to extremely severe stress symptoms. Further analysis showed that academic levels of students had a significant effect on level of anxiety and stress but not on depression. The findings revealed high levels of depression, anxiety, and stress symptoms among students, with marked differences among the levels. It is concluded that students should be encouraged to make use of their counselling centers and peer counsellors to help them deal with their psychological issues.

*BRIDGING THE GAP: INTEGRATING SDGS INTO TEACHER EDUCATION CURRICULA FOR GLOBAL COMPETENCY*

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**Abstract**

This study examines how the Sustainable Development Goals (SDGs) are integrated into Ghanaian Colleges of Education curricula, addressing the critical issue of preparing educators for global competency. With rising global ecological concerns, future teachers must be prepared to achieve the SDGs. The study's objective is to assess teacher educators' current awareness of the SDGs and how well these goals are integrated into curricula. A mixed-methods approach was used to collect quantitative and qualitative data, with 120 teacher educators from ten Colleges of Education in Ghana. A survey was used for the quantitative data while semi-structured interviews and focus group discussions was used for the qualitative data. A purposive sample technique was used to select the sample size. The quantitative data was assessed using descriptive statistics and chi-square tests, while the qualitative data was examined using theme analysis. The results indicate that 40% of teachers are aware of the SDGs. SDGs are seldom integrated into the lesson delivery with only 25% of colleges doing so, and usually through lecture-based methods. Key challenges identified include a lack of resources, poor training, and a limited curriculum. The study concludes that increasing teacher comprehension of the SDGs and providing institutional support are critical for effective integration. The findings indicate that curricular reform and targeted professional development are essential to attain global competency in teacher education. Future research should investigate how SDG-focused education influences student outcomes over time.

*ADOPTION AND RETENTION OF PHYSICAL ACTIVITY AMONG KEEP FIT CLUB MEMBERS IN AGONA WEST MUNICIPALITY, GHANA*

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Agogo Presbyterian Women's College of Education

&

**Rev. Dr. (Mrs) Grace Sintim Adasi (PhD)**  
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**Abstract**

This study aimed to identify factors that influence the adoption and retention of physical activity among Keep Fit Club members in Agona West Municipality. Approximately 1.9 million deaths worldwide are attributed to physical inactivity and the fitness level of Ghanaians continues to decrease while many people still live a sedentary lifestyle aside from the numerous benefits of physical activity. The health belief model, self-efficacy, and protection motivation theories supported this study.

A descriptive design survey was employed to conduct this study. A multistage sampling technique of simple random and proportional sampling techniques was used to select 161 members out of the five different registered keep-fit groups that responded to the questionnaires for the study. Results identified jogging, standing on one leg simultaneously, brisk walking, and playing soccer as the most performed physical activities among Keep Fit club members. Socialization, improving appearance, health improvement, and no fee charged at the clubs are major motives driving physical activity adoption. Also, sexual performance enhancement, weight loss, muscle development, reduction of body fat, and reduction of stress and tension were highly contributing factors to the retention of physical activity. Lastly, the study revealed that females prefer swimming and cycling to males who opted for weightlifting to keep fit regularly. The study recommends that Keep Fit Club members should be encouraged to engage in physical activities at least thirty to sixty minutes three times a week. In conclusion, there should be regular education on the health benefits of physical activity and general comportment of members to avoid discouragement.

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*TEACHERS MOTIVATION AND THE TEACHING LEARNING PROCESS IN DOUALA IV DISTRICT-CAMEROON*

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Many teachers enter into the teaching field these days because they actually just need what to do, and not because of the enthusiasm they have for the corp. This study thus sort to investigate Teachers' motivation and it effect on teaching learning process in some selected schools in Douala 4th District. It's specific objectives were to find out if job design motivate teachers, if training and development motivate teachers and to examine if recognition and reward motivate teachers and if all these affects the teaching learning process. The Expectancy theory of motivation by Vroom (1964) and Maslow's hierarchy of needs theory (1954) were used to support the study. The study adopted the descriptive survey and phenomenological research design within a qualitative study, because it gave room to study teachers and the teaching and learning more broadly. The work made use of 80 teachers gotten from a target population of 170 teachers from both the two private secondary schools and two government schools in Douala 4 District. From the data collected it was observed poorly designed work nature affects the way teachers work, that absence of in-service training and teachers development affects the teaching learning process and absence of recognition and rewards as well affects the teaching learning process, and all these affects teachers' motivation has an effect on teaching learning process. This study came up with recommendations to school administrators, the government and to teachers. Recommendations to the administrator that they should provide a conducive and peaceful environment to work, those teachers who are assiduous be given medals on teachers days, not by application, but by merit.

*EMBEDDING SUSTAINABLE DEVELOPMENT GOALS AND REALISTIC MATHEMATICS EDUCATION INNOVATIVE PEDAGOGY: LEARNERS' MATHEMATICS ACHIEVEMENT*

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**Abstract**

This study addresses a critical problem in mathematics education: enhancing learners' mathematical achievement through innovative teaching methods, with a focus on achieving Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The primary objective is to investigate innovative solutions in mathematics education by examining the mediating role of teachers' self-efficacy in the relationship between realistic mathematics education (RME) and learners' mathematical performance. Conducted across eight regions in Ghana, this research targeted junior high school mathematics teachers, encompassing a population of 12,980. A quantitative approach utilizing a correlational cross-sectional descriptive survey design was employed, with a sample size of 507 mathematics teachers. Structured questionnaires were meticulously developed to measure the study's three main constructs: realistic mathematics education, teachers' self-efficacy, and learners' mathematical achievement. The analysis, performed using structural equation modeling, reveals that RME directly enhances learners' mathematical achievement. Additionally, teachers' self-efficacy significantly and positively impacts student outcomes. Crucially, the findings highlight a positive and statistically significant mediation effect of teacher self-efficacy on the relationship between RME and learners' achievement. These insights contribute to the development of sustainable educational practices, aligning with global efforts to improve mathematics education, and addressing key challenges in this field. This research underscores the importance of innovative pedagogies in achieving SDG 4 by fostering a supportive environment for both teachers and learners in mathematics education. Based on these findings, it is recommended that educational policymakers and curriculum developers integrate RME principles into teacher training programs to enhance both teacher efficacy and learner achievement in mathematics. Additionally, further research should explore the long-term impacts of RME and TSE on educational outcomes, ensuring that these innovative approaches are continuously refined and adapted to meet the evolving needs of learners.

*PERSONALITY TRAITS AND ACADEMIC MOTIVATION AMONG PRE-SERVICE STEM AND NON-STEM TEACHERS*

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**Abstract**

This University of Ghana study delves into the association between personality factors and academic motivation in pre-service STEM and non-STEM teachers.

