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Winneba

Research & Publications



November, 2011

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RESEARCH AND PUBLICATIONS

2011

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FOREWORD

The University of Education, Winneba is poised to live up to its vision of becoming an internationally reputable institution for teacher education and research. During the 2010/11 academic year, the University sponsored various members of Faculty and academic staff to attend international conferences to present their research findings. Research findings have been published in various local and international journals. We present in this document, a compilation of titles, and abstracts of publications as well as conference papers undertaken during the 2010/11 academic year by staff of the University. This document is not meant to be cited as a publication. Sources of the information have been indicated herein and should be cited as such. We invite you to read this compilation with the hope that you will find in it useful information.

Prof. Akwasi Asabere-Ameyaw

Vice-Chancellor

November 2011

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FACULTY OF AGRICULTURE EDUCATION

Seidu, J. M., Mensah, G. W. K., Zah, V. K. Dankwah, S. A. A., Kwenin, W. K. J. and Mahama, A. A. (2010). The use of solar dryer to control insect infestation in stored grains in Ghana. *International Journal of Biological and Chemical Sciences*, 4 (6), 2397-2408.

ABSTRACT

A study was carried out to assess the effectiveness of simple solar dryer, built from local materials, to control cowpea bruchids, *Callosobruchus maculatus* (Fabricius) and maize weevils, *Sitophilus zeamais* (Motsch) in infested cowpea and maize. The effect of the heat generated in the solar dryer on the mortality of the insects, viability of the cowpea and maize seeds and the emergence of F1 progeny of *C. maculatus* and *S. zeamais* were the parameters assessed. The result obtained showed the reliability of the simple, low cost solar dryer in controlling the insects to an appreciable level. Complete (100%) mortality was obtained when the infested cowpea and maize were placed in the solar dryers, for 60 minutes and 120 minutes, respectively. The highest mean percent seed viability of the infested cowpea was 66.4% after being exposed for 120 minutes in the solar dryer and least viability was 48.5%. However, the mean percent seed viability of the infested maize decreased from 85% after 30 minutes of exposure in the solar dryer to 59.0% after 4 hours. The test indicted that exposure of the seed to the heat in the solar dryer reduced viability. The control for both cases gave higher percentage seed viability 73% and 86% for cowpea and maize, respectively. The period of exposure of the infested grains in the solar dryer for one hour or more also effectively reduced the number of F1 progeny that emerged from the stored grains. The result for solar-treated seeds was only effective as post-harvest reduction in weevil injury and may not be viable for planting due to loss in germination.

Zanu, H. K. and Donkoh, A. (2010). Development of feed package for layers using low energy agro-industrial by products. *African Journal of Agriculture Research Academic Journals*, 5 (20), 2782-2786.

ABSTRACT

A feeding trial of 20 weeks duration was conducted using 240 point-of-lay Hy-line layers to study the nutritive value of diets containing low-energy agro-industrial by-products namely wheat bran, maize bran, rice bran, brewers' spent grains and cocoa pod husk on laying performance. The experimental diets were formulated to be iso-caloric and iso-nitrogenous. They contained an average of 16.3% crude protein and metabolisable energy of 10.38 MJ/kg. Each dietary treatment was replicated four times in a completely randomized design. The initial average liveweight of the experimental birds was 1.75 kg. Feed and water were provided ad libitum. Among the production parameters studied were feed intake, body weight gain, feed conversion ratio, hen-day production, hen-housed egg production, egg weight, mortality, shell thickness, and Haugh unit. In addition, cost-benefit analysis was carried out to establish the economic feasibility of the experimental diets. With the exception of feed intake which showed significant response ($P < 0.05$) to dietary treatments, all the other production parameters showed a non-significant positive response ($P > 0.05$). Cost per kilogram diet was reduced when agro-industrial by-products were used. Dietary treatment T₁ supported the best egg production with a net revenue of GH¢371.30. Seasonal increases in the prices of conventional feedstuffs like maize and fishmeal would make the use of agro-industrial by-products in poultry diets even more attractive.

Zanu, H. K. & Dei, H. K. (2010). Evaluation of processed cassava and blood meal (PCB) in feed for broiler chickens. *African Journal of Food Science and Technology*, 1 (5), 98-101.

ABSTRACT

A six (6) week feeding trail was conducted to assess the effect of processed cassava flour and fresh Blood labeled PCB on the growth performance of broiler chickens. Ninety (90) 2-week old broiler chickens were randomly selected in groups of 15 with mean initial liveweight of 276.6g per bird. Two iso-nitrogenous (19%) and iso-caloric (12.0 ME MJ/Kg) dietary treatments were tested: T₁ (Maize + concentrate + wheat bran) and

T_2 (PCB + concentrate + wheat bran). Completely Randomised Design was used and dietary treatment was replicated thrice. There was no significant difference ($P < 0.05$) in weight gain and final weight between birds fed T_1 and T_2 . Birds fed maize-based diet (T_1) showed higher ($P < 0.05$) feed intake than their counterparts on PCB-based diet. However, the lower consumption of PCB-based diet did not affect their growth performance. Feed cost was reduced ($P < 0.05$) when PCB was used. No mortality was recorded when PCB was fed to birds. There was no significant difference ($P < 0.05$) in dressed weight, dressing percentage, leg weight and neck weight between birds fed T_1 and T_2 . There was however significant difference in ($P < 0.05$) in gizzard weight, head weight and intestine weight between birds fed maize-based diet (T_1) and PCB-based diet (T_2). It was concluded that feeding PCB has favourable nutritional effect on growth performance of broilers and can serve as a substitute for maize in concentrate-based diet.

Abankwah, V., Aidoo, R. & Tweneboa-Kodua, B. (2010). Margins and economic viability of fresh coconut marketing in the Kumasi metropolis of Ghana. *Journal of Development and Agricultural Economics*, 2 (12), 432-440.

ABSTRACT

The study was conducted in the Kumasi metropolis of the Ashanti region of Ghana to examine the margins and economic viability of fresh coconut marketing. Cross-sectional data were statistically collected from 120 individual fresh coconut marketers in market centers across the metropolis and analyzed, using Deconstructed Marketing Margins and Return on Capital Employed. The study revealed that fresh coconut marketing in the Kumasi metropolis is a viable venture that employs people within the economically active age group. Actors in the market have very low educational background with some having no formal education. It has been identified as a safe net for school drop outs, proving meaningful employment for them. Fresh coconut marketing has been found as a lucrative venture to economically empower both men and women to improve their livelihoods. With a minimum of GH¢18.00, as a start-up capital, one can enter into this venture and receive proportionate returns. Actors in the market receive rates of returns several times higher than fixed-deposit interest rate in the Ghanaian economy because they can turn over their relatively low capital several times in the year to accrue more profit. Retailing, though needs a very small start-up capital, is the most profitable level along the distribution channel. Transporting and distributing fresh coconut from the production centre to the consumer market is more profitable than rationing them to retailers and wholesalers in the marketplace.

Abankwah, V., Aidoo, R. & Osei, R. K. (2010). Socio-economic impact of government spraying programme on cocoa farmers in Ghana. *Journal of Sustainable Development in Africa*, 12 (4), 116-126.

ABSTRACT

This paper assesses the impact of government cocoa spraying programme on the socio-economic live of cocoa farmers in Ghana. Due to high cost of pesticides, maintenance of cocoa farms was becoming a burden on farmers. As a remediation, Ghana government initiated a national spraying exercise in 2001 to control the spread of the black pod disease and cocoa pests, free of charge, with the aim of increasing yield. Nine years after implementing the project under CODAPEC, Ghana has seen an upsurge in cocoa production yet the economic fortunes of cocoa farmers appear not to have improved. It is hypothesized; therefore, that the mass spraying exercise being implemented by CODAPEC has not contributed to improving income from cocoa.