It specifically investigates how the Big Five personality traits—extraversion, agreeableness, neuroticism, conscientiousness, and openness to new experiences—affect academic performance and intrinsic and extrinsic motivation. The study, employing a quantitative design, gathered data from 230 pre-service teachers at the Department of Teacher Education through structured questionnaires. The findings reveal complex relationships: neuroticism exhibits a negative association with extrinsic and intrinsic motivation but a positive correlation with amotivation. Conversely, the remaining personality traits (extraversion, agreeableness, conscientiousness, and openness) demonstrate negative connections with amotivation and strong correlations with both types of motivation. Interestingly, compared to their non-STEM colleagues, pre-service STEM teachers showed noticeably more significant positive associations between their personality qualities and academic motivation. This study also looks at the moderating influence of gender in these dynamics, showing that pre-service teachers often score higher on all personality traits and motivational dimensions, except neuroticism and amotivation. These results imply that although personality qualities are essential indicators of academic motivation, it is not appropriate to look at them separately. To provide a more clear picture, age and gender should be included in future studies. The study emphasises how crucial it is to build socioemotional skills, which refer to the ability to understand and manage emotions, to improve academic performance and engagement. As a result, it suggests using motivational and personality assessments in teacher preparation courses. By doing this, teachers can modify their pedagogical approaches to create a more favourable learning environment, resulting in better learning outcomes.

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*RELATIONSHIP BETWEEN RELIGIOSITY AND SMARTPHONE ADDICTION AMONG UNIVERSITY STUDENTS IN GHANA*

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**ABSTRACT**

This study aims to investigate the relationship between religiosity and smartphone addiction among university students in Ghana. The methodology utilized was a cross-sectional, correlational survey design. A survey was conducted among 309 university students in Ghana to examine the potential correlation between their levels of religiosity and smartphone addiction. Data were analyzed using Jamovi 2.5.6 Open Statistical software to assess the strength and direction of the relationship. The results indicated a statistically significant negative correlation between religiosity and smartphone addiction ( $r = -0.559$ ,  $p = 0.001$ ), suggesting that higher levels of religiosity are associated with lower levels of smartphone addiction. Additionally, religiosity was found to explain 31% of the variance in smartphone addiction ( $R^2 = 0.312$ ), highlighting its substantial role as a predictor of smartphone usage behavior. The findings of this study offer insight into how important it is to develop interventions aimed at reducing smartphone addiction among university students.

Educational and counseling programs that incorporate elements of religiosity could be effective in mitigating excessive smartphone use. Stakeholders in higher education settings and university policy-making can leverage these insights to promote healthier technology use habits among students. This study contributes to the existing literature by providing empirical evidence of the negative relationship between religiosity and smartphone addiction within the context of Ghanaian university students. It underscores the importance of considering cultural and religious factors in addressing behavioral addictions related to technology use. This research is pioneering in exploring this specific correlation, thereby offering a novel perspective on managing smartphone addiction through religiosity.

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*INVOLVEMENT OF LEARNERS WITH SPECIAL NEEDS IN ICT LESSONS. EXPERIENCES OF PRE-SERVICE TEACHERS AT METHODIST COLLEGE OF EDUCATION.*

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**Abstract**

The purpose of the study was to investigate the experiences of pre-service teachers in involving learners with special needs in ICT lessons in their schools of practice. The study employed phenomenology as the research design. Purposive and census sampling techniques were used to sample the schools and the respondents with a sample size of 18. The semi-structured interview guide was used to collect data and analysed through the thematic approach. The study revealed that pre-service teachers used peer support, individual attention, remedial teaching and mentor support to involve learners with special needs in their ICT lessons. Again, they assessed learners through individual and group assignments using differentiated assessment method. Finally, the study revealed a lack of computer labs, inadequate computers, a lack of ICT textbooks, stigmatization against learners with SEN by peers, delayed lessons and inadequate knowledge of pre-service teachers to handle learners with SEN as challenges. It was recommended that, headmasters of the various schools should appeal to NGOs, Old students, and the communities to support them with the needed ICT resources. Again, more special needs courses should be mounted for students teachers in colleges of education for adequate skills and knowledge to enable them to handle learners with SEN in their ICT lessons.

*CHOOSING LINGUISTICALLY FRAMED TASKS FOR INSTRUCTIONAL DISCOURSE, MATHEMATICS TEACHERS’ DILEMMA*

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**Abstract**

This study examined the factors that influence the decision-making process of high school mathematics teachers when selecting linguistically framed tasks (LFTs) for instructional purposes. LFTs are prominently featured in curriculum materials and standardised assessments, and it is important to understand the factors that teachers consider when selecting these tasks. The study conducted interviews with 12 senior high school mathematics teachers and identified four main considerations: progression of difficulty, student-centred approach, engagement and relevance, and standards and exam preparation. These findings, which are theoretically grounded, were supported with analysis of the Ghanaian high school mathematics curriculum. The study suggests that aligning task selection with these considerations can improve instructional practices. The study further highlights the importance of teachers' professional autonomy in curriculum implementation, and their ability to apply instructional practices. It was therefore recommended that professional development sessions are organised to better support teachers in implementing these best instructional practices.

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*MAKING ETHNOMATHEMATICS AND MODELLING MEANINGFUL AND REALISTIC IN GHANAIAN CONTEXT*

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**Abstract**

Modelling of objects by indigenous persons and in nature has been in existence for so long in our cultural setting with shapes underlying the significance of mathematics in education. This paper reveals how modelling leads to making mathematics meaningful and realistic in our educational setting where much research has not been documented especially in the Ghanaian context. Realistic mathematics education grounded in constructivist and sociocultural theories is the research methodology. This paper underscores cultural values and artefacts relating to mathematics known as ethnomathematics which made mathematics meaningful and could be integrated in the classroom in the Ghanaian setting. The key finding is that mathematics is with us and has meaning to enhance understanding and comprehension to students when integrated well into the curriculum. The findings bridge the gap that students perceive mathematics as being for other people and learn it from a foreign perspective. I strongly recommend ethnomathematics with modelling in the context of the Ghanaian curriculum right from the foundational level to higher education.

*THE TRIANGLE AS A BARRIER TO STEM INCLUSION IN THE 4TH INDUSTRIAL REVOLUTION*

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**Abstract**

A triangle is the basic polygon. Given its crucial role in Science, Technology, Engineering and Mathematics inclusion, good conception is nonnegotiable. In seven groups of 10 participants, a lesson study was designed to construct the triangle to satisfy five basic properties. They then explored its applications in modern and traditional ways. The results revealed comatose of errors in labelling of the sides and angles. These resulted in consequential errors of sum of interior/exterior angles, sum of any two sides greater than third side, side opposite to largest angle and sum of interior opposite angles. It was inferred that the comatose of errors emanated from the modern conception rather than indigenous knowledge. This could affect the forward match of the 4th industrial revolution. It was recommended that researchers reconstruct sound and formidable triangle to help propel the 4th industrial revolution.

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*ASSESSING MOTOR MOVEMENT AND MANIPULATIVE SKILLS OF BASIC 1-3 PUPILS OF KWAHU AFRAM PLAINS SOUTH, TEASE- GHANA*

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**Abstract**

The purpose of the study was to assess the motor movement and manipulative skill levels of 6-8 years-old basic school pupils in Kwahu Afram Plains South District (KAPSD)of Ghana. The target population for the study comprised all 6-8 years old pupils in Tease (KAPSD)in the Eastern Region of Ghana. The study employed a quasi-experimental design of a single group pre-test post-test. Convenient and stratified sampling techniques were used to select 57 pupils of which thirty-seven (37) were boys and twenty (20) were girls. The instrument used for this study was Test of Gross Motor Development (TGMD-2). Descriptive frequencies were used to analyse the data. The study revealed that pupils demonstrated high perfection regarding their manipulative skills in the various physical activities with most responses on their skill execution mostly ranked between often and always. The study also indicated that pupils were able to perform manipulative skills well. The study also concluded that pupils were not equipped with motor skills and could not execute manipulative activities correctly during pre-test with responses on nonmotor skills, responses mostly ranked between rarely and often.

It is recommended that primary school teachers in KAPSD should be equipped with the prerequisite skills to enable them to teach motor skills development effectively. It is also recommended that more qualified physical education personnel should be sent to the basic level in KAPSD to teach physical education since motor development and skill acquisition develop the habit of the active lifestyle of individuals.

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*THE IMPACT OF PHYSICAL SUPPORT IN THE IMPLEMENTATION OF INCLUSIVE CREATIVE ARTS EDUCATION*

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**ABSTRACT**

This quantitative study aimed to evaluate both the availability and impact of physical support in the implementation of inclusive creative arts education in Basic Schools. Adopting a descriptive research design, the study utilized a census approach combined with a disproportionate stratified sampling technique to select a total of 226 respondents from the Offinso Municipality. These participants completed a detailed questionnaire using a 5-point Likert scale to provide insights into their experiences and perceptions. The analysis of the data reveals that physical supports, such as learning aids and mobility resources, play a significant role in influencing the effectiveness and outcomes of inclusive education programs. Despite their importance, the current provision of physical support within schools is found to be inadequate for fully enabling inclusive creative arts education. This insufficiency hampers the ability to provide an equitable learning environment for all students, particularly those with disabilities. The study underscores the critical need for improved physical support to enhance accessibility and reduce dropout rates among children with disabilities in inclusive educational settings. Based on the findings, the study recommends several actions to address these challenges. It advocates for the increased availability of essential teaching and learning materials and the provision of appropriate assistive devices to better support teachers in their instructional activities. Such measures are essential for fostering an inclusive educational environment that accommodates the diverse needs of all students, thereby ensuring that creative arts education can be effectively delivered and enjoyed by everyone

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*EVALUATING JOURNAL CREDIBILITY: A STUDY OF PUBLICATIONS BY TUTORS IN COLLEGES OF EDUCATION.*

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The credibility of academic journals is paramount in ensuring research integrity, especially amid the rise of predatory journals or publishers. Predatory journals are deceptive publications that exploit researchers by charging fees without providing legitimate peer review or academic rigour. In contrast, credible journals are reputable, peer-reviewed publications that follow rigorous editorial standards, ensure transparency, and are widely recognized in academic databases. In July 2024, the Ghana Tertiary Education Commission (GTEC) initiated the migration of faculty and staff from Colleges of Education onto the university salary structure. GTEC has outlined guidelines for post-migration appointments and promotions, indicating that faculty and staff of Colleges of Education will now be appointed and promoted based on the criteria set by their affiliate universities. This study will assess the credibility of journals in which tutors from Colleges of Education affiliated with Kwame Nkrumah University of Science and Technology (KNUST) publish their research. The assessment will be based on a journal verification process which was implemented by KNUST in 2019 to ensure that all publications submitted by faculty members for promotion meet credible standards. This initiative aims to discourage its faculty members from publishing in questionable or predatory journals. This research will adopt a quantitative approach, employing purposive and convenience sampling methods alongside a mixed-methods questionnaire distributed via Google Forms. It will involve a quantitative analysis of publication data from tutors at Akrokerri College of Education, E.P. College of Education-Bimbilla, St. Joseph's College of Education-Bechem, Wesley College of Education-Kumasi, and Tamale College of Education, covering two years (June 2022-June 2024). These institutions are selected due to the challenges their faculty and staff may face as a result of the journal verification process implemented by KNUST. Expected outcomes include understanding the prevalence of Tutor publications in credible versus non-credible journals. Additionally, the study aims to provide recommendations and practical guidelines, including a list of credible journal indexing databases and publishers to help tutors improve their publication practices. By offering a comprehensive evaluation of journal credibility, this study seeks to contribute significantly to the academic rigour and integrity of research conducted by Tutors in Colleges of Education, thereby fostering better-informed decisions regarding scholarly publications.

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*EXAMINING THE ROLE OF TEACHER INSTRUCTIONAL STRATEGIES IN ENHANCING VOCABULARY KNOWLEDGE AND READING COMPREHENSION OF ESL STUDENTS IN THE GHANAIAN CLASSROOM*

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Developing vocabulary knowledge and reading comprehension skills are critical for English as a Second Language (ESL) students, particularly in Ghanaian classrooms where English is the primary medium of instruction. This study examines the role of teacher instructional strategies in enhancing these key language skills among ESL students in Ghana. The study is grounded in Vygotsky's sociocultural theory, which emphasizes the role of social interactions and cultural contexts in language learning. It also draws on the cognitive theory of multimedia learning, which posits that students learn more effectively when presented with a combination of verbal and visual instructional materials. A qualitative case study approach was employed to gain in-depth understanding of the phenomenon. The study was conducted in three public secondary schools in Ghana, involving classroom observations, semi-structured interviews with teachers, and focus group discussions with ESL students. The sample consisted of 12 ESL teachers and 36 ESL students, selected using purposive sampling to ensure representation of different school contexts and student proficiency levels. Classroom observations were used to document teacher instructional strategies, while interviews and focus group discussions elicited teachers' and students' perspectives on vocabulary instruction and reading comprehension strategies. Thematic analysis was used to identify recurring patterns and themes in the qualitative data. The study found that teacher instructional strategies, such as explicit vocabulary instruction, use of visual aids, and strategy-based reading comprehension activities, had a positive impact on ESL students' vocabulary knowledge and reading comprehension. However, challenges related to limited resources and large class sizes hindered the effective implementation of these strategies. The study recommends targeted professional development for teachers, increased provision of instructional resources, and the integration of technology-assisted vocabulary and reading comprehension strategies to enhance ESL students' language proficiency in Ghanaian classrooms.

*EVALUATING GHANA'S LANGUAGE-IN-EDUCATION POLICY: CHALLENGES AND FUTURE DIRECTIONS*

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**Abstract**

This paper examines the language-in-education policy in Ghana, which has experienced fluctuations over the decades. Despite these changes, the implementation of the country's language-in-education policies continues to face significant challenges that hinder their effectiveness. The practical execution of these policies suffers from issues such as inadequate resources, teacher proficiency, and inconsistent enforcement across different regions.

The paper provides a historical overview of Ghana's language-in-education policy, identifies the factors obstructing its implementation, and discusses possible future directions. Since gaining independence in 1957, Ghana has grappled with deciding which language should serve as the medium for educational content. The ongoing debate centers around the use of the First/Heritage language (L1) versus the Second/Foreign language (L2). Currently, the policy emphasizes using L1 during the first three years of primary education (from Kindergarten 1 to Primary 3), while L2 is taught as a subject starting from Primary 4. Grounded in Threshold Theory (T-Theory), which posits that learners must achieve a minimum level of proficiency in their first language to benefit from learning a second language, this study employs a methodological approach of content analysis. It collects data from secondary sources, including the General Resume of Chief Examiners' Reports for the November/December 2011 and May/June 2012 West African Senior School Certificate Examination (WASSCE) conducted in Ghana. This analysis aims to identify the root causes of implementation failures and inform the development of more effective strategies. The paper argues that both parents and government officials play vital roles in maintaining and promoting heritage languages. It recommends that involving communities, parents, and educators in the policymaking process is essential for the success of bilingual education.