Abankwah, V., Fialor, S. C. & Asante-Kwatia, D. C. (2009) Structure of the pesticide marketing system in the southern corridor of Ghana. *Ghana Journal of Science and Agricultural Education*, 1(1), 8-17.

ABSTRACT

The Structural Adjustment programme recommended the liberalization of the procurement and delivery of agricultural inputs in Ghana to reduce distortions through reduction in government interventions. Much is, however, not known about the state of the liberalized pesticide marketing system. An empirical study of the

current market structure of pesticides is imperative for guiding policy formulation directed at promoting accelerated agricultural development through safe use and handling of pesticides. The objective of the research was, therefore, to examine the structure of the pesticide marketing system in Southern Ghana. The Humid Agro-ecological Zone of Ghana, comprising Ashanti, Central, Eastern, Brong Ahafo and Western Regions was used for the study due to its great agricultural potential. A sample size of 108 pesticide dealers was used. Concentration Rate (CR) model was used to classify the market under the spectrum of market structures. Descriptive analysis was used to assess the characteristics of the pesticide market structure. The structure of the market after the study was revealed to be monopolistically competitive with no barriers to entry. Product differentiation was slightly predominant at the wholesale level. Structural anomalies associated with the pesticide marketing system impacted negatively on efficiency of the market. Pesticide dealers handled pesticides improperly by not adopting the practices recommended by EPA on safe use and handling of pesticides. They repacked pesticides without providing labels on them. In an attempt to display pesticides for sale, they exposed them to direct sunlight. It could be concluded that the market was characterised by poor structural network.

Koranteng, S. L. & Awuah R. T. (2011). Biological suppression of black pod lesion development on detached cocoa pods. *African Journal of Agricultural Research*, 6(1), 67-72

ABSTRACT

The study sought to suppress black pod lesion development on detached cocoa pods using yam rhizobacteria. Eight yam rhizobacterial isolates were initially screened on agar plates with the zone of inhibition technique against *Phytophthora palmivora*, causal agent of black pod disease of cocoa. All eight bacteria were antagonistic to *P. palmivora*, so one of the most promising isolates (isolate ESI) was further evaluated for black pod lesion suppression on detached cocoa pods. Areas on cocoa pods were treated with 50 µl Nutrient Broth (NB) cultures of ESI. The treated pod areas (0.8 cm² approximately), on partial drying (10 min after applying the ESI culture broth), were inoculated with 10 µl zoospore suspensions of *P. palmivora*. Kocide 101, NB and cell-free culture filtrate of ESI were similarly used as protectants. Stability of the ESI-NB culture on cocoa pods during a 72 h period was also assessed. Black pod lesions developed on all pods inoculated with *P. palmivora* without prior treatment with ESI, its filtrate and Kocide 101. No lesions developed when the ESI-NB culture, ESI cell-free culture filtrate and Kocide 101 were used as protectants. Generally, the ESI-NB culture was stable as a protectant during the 72 h test period. The rhizobacterium was frequently recovered from inoculation points on pods treated with its NB culture, suggesting persistence of the bacterium on detached cocoa pods. These results show that the ESI-NB culture and its filtrate can be exploited as biofungicides for use against black pod disease of cocoa.

Awuah, R. T., Kwoseh, C., Koranteng, S. L., Okpara, R. O. C. & Amoako-Atta, I. (2009). Appearance of Fusarium basal rot of onion in the Kwahu South District of Ghana. *Ghana Journal of Horticulture*, 7, 84-88.

ABSTRACT

An onion disease which threatens production of the crop in the Kwahu South district (specifically at the New Oworobong area) of the Eastern Region of Ghana was shown to be Fusarium basal rot caused by *Fusarium oxysporium* f. sp. *cepae*. The fungus was frequently isolated from the stem plates, bulb and roots of mature diseased plants, diseased seedlings and the roots of some seemingly healthy seedlings. The diagnostic symptoms of the disease are death and collapse of plants and soft rot of the bulbs. The disease is known to have been present in the area since the 1980s but it is only recently that it has become economically important, resulting in total loss in some cases. It occurred in all 10 farms surveyed, indicating its high prevalence in the area. Disease severity is moderate on newly cropped fields but severe on farms cropped continuously to onion. Locally, it is called “apropro” after its dominant symptom, which is the soft rot of the bulbs. The disease is perceived to be most important production constraint of onion in the area. To the best of our knowledge, this is the first detailed report of Fusarium basal rot of onion in the Kwahu South district of

Ghana.

Agyarko, K., Darteh, E. & Berlinger, B. (2010). Metal levels in some refuse dump soils and plants in Ghana. *Plant Soil Environ.*, 56 (5), 244-251.

ABSTRACT

Concentration of Cd, Hg, Pb, Cr, Fe, Co, Ni, Cu, Zn, Mo and As were determined in soils and leaves of plants from refuse dumpsites and background soils in two cities, a municipality and a rural community in Ghana using a ThermoFinnigan Element 2 high solution inductively coupled plasma mass spectrometric (HR-ICP-MS) instrument. The refuse dump soils were classified between 'Uncontaminated to Moderate' and 'Strongly Contaminated'. Pollution levels for Cd ($I_{geo} = 2.06-2.40$) and Zn ($I_{geo} = 2.95-3.36$) were higher than of the other metals. The refuse dump soil from the rural community was the least polluted with the metals. Fe and Ni loads in plants from the refuse dump soils in the cities and the municipality were beyond the normal ranges of 400-500 µg/g (Fe) and 0.02-5.00 µg/g (Ni). Transfer ratios for Cd, Hg, Cu, Zn and Pb and Fe of plants from the background soils were higher than those from the refuse dump soils, which might be due to the higher levels of organic matter, pH, phosphate, Ca and Mg in the refuse dump soils.

Kaledzi, P. D., Tenadu, E. O. & Dapaah, H. K. (2009). Assessment of nutritional characteristics and seed quality of two egusi melon (*Citrullus vulgaris*) varieties grown in Wenchi and Kintampo districts of Brong-Ahafo region of Ghana. *Ghana Journal of Horticulture*, 7, 76-83.

ABSTRACT

Two experiments (Laboratory and Pot) were carried out at the Biochemistry and Pathology laboratories of CSIR-Crops Research Institute and the Department of Horticulture, KNUST, respectively to examine the nutritional characteristics as well as seed quality of two egusi (*Citrullus vulgaris*) varieties (white and brown) grown in wenchi and Kintampo districts of the Brong-Ahafo region of Ghana. The nutritional studies indicated that the white variety has crude protein, crude fat, crude fibre, total ash, carbohydrate and moisture contents of 29.5 %, 54.0 %, 3.45 %, 4.3 %, 3.7 % and 5.05 %, respectively, while the brown variety had 28.2 %, 56.5 %, 3.4 %, 3.83 %, 3.5 % and 4.5 %, respectively. There were no significant differences between the two cultivars of egusi studied in terms of crude protein content, carbohydrate and crude fibre contents for the two varieties. The white variety contained higher moisture and ash contents than the brown variety. The seed quality assessment indicated that both cultivars of egusi had a high germination percentage of 75.3 % and 84.3 %, for the white and brown varieties, respectively. The brown variety was more viable and vigorous than the white. The white and brown varieties had thousand seed weights of 150.8g and 165g, respectively. With seed purity, the white variety was detected to be highly pure (97.30 %) compared to the brown (89.03 %). *Rhizopus* spp. and *Aspergillus flavus* were the dominant fungi affecting both varieties. However, the brown variety recorded a greater percentage infection of 23.4 % compared with 19 % for the white. Seeds infected with *Curvularia*, *Penicillin*, *Fusarium* spp. as well as *Cladosporium* were only marginal.