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*IMPACT OF CREATIVE ARTS AND DESIGN CURRICULUM ON STUDENT PREPAREDNESS FOR TECHNOLOGICAL ADVANCEMENTS IN GHANA*

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**Abstract**

Creative art education in Ghana has become one of the drives of the current trends of education; thus, helping the government and other stakeholders to achieve the goals of the new curriculum for basic education in Ghana. Currently, Creative Arts and Design has become a core subject for various levels in basic school. This calls for more teachers or facilitators to be trained in Creative Arts and Design to help achieve this agenda for the Ministry of Education. The study of Creative Arts and Design (CAD) has become necessary due to its relevance in the current world of technology. It is only through CAD that the next generation can be prepared to take over technology and other projects to support the nation. It has therefore been realized that with the Creative Arts and Design curriculum, students will be prepared and trained for the demands of our society. This initiative although good, seem to lose its relevance since the number of teachers to train these students at our basic schools keep reducing. Colleges of education that offer the Creative Arts and Design programme are fewer than expected. With a review of the 2023 Ghana Teacher Licensure Examination results, it was realized that out of the total number of 14706 candidates who sat for the Primary and Junior High subjects, only 304 registered for the Creative Arts and Design subject. Based on these results, it is, therefore, necessary to identify and analyze the factors contributing to the shortage of trained Creative Arts and Design teachers and to develop and propose effective strategies for increasing the number of trained Creative Arts and Design teachers in Ghanaian basic schools.

*PROMOTING QUALITY STANDARDS IN TEACHING AND LEARNING AT THE COLLEGES OF EDUCATION IN GHANA*

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**Abstract**

The purpose of the study was to find out about the strategies the Colleges of Education (CoEs) in Ghana adopt internally to enhance quality assurance in the teaching and learning process, the challenges they face in promoting quality assurance and the possible solutions to the challenges. Purposive sampling technique was used to select 5 College Principals, 5 Quality Assurance Officers and 10 students from each of the five zones to respond to the research instruments. Interviews and documents were employed to gather data from the respondents. Data generated from the study were analyzed qualitatively using thematic approach. It was found out that monitoring of teaching and learning activities in the lecture theatres, provision of academic guidance and counselling services to students, evaluation of tutors' performances with accompanying feedbacks and recruitment of qualified tutors/admission of qualified students were some of the strategies employed to promote quality assurance in the CoEs in Ghana. Challenges such as inadequate infrastructure, facilities and resources were militating against ensuring high quality standards in CoEs in Ghana. It was recommended that expansion of infrastructure, facilities and provision of adequate teaching and learning resources such as computers, projectors, internet connectivity and laboratory materials and equipment must be provided by the government, philanthropists and stakeholders in education to enhance high quality standards in the teaching and learning process in the CoEs in Ghana.

*THE ROLE OF LEARNING STRATEGIES, SELF-DIRECTED LEARNING AND LEARNING STYLES ON THE ACADEMIC PERFORMANCE OF STUDENTS IN THE COLLEGES OF EDUCATION, GHANA*

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**Abstract**

The educational landscape is constantly evolving, necessitating a dynamic approach to improve student academic performance. In the context of Colleges of Education in Ghana, understanding the interplay between learning strategies, self-directed learning, and learning styles is crucial. The diverse methods and strategies employed by students to acquire knowledge, as well as their individual preferences, motivations, and cognitive processes, significantly influence their learning outcomes. This research examined the role of learning strategies, self-directed learning, and learning styles in shaping the academic performance of students in Colleges of Education. Descriptive survey research design was employed for the study.

The study encompassed all level 300 students in Colleges of Education, Ghana, with a total population of 17,826. A sample of 400 students was selected using a multistage sampling technique. Data collection instruments used were Learning and Study Strategies Inventory (LASSI), Self-Rating Scale of Self-Directed Learning (SRSSDL), and Grasha-Richmann Student Learning Styles Scale with a reliability Co-efficient of .88, .94, and .81 respectfully. Descriptive statistics (means and standard deviation) and multiple linear regressions was employed to analyse the research objectives. The study found that college students use various learning strategies, with concentration being the least preferred. Student also preferred Self-directed learning strategies, such as awareness, evaluation and interpersonal skills. Again, students also demonstrated independent, collaborative, dependent, and competitive learning styles. However, the study found that these strategies, self-directed learning, and learning styles did not significantly impact academic performance. Therefore, College management should organize workshops and seminars to educate students on various learning strategies, offer specialized programmes to enhance study skills, acknowledge avoidant learning styles, provide resources for self-directed learning, and explore alternative strategies for self-directed learning.

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*DIGITAL ASSESSMENT AND ADAPTIVE LEARNING IN TEACHER EDUCATION: AN EXAMINATION OF LMS ADOPTION AND IMPACT*

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**Abstract**

This study explored teacher educators' adoption and usage of online platforms for performance feedback, digital assessment, and adaptive learning technologies in Ghana and the impact of various Learning Management System (LMS) features on students' perceived learning outcomes. Employing a quantitative research design with 120 teacher educators and 150 student teachers, data were collected using a structured questionnaire and analysed using descriptive and inferential statistics. The results showed that teacher educators primarily used written feedback (78%) with limited adoption of audio (18%) and video (8%) feedback. Digital portfolios were moderately used (36%), whereas adaptive learning technologies had limited usage, with learning management systems with adaptive features being the most common (28%). The Moodle Quiz and Google Classroom Assignments were the preferred LMS assessment tools. Course material organisation (p=0.015), accessibility of online lectures and videos (p<0.001), multimedia integration, and personalised learning paths (p<0.001) significantly contributed to students' perceived learning outcomes. In contrast, ease of LMS navigation (p=0.421) and technical support (p=0.312) showed no significant influence. These findings suggest a need for targeted training and resources to support teacher educators in effectively utilising advanced feedback tools and refining LMS features.

*THEORY AND PRACTICE: EVALUATING THE IMPACT OF THE RESEARCH INSTRUCTION PROGRAM ON PRE-SERVICE TEACHERS AT THE PRESBYTERIAN COLLEGE OF EDUCATION, AKROPONG*

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Presbyterian College of Education, Akropong

**Abstract**

Research skills are vital in the classroom, helping teachers identify challenges among pupils and implement solutions that enhance teaching and learning. With Colleges of Education now upgraded, it has become essential to strengthen pre-service teachers' research abilities. To meet this demand, pre-service teachers participate in a research instruction program designed to equip them with these critical skills. This study assessed the impact of the research instruction program at Presbyterian College of Education, Akropong, using a mixed-method approach. It included 172 pre-service teachers and 10 tutors, providing a comprehensive evaluation of the program's effectiveness. The study aimed to: analyze the program's design and content, including curriculum and instructional methods; evaluate the implementation and delivery; and examine the development of pre-service teachers' skills and competencies in action research. The findings showed that the program actively engaged pre-service teachers in every stage of the action research process. However, many students reported low confidence in specific aspects of research and frequently sought assistance. Additionally, a significant number of pre-service teachers exhibited a negative attitude toward research methodology. They recommended further training in literature review, research methods, and data analysis, emphasizing that action research instruction should be course-based and practical. In response to these insights, the study proposed a subject-based action research model to enhance the teaching of action research and improve research skills among pre-service teachers in Colleges of Education.

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*FIRST AID IN TAMALE METROPOLITAN BASIC SCHOOLS (WHO IS RESPONSIBLE?)*

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**Abstract**

Health and safety legislation places duties on teachers for the health and safety of their students in the classroom and anyone else on the premises of the school. In schools, this includes responsibility for the head teacher and teachers, non-teaching staff, pupils and visitors. The aim of the study is to determine who is responsible for first aid activities in Basic schools of Tamale Metropolis and to compare the level of knowledge, depending on the type of first aid education in basic schools. The Study used a Survey Research Design, aimed at determining who is responsible for First Aid activities in Tamale Metropolitan Public Basic Schools. The main tool for collection of data for this study was questionnaire and observation. The data collected was quantitatively analyzed using simple statistical frequencies. Respondents were reported as having inadequate knowledge and training on first aid activities in basic schools in Tamale Metropolis.

The findings of the study have shown that knowledge about first aid is inadequate among Teachers of basic schools in Tamale Metropolis. The study also recommends that policy makers must make it mandatory for professionals involved in medics to be attached to the basic schools in Tamale Metropolis.

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*TEACHERS' PERSPECTIVES ON THE BENEFITS AND ROLE OF STEM EDUCATION IN THE SOLUTION OF COMPLEX GLOBAL CHALLENGES*

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**Abstract**

The Earth encounters numerous intricate challenges that necessitate specific STEM skills to address. The 21st-century world requires STEM-based abilities to tackle global issues, leading to a growing emphasis on STEM education in economic, political, and educational domains for scholars worldwide. With the increasing importance of STEM fields in providing innovative solutions to issues such as climate change, public health crises, and technological advancements, understanding educators' views is critical. The effectiveness of STEM education relies on how teachers view the benefits of STEM education and their thoughts on the importance of STEM education in addressing complex global issues. This study seeks to evaluate teachers' points of view on the benefits and role of STEM education in addressing complex global challenges. This study will use a descriptive survey research design. The population will be comprised of all the tutors in science related subjects in the 48 public colleges of education in Ghana, and a sample of 120 tutors will be chosen from them using convenience sampling. A closed-ended questionnaire with 13 statements based on the Likert scale will be created for collecting data. The questionnaire's validity will be verified by seeking opinions from experts, and the reliability of the questionnaire items will be guaranteed through pilot testing. The researchers will calculate the Cronbach's alpha reliability value for the questionnaire items and will use a minimum accepted cut-off point of 0.7 for the research. Data collection will be conducted by the researchers, and they will analyse the same in SPSS, where both descriptive and inferential statistics will be utilized. The research will aim to address the following research questions:

1. How do teachers perceive the benefits of STEM education?
  2. What do teachers think about the role of STEM education in addressing complex global issues?
  3. How do the opinions of male and female teachers differ when it comes to the benefits and role of STEM education in addressing complex global challenges?
- .....

*EQUITY AND ASSESSMENT: GAINING INSIGHTS INTO MOVING TOWARDS CULTURALLY RESPONSIVE ASSESSMENT (CRA) PRACTICES IN GHANAIAN BASIC SCHOOLS*

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**Abstract**

Culturally responsive assessment practice is one way to promote equity in education. The study explores teachers' and students' perceptions of culturally responsive assessment practices in Ghanaian basic schools. The study used semi-structured interview guide to collect data from a purposive sample of 20 basic school teachers and 30 students from 10 schools in Southern and Northern part of Ghana. The data collected were analyzed using thematic analysis. The study found that teachers and students perceive current assessment practices in Ghanaian basic schools to be culturally somehow unfair. It was found that participants suggested several strategies for promoting culturally responsive assessment practices, including incorporating culturally relevant content in assessments, providing opportunities for student input in assessment design, and training teachers on culturally responsive assessment practices. Again, the study revealed that there is a need for more culturally responsive assessment practices in Ghanaian basic schools to promote equity and improve learning outcomes. The study provides valuable insights into the perceptions of teachers and students regarding culturally responsive assessment practices in Ghanaian basic schools and can inform the development of interventions and policies that promote equity and improve learning outcomes. It was therefore recommended that the Ghanaian school curriculum should emphasis and implement culturally responsive assessment practices that draw on students' own cultural knowledge and experiences, and that are accessible to all students.

Keywords: culturally responsive assessment, equity, Ghanaian basic schools, student perspectives, teacher perspectives.

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*ASSESSING THE EFFECT OF COMPUTATIONAL THINKING PEDAGOGICAL STRATEGIES ON PRE-SERVICE MATHEMATICS TEACHERS' PROBLEM-SOLVING SKILLS IN GHANA*

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**Abstract**

The study sought to investigate Computational Thinking Pedagogical Strategies (CTPS) among pre-service teachers in the Colleges of Education in Ghana and to find out about its effect on their problem-solving skills in mathematics. The research design employed was quasi-experimental. A convenient sampling technique was used to select two colleges of Education in the Eastern region of Ghana, out of which two intact groups of level 100 students selected

from each college ( $N = 221$ ;  $n_{1,1} = 61$ ,  $n_{1,2} = 62$ ;  $n_{2,1} = 47$ ,  $n_{2,2} = 51$ ) were used.

The Control group was exposed to conventional teaching and learning approach of mathematics content, while the experimental group went through computational thinking pedagogical strategy (CTPS). The instruments used were tests (problem-solving questions aligned with computational thinking skills), questionnaires and interview schedules. After the intervention, a Wilcoxon matched pair signed rank test indicated that, the pre-service teacher’s knowledge rank after treatment was significantly higher than before treatment ( $Z = -9.624, p < .000$ ). This was confirmed by a paired samples t-test, in the treatment group where the pre-test ( $M = 24.93, SD = 7.295$ ) and post-test ( $M = 63.41, SD = 6.988$ ) were found to be statistically significant ( $t = 45.576, df = 122; p < 0.05$ ). This is an indication that, the computational thinking pedagogical strategy (CTPS) had a positive impact on the pre-service teacher’s problem-solving skills. An independent samples t-test also showed that, the means of the treatment ( $M = 63.41, SD = 6.988$ ) and control group ( $M = 14.99, SD = 4.352$ ) were found to be statistically significant in the post-test ( $t = -59.936, p < 0.05$ ). The interviews and their transcriptions were carried out to triangulate the quantitative findings from Pre and Post Test results and the findings indicated the readiness of the pre-service teacher to adopt Computational Thinking in his teaching profession. The study findings recommends that professional development programmes on Computational Thinking practices must be fused into Colleges of Education programmes where pre-service teachers are trained.

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*SDG4 LEARNING CRISIS: A CRITICAL REFLECTION AND POSITION OF A TEACHER EDUCATOR ON THE NUANCES OF CORPORAL PUNISHMENT IN GHANAIAN PRE-TERTIARY SCHOOLS*

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**Abstract**

This article presents a contextual reflective position as a teacher educator regarding the issue of corporal punishment, which is one of the subtle but critical issues contributing to the learning crisis in Ghana. The article critically reflects on personal observations and experiences, selected electronic news items, and social media posts by teachers, policymakers, experts, journalists, and parents for a content analytical discourse. Anecdotal experiences indicate that corporal punishment is still prevailing in Ghanaian pre-tertiary schools regardless of its ban in 2019. Also, there are strong opposing opinions, for and against, from the general public on the subject of corporal punishment, with diversified sociocultural and religious underpinnings in Ghana. The paper argues that corporal punishment is still an unresolved controversial subject in Ghanaian pre-tertiary schools that requires a comprehensive national stakeholder dialogue and civic education for a progressive course. It is feared that reaching SDG4 holistically in Ghanaian pre-tertiary schools will remain a challenge as issues of corporal punishment as a form of subtle learning crisis remain a matter of choice among stakeholders. This creates higher responsibility for teacher-educators to prepare our student-teachers in a manner in which they are capable of demonstrating high professional knowledge and practice in their future endeavours to change the narratives positively.