Kaledzi, P. D., Ansong, E., Dapaah, H. K. & Timpo, G. (2010). Agro-morphological Characterization of Sweetpotato (*Ipomea batatas*) Germplasm. *Ghana Journal of Horticulture*, 8, 1-11.

ABSTRACT

Forty accessions of sweetpotato (*Ipomoea batatas*) germplasm obtained from local collections from Ashanti, Eastern and Central regions of Ghana, as well as introductions from the International Potato Centre (CIP) were morphologically characterized under field conditions at Fumesua, Ghana, during the minor season of 2007. The International Potato Centre/Asian Vegetable Research and Development Centre/International board for plant Genetic Resource (CIP/AVRDC/IBPGR) descriptor for sweetpotato was used as a guide for data collection. Variations were observed among the different accessions in terms of the vine, leaf and petiole, root skin and flesh characteristics, among others. The inter-relationships between the accessions were accessed using a dendrogram. The observed variations in the characters studied suggest the possibility of selecting

accessions with suitable morphology when considering integration of the crop into breeding, agronomic and post harvest programmes with the aim of promoting this under-utilized crop for food security in Ghana. The relatedness between the various accessions could also be considered when planning hybridization programmes in breeding the crop.

Sam, G., Agyarko, K., Borketey-La, E. B. & Dapaah, H. K. (2009). Efficacy of neem leaf extract, dimethoate and chlorpyrifos on cowpea insect pests and yield and degradation of their residues. *Ghana Journal of Science & Agricultural Education*, 1(1), 66-76.

ABSTRACT

Field and laboratory studies were carried out to determine the effect of neem leaf extract (NLE), dimethoate and chlorpyrifos on the growth, yield and insect pests of cowpea, and the degradation of the synthetic pesticides in cowpea and in the soil. The field experiment was conducted at the University of Education, Winneba, Mampong campus research field, while the laboratory work was carried out at the Ghana Atomic Energy, Accra. In both experiments, a randomized complete block design was used with ten (10) treatments and three replicates. The results indicated that the sole neem leaf extract (150 g/L of water), dimethoate (4 mL/L of water) and chlorpyrifos (5 mL/L of water) treatments had similar, but significantly higher leaf number, total leaf area, plant height, number of branches, leaf and stem dry weights than the control. All treatments recorded significantly higher number of root nodules per plant and shorter days to flowering than the control. The sole NLE (150 g/L of water) performed poorly in the control of insect pests as compared to the synthetic pesticides and the combination of NLE and the synthetics. Seed grains obtained from the insecticide-treated plots had residues of dimethoate and chlorpyrifos between 0.003 and 0.008 µg/g, which were below the recommended values in pulses.

Kagya-Agyemang, J. K., Sharon, M. E., Hambly, C. and Speakman, J. R. (2010). Role of hypothalamic neuropeptides in the control of food intake during lactation in the laboratory mouse, *Mus musculus*. *Global Journal of Pure and Applied Sciences*, 16, 6575.

Kagya-Agyemang, J. K., Krol, E. and Speakman, J. R. (2010). Effects of macro nutrient composition on specific dynamic action in the laboratory mouse, *Mus musculus*. *Global Journal of Pure and Applied Sciences*, 16, 39-45.

Kagya-Agyemang, J. K., Hambly, C., Krol, E. and Speakman, J. R. (2009). Effects of feeding fat on lactation performance of the laboratory mouse, *Mus musculus*. *Global Journal of Agricultural Sciences*, 8, 173-183.

Kagya-Agyemang, J. K., Hambly, C., Krol, E. and Speakman, J. R. (2009). Effects of dietary protein intake on lactation performance of the laboratory mouse, *Mus musculus*. *Global Journal of Agricultural Sciences*, 8, 211-221.

BOOKS

Amenyedzi, W. F. K. (2010) Fundamentals of Guidance and Counselling. Mampong-Ashanti: K. N. Bestprints Ent.

CONFERENCES WORKSHOPS AND SEMINARS

H. K. Zanu, C. Ayira & I. I. Amedu.

Fourth International Conference on Research and Development. November 24-25, 2010, Accra, Ghana.

Paper presented:

Fish Processing in the Central Gonja District of the Northern Region, Ghana.

ABSTRACT

This study was undertaken to assess fish processing activities in the Central Gonja District of the Northern Region of Ghana. The study involved 80 fish processors selected and interviewed in four fishing communities. The quantitative data were analyzed using descriptive statistics including frequencies and percentages. The findings revealed majority (35%) of them were between 20-30 years old. They were mainly full-time fish processors with a minimum of 5 years and a maximum of 20 years experience in fish processing. Majority (60%) of them used the Chorkorr smoker, 30% of them use the round mud oven/Fanti oven, 7.5% of them use the cylindrical metal/oil-drum oven and 2.5% use the rectangular metal oven in processing their fish. The processors were generally poor income earners with great responsibility of catering for a large number of dependents. Inadequate capital was the most important constraint for the women fish processors. Many of them needed a little additional money to revamp their business, but only few could obtain loans from banks. Personal savings were their main source of capital. It was found out that the Ministry of Food and Agriculture (MoFA) had not done much in terms of establishing contact with fish processors and providing training to support the efforts of small-scale fish processors in the Central Gonja District. There is the need for the government of Ghana (local and national) to play a catalytic role in terms of financial, material and technological support and to ensure linkages among women in fish processing, non-governmental organizations, research and training institutions and MoFA.

H. K. Zanu, & E. Assabil.

International Conference on Research and Development, November 24-25, 2010, Accra, Ghana.

Paper presented:

Fishing activities in the Ahanta West District of the Western Region following the exploitation of oil in the District

ABSTRACT

A survey was conducted to find out the state of fishing activities following oil exploration at the Ahanta West District of the Western Region of Ghana. Qualitative and quantitative data were collected through random sampling on fishing communities in the research area. These instruments were administered to eighty (80) fisher-folks in eight fishing communities in the district. The data collected was analyzed using Statistical Package for Social Sciences (SPSS). The findings of this study revealed that, majority (70%) of the respondents had fishing activities as their full time occupation, while the rest (30%) did fishing as a part-time business. The outcome of the study established that very few (6.12%) of the respondents had alternative occupation apart from fishing activities. From the interviews it was found out that Cape three points, old Akwidaa and Akatachi were likely to be relocated due to environmental problems and damages. Also, the state of fishing in the research area had been affected due to the oil find, since fishermen were restricted in their fishing activities. Resettlement of some of the fishing communities, namely: Cape three points, old Akwidaa and Akatachi to pave way for the oil production was in the pipeline according to the findings.

H. K. Zanu & A. K. Jarh.

International Conference on Research and Development, November 24-25, 2010, Accra, Ghana

Paper presented:

Marketing and processing of fish in the South Dayi District of the Volta Region, Ghana.

ABSTRACT

Fish has always been a primary source of food for coastal populations and remains so today despite the difficulties such as high input cost and inefficient marketing systems. The objective of this study was therefore to examine fish marketing in Dzememi and Kpeve in the South Dayi District of the Volta Region of Ghana, to ascertain the constraints faced by the fishermen and fishmongers and to come out with pragmatic solutions

that address these constraints. It was revealed that majority of fishermen (93.3%) and fishmongers respectively did not have standard equipments for measuring volume of fish. Majority of processors (93.3%) graded their fish before sale. The Ministry of Food and Agriculture (MOFA) in conjunction with Fisheries Department should introduce improved equipment for processing of fish. The government should also encourage private entrepreneurs to establish cold rooms or cold stores to help processing during the major season.