*KNOWLEDGE IN LEADERSHIP AND STRATEGIC MANAGEMENT IN EDUCATION IN GHANA: PERSPECTIVES OF SDA COE MANAGEMENT AND TUTORS*

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**Abstract**

This exploration study was to identify leadership styles and, the relationship among school leadership, culture, and strategic skills used to unearth how effective leaders in the SDA College of Education in Ghana are. Strategically the study looked at how effective skills adopted as strategic informs effective leadership. Using Concurrent Triangulation Design under the descriptive survey design was employed to gather and analyse data in the context of qualitative and quantitative approach, data was collected using questionnaire, focus group discussions and semi structured interviews. Multi stage sampling techniques was used to .three hundred and seven (307) participants that included (20) Tutors, (2) Principal/Vice principals, (285) Teacher-trainees and one (1) officer. Frequency tables, percentages, mean and standard deviations as well as inferential statistics specifically, independent sample t-test, One-Way ANOVA and simple linear regression were used to analyse the quantitative data collected. Thematic analytical frame formed the qualitative data analysis. Respondents were ambivalent about their perception about the leadership styles, again respondents agreed that the culture of the college influences the leadership style adopted. Further, the findings of the study revealed that there was statistically significant difference in the tutor’s leadership styles and their teaching experience. It was concluded that The tutors and students have varying views about use of leadership style/strategies within the college leadership, hence need for operate on same wavelength when it comes to use of leadership styles. It was therefore recommended that Sensitization drive to help better understanding on use of leadership styles/strategies as well as versatility of school culture on leadership style/strategies of the SDA College of education.

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*MENTORSHIP AND QUALITY TEACHER EDUCATION IN THE 21ST CENTURY: CHALLENGES AND PROSPECTS*

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**Abstract**

The aim of this research was to examine the roles of mentorship and its effects on quality teacher education. This is a qualitative approach, specifically thematic analysis. The population was the tutors, trainee teachers and mentors from supporting basic schools in the Ho West District of the Volta Region of Ghana. Twenty respondents were purposively selected. There was also a focus group discussion of college tutors. The study found out that mentors serve as role models who provide technical support to student teachers for professional development, mentors introduce mentees to good school and community relationship, discipline and learning assessment. Positive mentor/mentee relationship provides space for professional networking and confidence building.

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Inadequate in-service training of tutors by mentoring institutions, disagreement between lead mentors and supervisors from the colleges, inadequate qualified mentors from the partner schools and lack of periodic training of mentors were some of the challenges identified by the study. The paper recommended that policy makers should ensure that quality teacher education is real through effective mentorship in colleges of education. This study provides the basis for future researches in teacher education such as assessment and evaluation of teacher education policies

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*RELIGIOUS AND MORAL EDUCATION STUDENT-TEACHERS' INTENTION TO USE EXISTENTIAL PEDAGOGY TO TEACH: ALTERING PEDAGOGIES TO ENSURE TRANSFORMATIVE EDUCATION IN GHANA*

**Theophilus Eshun & Eric Mensah, Ph.D.**

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**Abstract**

The study was purposed to determine the effect of student-teachers' attitude, subjective norm, perceived behaviour control on their intention to use existential pedagogy to teach. Data was collected from 183 RME student-teachers from Colleges of Education affiliated to the University of Cape Coast, using the proportionate simple random sampling technique. Structured questionnaire was used to collect data from these students-teachers. Both descriptive (frequencies, means and standard deviation) and inferential (Multiple and linear regression) statistical tools were used to analyse the data collected. Results show that, RME student-teachers have moderate attitude (M=3.32, SD=1.1), subjective norms (M=3.41, SD=1.0), and perceived behavioural control (M=3.36, SD=1.1) towards adapting existential pedagogy to teach. Again, it was found that they have high intention (M=3.74, SD=1.1) to adapt the existential pedagogy to teach. Multiple regression analysis portrayed that RME students-teachers' attitude, subjective norms and perceived behaviour control explains 48% of the variance in their intention adapt the existential pedagogy to teach ( $F(3, 182) = 54.347, p < .000, R = .690, R^2 = .477$ ). Again, the results showed that attitude, subjective norm and perceived behaviour control of RME student-teachers are significant positive predictors of their intention to adapt the existential pedagogy to teach ( $B = 5.33, SE = 2.02, p < 0.05$ ). This indicates that higher levels of attitudes, subjective norm and perceived behaviour control are associated with higher level of intention to adapt the existential pedagogy to teach. It was recommended that Universities in charge of supervising Colleges of Education that train RME teachers should ensure that their programmes focus on equipping students-teachers with the necessary knowledge, skills, and motivations to effectively employ existential pedagogy in their teaching. In addition, Ghana Education Service and National Teaching Council should organise workshops and seminars for RME teachers in schools to bring them up to speed with the existential pedagogy.

*CULTURAL RELEVANCE OF MATHEMATICS CURRICULUM AND INSTRUCTIONAL MATERIALS USED IN GHANA: HOW ITS EXAMPLES AND CONTEXTS IMPROVE STUDENTS' MOTIVATION AND UNDERSTANDING OF MATHEMATICAL CONCEPTS*

**Jackson Jessel Aboagye-Agbi & Stella Sitsofe Yawa Asase**

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**Abstract**

Cultural relevance in mathematics curriculum and instructional materials is crucial for influencing students' motivation and understanding of mathematical principles, especially in culturally diverse environments like Ghana. This study explores how integrating culturally familiar examples and contexts into mathematics education can enhance students' engagement and improve conceptual comprehension. A suitable sample size will be drawn from pre-service mathematics teachers in the six university colleges of education affiliated with the University of Ghana for the data collection exercise. Questionnaires and focus group discussions will be employed as the main instruments for data collection. The findings will highlight the importance of tailoring mathematics training to students' cultural backgrounds to improve educational achievements and foster a deeper grasp of mathematics.

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*PRE-SERVICE MATHEMATICS TEACHERS' BACKGROUNDS AND EXPERIENCES WITH DIVERSITY: AN INFLUENCE ON THEIR APPROACH TO INCLUSIVE TEACHING.*

Jackson Jessel Aboagye-Agbi,  
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**Abstract**

This study examines how the backgrounds and experiences of pre-service mathematics educators regarding diversity inform their approach to inclusive teaching. As educational environments increasingly reflect greater diversity, educators must integrate inclusive strategies that accommodate students from a multitude of cultural, linguistic, and socioeconomic contexts. Drawing on both quantitative and qualitative data, this study investigates the extent to which pre-service teachers' cultural, educational, and socioeconomic experiences influence their attitudes and strategies towards inclusivity in mathematics classrooms. Questionnaires and focus group interviews were used to collect data from pre-service mathematics teachers in Colleges of Education affiliated to the University of Ghana. The study highlights critical and significant factors that affect pre-service teachers' preparation and ability to establish an inclusive mathematics learning atmosphere. The outcomes of this study will enhance the understanding of how backgrounds and experiences with diversity influence pedagogical approaches to inclusive teaching within the Ghanaian context and globally. Furthermore, the study will provide recommendations for teacher education programs aimed at effectively equipping prospective educators to address the complexities of diverse classrooms and to foster equity within mathematics classrooms.

*ENHANCING ACADEMIC ACHIEVEMENT IN STEM SCHOOLS IN THE ASHANTI REGION; THE EFFECT OF GOOGLE CLASSROOM INTERVENTION*

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**Abstract**

Academic achievement of students, especially in Mathematics, Science and English Language is on the decline in the recent times, despite several interventions. This study, therefore, considers Google Classroom intervention with the aim of improving academic achievement of students in STEM schools. The study is guided by three specific objectives, namely, to determine the impact of Google classroom intervention on academic achievement of students in STEM schools, to explore how Google classroom intervention impact academic achievement of students and the factors that encourage or discourage the utilization of Google Classroom for teaching and learning. The study is an interventional study with a prospective design, and pre-test and post-test design to estimate the effect of the intervention (Google classroom) on academic achievement of students in STEM schools. The study gathers data through questionnaire administration from 400 students in Bosomtwi STEM school and Bosomtwi Girls STEM School, all in the Ashanti Region. The study also interviews 10 teachers in the schools. The study analyzes the data descriptively, using frequencies and percentages. Moreover, the study uses propensity score matching to analyze the effect of Google Classroom intervention on academic achievement of students. Google classroom significantly improve academic achievement of students. Moreover, Google classroom significantly affect academic achievement through its effect on increased engagement and interaction and collaboration. Internet access and internet cost, tutor's knowledge and skills in technology, students' knowledge and skills in technology, lesson design and instructional methods affect the utilization of Google classroom for teaching and learning. The study recommends that teachers should integrate the use of Google classroom into teaching and learning. Teachers and students should be trained on how to use technology-enhanced collaborative tools like Google classroom for teaching and learning respectively.

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*THE ROLE OF LANGUAGE EDUCATION IN PROMOTING INTERCULTURAL COMPETENCY*

**Rev. Dr. (Mrs) Grace Sintim Adasi (PhD) & Lydia Adjebeng**  
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**Abstract**

The capacity for cross-cultural communication is vital in a world growing more interconnected by the day. The present study investigates the critical function of language instruction in fostering international competence, an essential ability for manoeuvring through heterogeneous social and occupational contexts. The ability to comprehend, value, and communicate effectively and respectfully with others from diverse cultural origins is known as intercultural competency.

When cultural consciousness and language education are combined, learners can become much more competent because they will have both the language abilities and the cultural understanding needed to use them correctly in different situations.

Furthermore, the study emphasizes how crucial it is for educators to have training in culturally relevant teaching techniques. Proficiency in these techniques enables educators to establish more productive and welcoming educational settings that foster the growth of intercultural competency. The research also discusses the difficulties in putting these programs into practice, such as resource constraints, reluctance to change, and the requirement for continuous professional growth.

This article looks at several pedagogical strategies, including content-driven teaching, learning through experience, and the use of real cultural resources that integrate cultural components into language training. The article will utilize the body of current literature and an examination of case studies from diverse educational environments. Results are expected to show that children who participate in language learning programs with a strong cultural component background exhibit greater levels of compassion, awareness of culture, and flexibility. They demonstrate a greater comprehension of global concerns and have the expertise to manage cross-cultural relationships and conflicts. In summary, the article will make the case that language teaching is essential for preparing people for the complexity of intercultural communication. Language teaching improves cross-cultural communication abilities and makes the world a more peaceful and connected place by fostering intercultural competency

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*TEACHERS' PERSPECTIVES ON THE BENEFITS AND ROLE OF STEM EDUCATION IN THE SOLUTION OF COMPLEX GLOBAL CHALLENGES*

**Richard Acheampong (PhD), Albright Boachie- Ameyaw, & James Kwabena Osei**

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**Abstract**

The Earth encounters numerous intricate challenges that necessitate specific STEM skills to address. The 21st-century world requires STEM-based abilities to tackle global issues, leading to a growing emphasis on STEM education in economic, political, and educational domains for scholars worldwide. With the increasing importance of STEM fields in providing innovative solutions to issues such as climate change, public health crises, and technological advancements, understanding educators' views is critical. The effectiveness of STEM education relies on how teachers view the benefits of STEM education and their thoughts on the importance of STEM education in addressing complex global issues. This study seeks to evaluate teachers' points of view on the benefits and role of STEM education in addressing complex global challenges. This study will use a descriptive survey research design. The population will be comprised of all the tutors in science related subjects in the 48 public colleges of education in Ghana, and a sample of 120 tutors will be chosen from them using convenience sampling. A closed-ended questionnaire with 13 statements based on the Likert scale will be created for collecting data.

The questionnaire's validity will be verified by seeking opinions from experts, and the reliability of the questionnaire items will be guaranteed through pilot testing. The researchers will calculate the Cronbach’s alpha reliability value for the questionnaire items and will use a minimum accepted cut-off point of 0.7 for the research. Data collection will be conducted by the researchers, and they will analyse the same in SPSS, where both descriptive and inferential statistics will be utilized. The research will aim to address the following research questions:

1. How do teachers perceive the benefits of STEM education?
2. What do teachers think about the role of STEM education in addressing complex global issues?
3. How do the opinions of male and female teachers differ when it comes to the benefits and role of STEM education in addressing complex global challenges?

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*ALGEBRAIC EQUATIONS SOLVER SOFTWARE FOR TEACHING AND LEARNING*

**Agongo Roland & Abdul-Mumin Selanwiah Salifu**

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**Abstract**

Incorporating digitization into the teaching and learning procedure in our educational is will improve greatly the understanding of concepts that would otherwise appear abstract in nature. Results obtained from digitisations are more efficient and accurate in the area of computation time and complexity. One very important area of our education that digitisation can be incorporated is in the teaching and learning of algebraic equations which is topic in Mathematics.

Algebraic equations such as linear equations, simultaneous equations, quadratic equations, and cubic equations are of great interest to mathematicians due to their useful applications in both theory and practice. Teaching and learning Algebraic equations are very difficult and would most at times need a facilitator. There is therefore the need to automate the method of solving such equations to aid learners and to some extent teachers to aid in the learning process. There are several software that facilitate the teaching and learning of quadratic equations, but they do not display the steps used in solving the problems without the help of the facilitator. In this paper, a quadratic equation solver is designed and developed that displays all the steps involved in the process. The algebraic equations solver software was developed using the JavaScript programming language with CSS and HTML. Finally, the work presents some results displaying the step-by-step procedure for solving the algebraic equations. This makes learning and teaching quadratic equations less stressful, quickly and error free.