H. K. Zanu, A. Antwiwaa, & C. T. Agyemang.

Fourth International Conference on Research and Development, May 31- June 3, 2011, Lome Togo.

Paper presented:

Factors affecting technology adoption among pig farmers in the Ashanti Region of Ghana.

ABSTRACT

The study examined the constraints to utilization of pig production technology in Ashanti Region of Ghana. Primary data were collected using a set of structured and validated interview schedule from 80 pig farmers who were selected using multistage sampling techniques from selected villages and towns scattered in the region. Data analysis was carried out using frequency counts, percentages and Pearson Product Moment Correlation (PPMC). The result of the analysis showed that the major source of information of pig farmers to utilization of pig production technology was mostly through veterinary officers. The adoptions of improved technologies were associated with age, education, operational land holding, farm size, income from piggery, social participation, extension contact, farming experience, farm education exposure, scientific orientation, knowledge level, training and financial help received. These variables contributed 35.00% variation in the adoption gain in improved technologies in pig farming. The major recommendation that emanated from the study was, that to increase the level of adoption of improved technologies in pig farming, farmers were required to be exposed to as many as cosmopolite sources of information as possible, to make them aware of these technologies.

H. K. Zanu, & L. Acheampong.

30th conference of the Ghana Animal science Association (GASA), Accra, Ghana, 26th -27th August, 2011.

Paper Presented:

Village Chicken Production System: A case study of the East Akim District and the New Juabeng Municipality of the Eastern Region of Ghana.

ABSTRACT

A survey was conducted to assess the state of rural poultry production in the East Akim District and the New Juabeng Municipality of the Eastern Region. The purposive sampling technique was used in the data collection. Questionnaires were administered to seventy-seven randomly selected farmers from eleven villages and the Statistical Package for Social Sciences (SPSS) was used in data analysis. The results from the study indicated that the ownership pattern of poultry in the study area were mostly (54.7%) collectively owned by household members. A high percentage of the farmers (67.5%) used poultry products mainly as home food. Again, it was revealed that majority (41.5%) of the farmers throw away their chicken manure. However, some (33.8%) of the farmers applied the manure on their crops, and the very few (11.7%) sell the products and 13% give the manure to other people as gift. The results indicate that 39% of the farmers exchange their chicken products by giving them to other people as gifts, 26% of them use the products in preparing food to share with family and friends, 24.7% sell the chicken products, and 10.3% exchange the products for other things through barter. The results showed that majority of the farmers (84.4%) constructed a form of shelter for their birds using simple materials like wood and bamboo which is readily available in the communities. The rest did not have any form of shelter; hence the birds perch on trees. Again, other farmers housed their birds in kitchen and uncompleted houses respectively. All the farmers provide some form of supplementary feeding with the

majority (52%), using maize as a supplement. Some however fed pounded maize and dry fish as supplement. It was concluded that poultry farmers in rural areas did not look at the economic aspect of the production.

J. K. Kagya-Agyemang & K. T. Djang-Fordjour

"Value Chains for Poverty Reduction in the Dairy Sector: Problem Based Learning in Higher Education; sponsored by United Kingdom's Department for International Development (DFID) and the British Council; held from 1ST – 7TH November 2010.

Paper presented:

Status of milk production in Ghana.

FACULTY OF SCIENCE AND ENVIRONMENT EDUCATION

Dartey, E., Adimado, A. A. and Agyarko, K. (2010). Evaluation of airborne lead levels in storage battery workshops and some welding environments in Kumasi Metropolis in Ghana, *J. Environ. Monit. and Assess.*, 164 (1), 1-8.

ABSTRACT

Airborne lead levels were assessed in nine workshops, three each from battery, electronic repair, and welding sources within the Kumasi Metropolis in Ghana. Samples were collected at 0, 2.5, and 5.0 m away from the emission source at the workshops during working hours and another at 5.0 m during break hours. Airborne lead particulates were collected and analyzed using the filter membrane technique and flame atomic absorption spectrophotometry, respectively. There were significant differences ($p \leq 0.05$) among the air lead levels from the workshops. Workshop 3b produced the highest significant values of air lead concentrations of $2,820.31 \pm 53.89$, $2,406.74 \pm 71.87$, 754.55 ± 72.52 , and $549.01 \pm 67.30 \mu\text{g}/\text{m}^3$ at distances of 0, 2.5, 5.0, and 5.0 m (break-time measurement), respectively, while workshop 1w significantly produced the lowest air lead concentration values of 261.06 ± 21.60 , 190.92 ± 36.90 , 86.43 ± 16.26 , and $61.05 \pm 3.88 \mu\text{g}/\text{m}^3$ at distances of 0, 2.5, 5.0, and 5.0 m (break-time measurement), respectively. The air lead levels reduced with distance from emission source at the workshops. At all the distances of measurement at working hours, the airborne lead levels were higher than the World Health Organization standard of $50 \mu\text{g}/\text{m}^3$ and exceeded the threshold limit values of 100 to $150 \mu\text{g}/\text{m}^3$ recommended in most jurisdictions. Workers and people in the immediate environs were exposed to air lead levels that were too high by most international standards, thus posing a serious threat to their health.

Dzomeku, B. M., Armo-Annor, F. & Adjei-Gyan, K. (2010). Smallholder farmers' attitude towards biotechnologically developed Musa hybrids in Ghana. *Aspects of Applied Biology*, 96, 225-231.

ABSTRACT

Smallholders contribute significantly to the agricultural gross domestic product of most developing countries. These countries lack the capacity to enable their farmers, smallholders and other stakeholders to make use of the technologies available and to realize their benefits. Plantains are cheap sources of carbohydrate but their production is compromised by pests and diseases, low yielding varieties and inadequate planting materials at the time of planting. Hybrid plantain and banana were introduced to Ghana to complement plantain (*Musa AAB*), the preferred starchy staple in Ghana whose production is beset with many constraints. A study was conducted with farmers to assess their attitudes to four *Musa* hybrids (FHIA-21, FHIA-25, BITA-3 and CRBP-39). The majority (84%) of the farmers indicated that the hybrids were superior to the landraces in terms of plant establishment, plant growth, vigour and fruit yield. The hybrids "stayed green" throughout with about 10 green leaves at harvest as against 0 to 4 for landraces. The "stay green" characteristic of the hybrids was an added advantage as they provided shade for their cocoa. Farmers, however, remarked that CRBP 39 was highly diseased and the plants that survived gave small bunches with very short fingers although the food quality was good. Plantain chips are deep-fried thin slices of fruits. Fried plantains are thick slices of peeled ripe fruits that are dipped into salted water and fried in vegetable oil. Ampesi is the local name for boiled green plantains. Kakro is made with blended over-ripe fruit of plantains mixed with corn flour (about 30%), powdered chilies, salt and other spices. The paste thus formed is molded into balls and fried in vegetable oil. Ofam is blended over-ripe fruits, mixed with powdered chillies, other spices, salt and palm oil and baked in an oven to form a cake. Fufu is a local name for pounded paste of cassava and plantain. It is recommended that there should be thorough education for smallholders on new technologies and their products before introducing them.

Quain, M. D., Dzomeku, B. M., Thompson, R., Asibuo, J. Y., Boateng, P. A. & Appiah-Kubi D. (2010). Genetic diversity of elite *Musa* cultivars and introduced hybrids in Ghana using SSR markers. *Aspects of Applied biology*, 96, 277-281.

ABSTRACT

Molecular diversity was carried out on 10 *Musa* cultivars using SSR. *Musa* SSR (49) marker was used for the diversity and NTSYS Data analysis used to establish conclusions on studies. Dendrogram and similarity matrix generated, indicated that local false horn and intermediate French plantain are distantly related (16.78%). The closest related cultivars are two false horn (*Apantu-Dichotomy* and *Osoboaso*) at 70.32%. Similarity between introduced hybrids and local false horn plantains and local intermediate French plantains was in the range of 20.81–49.67% and 18.85–42.27% respectively. *Apem* (local intermediate French plantain) was distantly related to all the cultivars screened (16.78–36.84%). The information generated has documented diversity between the introduced hybrids and elite local cultivars and this will aid breeders mine for genes in the local cultivars that are responsible for earliness, peculiar taste and preferred cooking qualities. Correlation can be established among the morphological characteristics and molecular characteristics of the cultivars used.

Kwenin, W. K. J., Wolli, M. & Dzomeku, B. M. (2011). Assessing the nutritional value of some African indigenous green leaf vegetables in Ghana. *Journal of Animal & Plant Sciences*. 10 (2), 1300-1305.

ABSTRACT

African Leafy Vegetables (ALVs) are the cheapest and most readily available sources of important proteins, vitamins, minerals and essential amino acids in Ghana. This study was conducted to determine the nutritional values of the leaves of cocoyam (*Kontomire*) (*Xanthosoma sagittifolia*), water leaf “(Bokoboko)” (*Talinum triangulare*), “(Aleefu)” (*Amaranth cruentus*) and *Moringa oleifera*. Samples of the green leafy vegetables were obtained from the Centre for Biodiversity Utilization and Development (CBUD) farm at Prison Camp at Amanfrom in the Ashanti Region. The parameters determined were moisture, crude fiber, crude fat, protein, total carbohydrate, food energy and minerals (iron and phosphorus). The results showed they all had high moisture content ranging from 72.93 to 91.83% with *Talinum* sp. showing the highest percentage of moisture. The other characteristics like crude fiber ranged from 1.00% to 10.40%, fat 1.33% to 3.19%, protein 4.46% to 6.60%, carbohydrate 1.05% to 13.50%, food energy 36.60Kcal/100g to 90.20Kcal/100g, iron 1.00mg/100g to 40.50mg/100g and phosphorus 74mg/100g to 81.90mg/100g. The results showed that no particular green leafy vegetable was superior to the others. It is therefore important to use any of the different varieties of leafy vegetables for food. It is recommended that similar investigations should be carried out on other indigenous leafy vegetables such as cowpea, baobab, kapok and cassava leaves.

Amenyedzi, F. W. K., Lartey, M. N. & Dzomeku, B. M. (2011). The Use of Computers and Internet as Supplementary Source of Educational Material: A Case Study of the Senior High Schools in the Tema Metropolis in Ghana. *Contemporary Educational Technology*, 2 (2), 151-162.

ABSTRACT

This study was conducted to assess the computer and Internet usage as supplementary educational material to enhance quality education; help improve educational management and planning; how students use the computers and internet to facilitate their learning; how teachers in the Tema Senior High Schools use the computers and Internet to teach and guide students. Stratified sampling method was used to select students and teachers. The results showed that a significantly high percentage of respondent teachers (92%) were computer literate and 78% of respondent students also had basic knowledge in computer. However, less than 15% of these teachers used the internet as an innovative way of improving teaching and learning. Over 30% of the teachers used the computer mainly for research work. Less than 40% of student respondents used the computer and the Internet facility for entertainment, whereas less than 25% used it for research and learning.

Less than 40% of respondent students used the Internet for e-mail and browsing. It was revealed that Internet and computers have helped students to achieve new things such as finishing assignments, solving problems, learning history of other countries, improving typing skills, and chatting with friends. There is no clear interaction between teachers and students through the use of Internet facilities. The Internet was not used for guidance. Despite the limited use of computers by teachers in their teaching, many agree that the computer has changed the way students learn. One fourth of teachers have received some form of training in the use of computers, with quite minimal training in the pedagogical integration of ICT. It appears that integration of ICT in Ghanaian school systems is a major step in promoting innovation.

Tomekpe, K., Kwa, M., Dzomeku, B. M. & Ganry, J. (2011). CARBAP and innovation on the plantain banana in Western and Central Africa. *International Journal of Agricultural sustainability*, 9 (1), 264-273.

ABSTRACT

Plantain is considered as a major staple food in Central and Western Africa with a production estimated at approximately 8 million tons (Lescot, 2007). But almost all small producers do not have access yet or do not use the innovations from research, and yields are thus very low. CARBAP (African Research Centre on Banana and Plantain) is a novel example of a regional research partnership for plantains and bananas across Western and Central Africa and particularly Cameroon, Democratic Republic of Congo, Coˆte d'Ivoire, Ghana, Guinea and Nigeria. It links researchers, creates novel platforms, undertakes training and disseminates materials. It encourages mass propagation by farmers – after training, some 10 million new disease-resistant plants were spread to farms over two years.

Quain, M. D., Adofo-Boateng, P., Dzomeku, M. D. & Agyeman, A. (2010). Multiple Shoot Generation Media for *Musa sapientum* L. (False Horn, Intermediate French Plantain and Hybrid Tetraploid French Plantain) Cultivars in Ghana. *African Journal of Plant Science and Biotechnology*, 4 (2), 102-106.

FACULTY OF BUSINESS EDUCATION

Addai, I. (2010). Graying lecturers in the Ghanaian academia: a micro-level statistical evidence from the College of Technology Education, University of Education, Winneba. *African Journal of Interdisciplinary Studies*, 3, 111-116.

ABSTRACT

Empirical research in recent times in the developing economies has been focusing on age-specific issues in the academia as a strategy to draw attention to the graying lecturers needs. This paper used empirical evidence to examine the demographic characteristics of the 'lecturing workforce' at the College of Technology Education, University of Education, Winneba. The statistical evidence found the median age of the lecturers at the College of Technology Education, University of Education, Winneba to be 48 years and recommends that professional advice on the personal aspects of retirement including finances, health, vacating the government's bungalow among other issues be regularly presented to the 'lecturing workforce' either individually or at staff seminars. With only 8 (12.90%) of the 62 lecturers being females an aggressive affirmative policy on increasing female participation in the lecturing labour market at the College of Technology Education, University of Education, Winneba must also be given an immediate attention.

Nimako S. G., Azumah F. K., Donkor, F. & Adu-Brobbey V. (2010). Overall customer satisfaction in Ghana's mobile telecommunication networks: Implications for management and policy, *African Technology Development Forum*, 7 (3/4), 35 – 47.

ABSTRACT

This paper, which was a part of a larger study, seeks to empirically assess and analyse overall customer satisfaction (CS) with service quality delivered by mobile telecommunication networks (MTNs) in Ghana. It involves a cross-sectional survey that used a structured questionnaire personally administered to one thousand (1000) individual subscribers selected from four mobile telecom networks in 2008. The findings indicate that irrespective of mobile telecom network in Ghana, CS is low; neither equal to nor better than desire and expectation of the customers. The National Communication Authority (NCA), the regulator and policy makers are empirically informed of the general customer dissatisfaction with mobile telecom service in Ghana and should ensure that MTNs in Ghana improve upon their service quality. Overall CS ratings among customers of MTNs in Ghana significantly differ and that relatively, customers of Companies B, C, and D rated their satisfaction with service quality higher than those of Company A. The management of Company A would need to develop strategies toward to deal with their customer dissatisfaction. Further research should evaluate customer satisfaction with specific services across MTNs in Ghana. The paper contributes to the body of knowledge in the area CS in the Ghana's mobile telecom networks and provides important managerial implications.