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*COMPUTERS IN EDUCATION: RELATIONSHIP BETWEEN COMPUTER-ASSISTED INSTRUCTION AND STUDENTS ATTITUDE TOWARDS PHYSICS*

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**Abstract**

The integration of computers has become a focal point for enhancing the learning experience across various disciplines. With the dynamic landscape of technology, educators are exploring innovative approaches to teaching, particularly in the realm of physics education. Therefore, this study sought to investigate the relationship between Computer-Assisted Instruction (CAI) and students' attitudes towards physics. The study was conducted in three colleges of education in the Sekyere South and Mampong Municipality of Ghana. Two hundred and fifty-four (254) students of Physics were randomly selected for the study. Quantitative data was collected through generated questionnaires on Computer-Assisted Instruction (CAI) Usage and Attitude towards Physics Learning. Correlational study design was used in the data analysis. The study results indicated a strong significant positive correlation between CAI Usage and attitude towards Physics Learning ( $r = + 0.561$ ,  $p < 0.028$ ), which implied that the integration of CAI had strong relationship on CoE Physics Students' attitudes towards physics learning. Precisely, students perceived that the integration of CAI helped in understanding of Physics concepts, hence, the positive correlation towards studying Physics. It was recommended that other variables such as motivation, anxiety, self-efficacy, etc. could be explored to ascertain their relationships with the use of CAI.

*A STUDY OF THE TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE OF PRE-SERVICE TEACHERS IN GHANA.*

**Philip Boateng, Ato Kwamina Arhin, Asare Kotor, Frank Owusu Sekyere,**

**Michael Osei Aboagye, and Theresa Dede Lawer**

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**ABSTRACT**

Technological Pedagogical Content Knowledge (TPACK) is a framework that integrates the domains of technology, pedagogy, and content knowledge to understand better how teachers can effectively incorporate technology into their teaching practices. . Understanding how pre-service teachers perceive their competence in these areas can provide insights into potential areas for improvement in teacher education programs. The study aims to assess the perceived levels of technological pedagogical content knowledge of preservice teachers in Ghana. More specifically, the study investigates preservice teachers' perceived technological pedagogical content knowledge and whether their TPACK competencies vary based on gender and prior teaching experiences.

The study employs a cross-sectional survey design to examine pre-service teachers’ technological pedagogical content knowledge in Ghana. 617 preservice teachers responded to an online TPACK survey instrument developed by Schmid et al. (2020). The study uses descriptive and inferential statistical tools to analyse the data. The study indicates that preservice teachers in Ghana generally perceive themselves to possess moderate to high competencies in Pedagogical Knowledge and Pedagogical Content Knowledge. The study reveals that male preservice teachers reported higher levels of TPACK competence than their female counterparts. Lastly, the study shows that prior teaching experience does not influence preservice teachers’ TPACK development significantly in Ghana. It is recommended that teacher education providers prioritise strengthening technology integration into their preservice teacher education programs. Implications of the findings of the study to research and practice are also discussed.

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*COLLEGE OF EDUCATION TUTORS’ PERCEIVED IMPACTS OF CURRICULUM REFORM IMPLEMENTATION ON TEACHER EDUCATION DEVELOPMENT IN THE ASHANTI REGION*

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**Abstract**

This study used descriptive survey design to examine College of Education tutors’ perception of curriculum reform implementation impacts on teacher education development in the Ashanti region. The quantitative research approach was employed. One research question and three hypotheses were posed to guide the study. The proportionate simple random sampling technique was used to select 221 respondents from eight public colleges of education in the Ashanti region. Means, Standard Deviation, independent sample t-test, One Way ANOVA and simple linear regression were used to analyse the research data. The findings disclosed that majority of the tutors strongly agreed to positive influence of the curriculum reform implementation on teacher education development in the Ashanti region. The findings further revealed that there is statistically significant difference in the perceived influence of the curriculum reform on the development of teacher education based on college tutors’ rank, gender, and years of experience. The study recommends to stakeholders in the Colleges of Education to maintain fidelity in the implementation of the current degree curriculum to achieve greater impacts on teacher education development.

*UTILISATION OF INSTRUCTIONAL MEDIA/TECHNOLOGIES IN TEACHING AND LEARNING: CHALLENGES FACING TEACHERS AND STUDENTS IN SELECTED BASIC SCHOOLS IN OFFINSO MUNICIPALITY*

**Emmanuel Atuahene**

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**Abstract**

Educational systems, especially in developing countries like Ghana, grapples with modernizing curricula and pedagogical approaches to equip learners with the skills that will be relevant in an ever-changing world. This paper examines the types of instructional media/technologies used in teaching and learning, and the challenges faced by teachers and students in its application in selected basic schools within the Offinso Municipality, Ashanti-Region, Ghana. The study addresses the limited integration of instructional media/technologies in the teaching and learning process, resulting in inadequacies in equipping learners with 21st-century skills. Although we always find textbooks, charts, models, and real objects in our various schools, they are often poorly designed or underutilised, and fail to deliver the intended learning indicators. If instructional media are weak, improperly organized, or sequenced, their use may lead to limited learning outcomes. Factors such as inadequate technical support, poorly designed materials, and insufficient teacher preparation hinder effective technology use. The study emphasizes the need for comprehensive training, resource allocation, and a shift in educational policy to promote the adoption of instructional technologies. Data were collected using Yamane's 1967 sample formula, with a calculated sample size of 258 drawn from a population of 730 form three students across eight schools. The results indicated that, the use of instructional media/technology has the potential of making teaching and learning more interactive and can facilitate understanding than when using lecture method, particularly, if the learner can manipulate, observe or hear from a device. The findings provide actionable recommendations to enhance educational outcomes by leveraging technology, with the goal of equipping learners with essential 21st-century skills in resource-limited environments.

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*ASSESSING THE STATE OF DISASTER RISK REDUCTION AWARENESS AND PRACTICE AMONG TEACHER TRAINEES IN GHANAIAN COLLEGES OF EDUCATION: INSIGHTS FROM GBEWAA, FOSO AND PEKI COLLEGES OF EDUCATION.*

**Anthony Baabereyir, Halidu Musah and Ebenezer Appah-Bonney**

**Foso CoE, Gbewaa CoE and Peki CoE**

The increasing prevalence of natural disasters worldwide underscores the critical role of education in fostering disaster resilience. Disaster Risk Reduction (DRR) education in teacher training institutions is essential for equipping future teachers with the knowledge and skills to promote preparedness and safety in schools. This study aims to examine the awareness, perceptions, and practices related to DRR among teacher trainees in three Colleges of Education in Ghana: Gbewaa, Foso, and Peki. Despite the global recognition of DRR education's importance, there is limited research on its integration and effectiveness within Ghanaian teacher training institutions.

This study seeks to address this gap by exploring trainees' understanding of DRR concepts, their confidence in implementing preparedness practices, and the challenges they face in engaging with DRR-related training

Using a mixed-methods approach, data will be collected through surveys and focus group discussions from a sample of 600 trainees (200 from each college), selected via stratified random sampling. Quantitative data will provide insights into trainees' levels of awareness and preparedness, while qualitative data will explore the barriers to effective DRR education, such as resource limitations, gaps in curriculum content, and lack of practical training opportunities.

The findings of this research are expected to highlight critical gaps in DRR education within Ghanaian Colleges of Education and to emphasize the need for curriculum reforms that integrate DRR and provide hands-on training opportunities. This study will contribute to the growing body of literature on teacher education and disaster preparedness in Ghana, offering actionable recommendations for integrating DRR into the teacher training curriculum and strengthening collaborations with disaster management agencies. By addressing these gaps, teacher training institutions can better prepare future educators to foster resilience in school communities

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