Addai, I. & Mensah, A. F. (2010) Using Ananse folklores to teach Introductory Economics at the College of Technology Education: a multinomial logit analysis. *Ghana Journal of Education and Teaching*, 10, 28-37.

ABSTRACT

Recent pedagogy of teaching university undergraduate economics coursework uses more statistical and analytical tools consisting of complex mathematical models and econometric methods. Often literary works reflect our economic life more accurately than today's economic statistical techniques and mathematical models. Yet, undergraduate economics education has left the legacy of powerful prose and storytelling to concentrate on more rigorous modes of analysis. The Ananse folklores told in the African setting is used to teach introductory economics course and the multinomial logit methodology is used to estimate how much students appreciated the use of literature and drama in the teaching of introductory economics course.

Addai, I. & Mensah, A. F. (2010) Testing the Stigler Hypothesis in Economics: The Empirics from College of Technology Education, Ghana. *Ghana Journal of Education and Teaching*, 11, 1-9.

ABSTRACT

Assessment is an integral part of faculty teaching and student learning in university economics. Economics lecturers as a result, spend a substantial amount of time evaluating student economic understanding through classroom tests, quizzes homework, papers, and projects. They then use that information to assign course grades. Assessment, however, goes well beyond classroom testing and grading. Lecturers can also use external survey assessment techniques to obtain feed back from students to identify learning problems and guide their teaching efforts. With this in mind, the authors use the external survey assessment techniques of the probit model to test the 'Stigler hypothesis in economics' among past students of introductory economics class at the College of Technology Education. This study forms an integral part of examining the issues affecting long term assessment of undergraduate students understanding of principles of economics.

CONFERENCES WORKSHOPS AND SEMINARS

I. Addai

2nd Inter Faculty Seminar Series, College of Technology Education, Kumasi, Ghana, April 30, 2010.

Paper presented:

Labour Market Discrimination and Gender Earnings Gap in the Ghanaian Informal Sector: The Empirics.

ABSTRACT

This paper used the 1998/1999 Ghana Living Standards Survey (GLSS 4) and applied the Oaxaca earnings decomposition to empirically analyse the phenomenon of gender gap in earnings in the informal sector labour market. The findings suggest the existence of discrimination in gender earnings in the Ghanaian informal sector labour market, and that females in the Ghanaian informal sector labour market are on average and ceteris paribus more skilful by 36 percent. However, males having sample average female characteristics earn on average and ceteris paribus 87 percent more in log monthly wages than their female counterparts.

A. B. Morrison

Resource Person at Workshop for students of Joy Professional Academy, 20th April 2011

Paper presented:

Effective approaches to answering financial accounting questions at Senior High School.

A. B. Morrison

Resource Person at Workshop for students of Shama Senior High School, 13th April 2011

Paper presented:

Improving students academic performance in financial cost accounting at Senior High School

A. B. Morrison

Resource Person at Workshop for students of Apam Senior High School, 15th March 2011

Paper presented:

Improving students academic performance in financial accounting at Senior High School

G. O. Takyi

Resource Person at Workshop for students of Church of Christ Senior High School, 14th February 2011

Paper presented:

Ghanaian youth and education: Opportunities and challenges.

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

Sarpong Fordjour, J. (2010). Becoming a Woman Manager or Remaining a Woman - The Dilemma of the Ghanaian Woman. *African Journal of Interdisciplinary Studies*, 3, 117-127.

ABSTRACT

The study focuses on female managers; and it seeks to uncover the dilemma that such women go through as they take up management position. Basically, three categories of samples namely, woman manager, non-manager (comprising men and women) and the traditional Ghanaian woman, were selected on purposive sampling for the study. The main findings are that, in the attempt of taking up management position in the public sector, the woman faces the dilemma of remaining a traditional woman or becoming a manager. Thus, becoming a woman manager and losing the social identity of the traditional woman, or accepting to be a woman manager where she does not perceive herself fully absorbed into it since management carries with it the "male culture". The question is: Which one does the woman make as a choice?

Sarfo, F.K. (2011), Learning by design. In N. Seel (Ed.), *International Encyclopedia of the Sciences of Learning*. Verlag GmbH: Springer

Sarfo, F.K., Elen, J., Clarabout, G., & Louw, F. (2010) Innovative instructional intervention and the need for better insight into instructional conceptions. In Z.V.Melena & V.Jane (Eds.), *Facilitating effective students learning through teacher research and innovation*. Littera Picta d.o.o: Ljubljana. p. 151-174

Sarfo, F. K. (2011). The development of a model of technical expertise: towards innovative teaching methods in technical education. *Educational Research*, 2(3), 935-942.

Sarfo, F. K. & Anson-Gyimah, K. (2010). The perception of teachers, students and educational practitioners in Ghana on the role of computer and the teacher in promoting the first five principles of instruction. *TOJET*, 9(3), 85-95.

Taylor, M. E. & Owusu-Banahene, N. O. (2010) Stress among part-time business students: A study in a Ghanaian University campus. *Ife Psychology*, 18, no. 1

Edwards, A. K. (2010). The debate on local and external digital content for primary and secondary education: A balancing act in the use of digital story telling in e-learning in Africa. *International Journal of Educational Leadership*, 3, (3). 123–130.

BOOKS

Agyedu, G. O. & Adu Gyamfi, S. (2010). Information and Communications Technology for Post-Graduate Diploma in Mentorship. Course Book Vols 1 & 2. Winneba: IEDE.

Agyedu, G. O. & Adu Gyamfi, S. (2010). Information and Communications Technology for M Ed (Mathematics Education). Course Book. Winneba: IEDE.

Agyedu, G. O. & Adu Gyamfi, S. (2010). Information and Communications Technology for B Ed (Basic Education). Course Book Vols 1 & 2. Winneba: IEDE.

Agyedu, G. O., Adu Gyamfi, S., Nyame, G. & Ansong Gyimah, K (2010). Information and Communications Technology for Junior High Schools Pupils Book 2. Accra: Kobe Publications.

FACULTY OF TECHNICAL AND VOCATIONAL EDUCATION

Mitchual, S. J., Donkor, F., & Quansah, C. (2010). The relationship between self-efficacy beliefs and performance of pre-service teacher interns. *Ghana Journal of Education and Teaching*, 11, 268 – 282.

ABSTRACT

This quantitative research investigated the effect of gender, programme of study and entry behaviour on self-efficacy beliefs of pre-service teacher interns of a teacher education university in Ghana. The 516 participants involved in the study were all final year students on student internship programme (SIP). A modified version of Albert Bandura's teachers' self-efficacy scale was used to elicit information from the pre-service teacher interns. The results indicated that the overall self-efficacy beliefs of the pre-service teacher interns do not significantly differ according to gender. The findings however also suggested that programme of study has significant influence on the perception of the self-efficacy beliefs of the pre-service teacher interns as was exhibited by students interns offering Design and Technology Education having significantly higher self-efficacy beliefs than those offering Accounting Studies Education. Self-efficacy beliefs of pre-service teacher interns with exposure to professional teaching before enrolment was significantly higher than those who had had no such pre-exposure (Mean ratings of interns with exposure to professional teaching before enrolment = 3.48; Mean ratings of interns without exposure to professional teaching before enrolment = 3.19).

Amoah, M., Becker, G., & Nutto, L. (2009). Effects of log export ban policy and dynamics of global tropical wood markets on the growth of timber industry in Ghana. *Journal of Forest Economics*, 15(3), 167-185

ABSTRACT

The effects of log export ban (LEB) policy and dynamics of global tropical timber markets on the growth of Ghanaian timber industry were studied. The purpose was to follow the trend in the growth of timber industry from 1984 to 2005 using Fisher index and semi-log regression analysis. The study showed that the volume of plywood, veneer, and processed wood exported before the period of 1984-1995 and during the LEB policy (1996-2005) was, respectively, 6% and 46% of the total exports during those periods. On the contrary, the aggregate price index of all products exported before the LEB policy was up by 129% compared to 3.9% for the period during the LEB policy. A further decline in prices of the most products exported during the LEB policy was found by the study. Thus even though an LEB policy could increase volume share of value-added products, it cannot guarantee growth in prices of wood products.

Amoah, M., & Becker, G. (2009). Assessment of logging efficiency and development of allometric models for predicting stumpage volume of some commercial tree species in Ghana. *International Forestry Review*. 11(1):1-11

ABSTRACT

*The need to develop instruments to capture the realistic stumpage volume and influence loggers to improve on their logging efficiency has been a topic of interest in recent times. This study assessed the logging efficiency in Ghana and developed allometric models to predict stumpage volume. A total of 135 trees from nine timber species were sampled from three logging sites during commercial logging operations. The average logging recovery for all sampled trees was about 75 %. The small-end diameter of the merchantable residues averaged between 31 cm and 60 cm while their length values varied from 3.0 m to 8.5 m. In general, species-specific *c* models exhibited better predictive power than mixed-species models. Models that predicted total merchantable volume from the volume of the extracted logs had the best fits, with Furnival index values ranging from 0.590 to 1.727. Results of the models' validation indicated that mixed species*

models could predict merchantable volume better for relatively small trees than for big trees with merchantable volume greater than 20 m³.

Amoah, M., Obeng Aboagye, E.(2010). Assessment of the Use of Technology-related Toys among School Pupils in Ghana – A case study of Primary Schools in the Kumasi Metropolis. *Ghana Journal of Education and Training*, 9,175-183.

ABSTRACT

The aim of the study was to survey pupils' access to technology-related toys in the school and at home, and the impact which the use of technology-related toys has on the development of children. Questionnaires were used to elicit information from 406 pupils who attend private and public schools in the Kumasi Metropolis and 93 parents who have their children in both private and public schools in the Metropolis. Findings from the study indicated that the pupils generally disagreed that they derived benefits from using technology-related toys. However, about half (52%) of the pupils agreed that playing with toys helps them to learn new technologies while about 40 of them reported that playing with toys helps them to think faster. The surveyed pupils also reported that computer, car and phone toys were the three most interesting toys to play with. This was not surprising because these areas are found in their immediate environment. The results of the study also showed that pupils who attend private schools accrued more benefits from using technology-related toys than their counterparts in public schools. Majority of the parents reported that children derived benefits from using technology-related toys. Affordability was the major constraint in the use of computer and other technology-related toys by pupils. The paper concluded that the use of technology-related toys in teaching at all levels should be encouraged.

Dontwi, I. K., Boateng, F. O. and Dontwi, J. (2010). Application of an index-based scheme to fish pond culture in Ghana. *American Journal of Scientific and Industrial Research*, 3, 401-409.

ABSTRACT

The problem of stocking fish types to fish pond in the Ghanaian setting is highlighted and addressed using a simple but powerful algorithm. A case study of matching fish types of specific quality requirement to a given pond quality at a given location in Ghana is illustrated. The proposed model is used as a management tool to identify criteria which do not satisfy the desired pond standards, and also to assist policy makers in making informed decisions for implementation, monitoring and evaluation. These would ultimately reduce risk, uncertainty and hazard associated with fish pond culture.

Donkor, F. (2010). The comparative instructional effectiveness of print-based and video-based instructional materials for teaching practical skills at a distance. *The International Review of Research in Open and Distance Learning*, 11 (1), 96–115. Available at <http://www.irrodl.org/index.php/irrodl/article/view/792/1506>

ABSTRACT

Print-based instructional materials have been more popular than any other medium for teaching practical skills during the delivery of technical and vocational education and training via distance learning. However, the approach has its shortcomings and in recent times alternatives have been sought. The comparative instructional effectiveness of one such alternative is the focus of this paper. The study sought to examine the instructional effectiveness of video-based instructional materials vis-à-vis traditional print-based instructional materials for teaching distance learners of a Block-Laying and Concreting practical skills programme. An experimental design was used and participants were randomly assigned to two treatment groups: Users of video-based instructional materials or users of print-based instructional materials. A researcher-designed performance test and an achievement test of 20 multiple-choice items were used to collect data from 34 participants who used print-based instructional materials and 35 participants who used

video-based instructional materials to learn practical skills. The instruments were based on the instructional objectives of lessons on mortar and wall finish. Pilot test data for the achievement test yielded Cronbach's alpha of 0.84. Descriptive statistics and t-test at a 0.05 level of significance were used to analyse the data. The results indicated that the two instructional materials were pedagogically equivalent in terms of theoretical knowledge acquired. Practical skills acquired, however, were significantly higher among users of video-based instructional materials. Finally, users of video-based instructional materials displayed significantly superior craftsmanship.

CONFERENCES WORKSHOPS AND SEMINARS

K. Ansong-Gyimah & F. K. Sarfo

Association for Educational Communications and Technology Conference, Anaheim, California USA, October 27-30, 2010

Paper presented

Ghanaian Senior High School students' access to and experiences in the use of Information and Communication Technology.

ABSTRACT

Three hundred Senior High School (SHS) students in Ghana (average age 17, SD of 1.5) were surveyed to explore their access to and the use of emerging ICT tools (such as computer, internet and mobile phone). The Global Citizenship Survey instruments were adapted to collect the data. Frequency distribution and chi square tests were used to analyse the data. The results of the study show that all SHS students in Ghana have been using mobile phone, computer or internet. Furthermore, according to the results, majority of students have cell phones but mostly use it for social communication. In addition, the results demonstrate that quite a number of them have access to computer and often use it to acquire computer skills; and few of them have access to internet at internet cafe but mostly use it for social communication. The results were discussed in line with the literature.

F. Donkor

First Faculty of Business Education Seminar, College of Technology Education, University of Education, Winneba - Kumasi Campus, 23 February, 2011. Kumasi, Ghana.

Paper Presented

Reasons for non-completion among apprentices: the case of automotive trades of the informal sector of Ghana

ABSTRACT

Apprenticeship plays a key role in the preparation of skilled trades people and as a pathway into labour markets. In the face of scarcity of resources, effectiveness and efficiency of apprenticeship become important. Attrition and retention in apprenticeship constitute important indicators of efficiency and effectiveness of the training system and are therefore, legitimate issues of concern and investigation. This paper examines the reasons for non-completion of apprentices in automotive trades of the informal sector prior to Ghana's introduction of a National Apprenticeship Programme seeking to formalise the current informal apprenticeship system. The paper also reports on non-completers' desired interventions that could help prevent early exit. One-on-one interviews were conducted with 60 non-completers obtained through a snowballing process, either face-to-face or by telephone. The four largest urban centres in Ghana, namely Accra (and neighbouring Tema), Kumasi, Takoradi and Cape Coast were covered. Frequently mentioned reasons for non-completion included financial hardships, not getting on well with the boss or other people at the workplace, wrong career choice or loss of interest in the trade, being treated as cheap labour or being exploited, getting a new job, and bullying. To prevent early exit, the non-completers surveyed proposed some

interventions that included financial support.

Mitchual, S. J., Donkor, F., & Quansah, C.

International Conference on Research and Development, Accra, Ghana, November 24-25, 2010.

Papers Presented:

Self-efficacy beliefs of pre-service teacher interns in Ghana: The effect of gender, programme of study and entry behavior

ABSTRACT

This quantitative research investigated the effect of gender, programme of study and entry behaviour on self-efficacy beliefs of pre-service teacher interns of a teacher education university in Ghana. The 516 participants involved in the study were all final year students on student internship programme (SIP). A modified version of Albert Bandura's teachers' self-efficacy scale was used to elicit information from the teacher interns. The results indicated that the overall self-efficacy beliefs of the pre-service teacher interns do not significantly differ according to gender. The findings however suggested that the programme of study has significant influence on the perception of the self-efficacy beliefs of the pre-service teacher interns as was exhibited by student interns offering Design and Technology Education having significantly higher self-efficacy beliefs than those offering Accounting Studies Education. Self-efficacy beliefs of pre-service teacher interns with exposure to professional teaching before enrolment was significantly higher than those who had had no such pre-exposure (Mean ratings of interns with exposure to professional teaching before enrolment = 3.48; . Mean ratings of interns without exposure to professional teaching before enrolment = 3.19).

SCHOOL OF CREATIVE ARTS

Ebeli, E. (2010). Apasimaka, a war dance of the people of Avatime- Gbadzeme in the Volta Region of Ghana. *African Journal of Interdisciplinary Studies*, 3, 148-157.

ABSTRACT

The paper seeks to introduce the reading public to the dance, Apasimaka of the people of Avatime-Gbadzeme which has not yet received any authorship exploring the meanings and the significance of the dance gestures. The study employed participant observation with interviews and informal conversations with custodians and musicians of the dance, as well as the audience to performances. Presenting a brief geographical and historical overview of the people of Avatime–Gbadzeme, the paper unveils the meaning of the dance and how it is performed. From the perspective of dance as a system of communication, the paper reveals the meaning of the dance gestures employed in Apasimaka, and suggests ways of utilizing and integrating the knowledge in the classroom. The author concludes that Apasimaka is a depository of the history of Gbadzeme which can be used to promote creativity and to preserve Avatime culture.

Brew-Riverson, E. H. (2010). Packaging today's student - Performer: A view point. *African Journal of Interdisciplinary Studies*, 3, 158 -161.

ABSTRACT

Today's student-performer seeks not to be merely an animated relic of his art. He vies to be equipped for the theatre and entertainment industry, as precarious-prone as its nature has been. This presentation hints at opportunities that ought to be at the student-performer's disposal and suggests the charting of new directions for new frontiers, especially as regards the techno-media, the use of language and how these, together, impact on his or her art. Consequently, the paper proffers, that a digital age professional theatre arts training programme be passionately and intensely multifaceted in its curriculum delivery. The propelling objective of such a programme must be to assist each student-performer to identify early, reach for and attain his or her fullest potential. It is imperative that a programme of such profile be run in an ambience that is, in every sense, comparable to global performance standards required for today's excessively demanding and competitive professional worlds of radio, television, film and of course, the conventional theatre; standards to which today's student-performer justifiably aspires.

Mereku, C. W. K. (2011) Preparing Music teachers for careers at various pre-tertiary levels in our changing world: An evaluation of UEW's Creative Arts Education agenda. *African Journal of Arts and Humanities*, 2, (2), 37-47.

ABSTRACT

Based on speculations that music graduates of the University of Education, Winneba were currently not performing well in the field, data was collected on Level 400 students' career preferences for pre-tertiary level teaching (UEW CETDAR IEDE 2010) as well as Level 300 students' performance in the music theory paper (MUS 351 Compositional Techniques) during the 2009-2010 end of first semester examinations and analysed. From the data, the assertions were not wrong. This paper, however, looks at how the creative music advocacy (Cain 2004) in Ghana, masterminded by University of Education, Winneba's School of Creative Arts, has affected the pre-service preparation of music teachers for careers at the various pre-tertiary institutions in the country. It winnows down on the harm that has been caused our products, including denying them vital methodology and pedagogy courses, lowering standards in content courses (viz., theory, instrumental practical know-how and ICT) under the pretence of doing away with eurocentricism and concentrating on indigenous music. Finally, for a more thoughtful approach to our new teacher preparation that is concentrated on developing highly qualified and caring music teachers, a few recommendations are made: rethinking our position on creative arts, overhauling the music education curriculum to re-focus on its

initial bi-musical curriculum, improving the staff situation, improving the equipment situation and imbedding ICT into the pre-service training of music teachers.

Duku, F. K. & deGraft-Yankson, P. (2010). Infrastructural base of Art Education at UEW and its implication to curriculum delivery. *International Journal of Educational Leadership*, 3 (3), 112-122.

ABSTRACT

This study examined the current infrastructural base of the Department of Art Education in the University of Education, Winneba and its effect on teaching and learning in the Department. The study was basically designed to seek answers to questions bordering on availability of technical facilities, appropriateness of physical facilities, and the nature of classrooms available for curriculum delivery. The qualitative investigation that ensued involved the students, lecturers and relevant affiliates of the Department to bring clear evidence of neglect and under resourcefulness. The researchers are of the view that any further compromise on the obvious pretermisison of issues concerning the adequacy and appropriateness of requisite resources in the Department has the tendency of affecting the continuous functioning and growth of the Department. This paper does not end at the presentation of outcome of the study in all its gloominess, but also projects useful recommendations for salvaging the situation while there is hope

Brew, F. (2011) Inferences and latent repercussions in resolution of suicides in selected African tragedies. *International Journal of Basic Education*, 1 (1), 30-3.1

ABSTRACT

According to World Health Organization (WHO), nearly 3,000 people commit suicide each day worldwide and out of every 20 people who attempt to end their lives, one dies. The report states that, although traditionally suicide rates have been highest among the male elderly, rates among young people have been increasing to such an extent that they are now the group at highest risk in a third of countries, in both developed and developing countries. These are very frightening revelations, considering the current upsurge of child suicide in Ghana. There are concerns that point to the fact that young people are affected by films and television as well as books they read and these could be a contributing factor to this suicide exploits. This paper discusses three African tragedies that resolve cumulative crisis in suicides and draws attention to probable repercussions of such literature on young people. It also suggests the need for writers to enthusiastically contribute to the curtailment of this menace by suggesting alternative escapes for characters they create in untoward situations and avoid conclusions of suicide.

BOOKS

Mereku, C.W.K. (2010). *We Sing and Learn: Nursery, Folk, Patriotic and Worship Songs for Ghanaian Schools*. Sunyani: KUAPAYE Publishers for Cultural Initiatives Support Programme (CISP). ISBN 978-9988-1-5335-9.

DESCRIPTION

A collection of over 90 songs in a compendium. The collection includes songs in Fante, Twi, Ewe, Ga-Dangbe, Dagaare, Dagbani and also songs in the English language composed by Ghanaians. It is intended to assist not only as curricula materials at the tertiary level in music and dance education, but also as a resource in basic schools. Particularly, in UEW, the beneficiaries will include pre-service teacher-education programmes in Early Childhood Care Development, Special Education, Social Studies, Ghanaian Languages as well as Music and Theatre Arts Departments. It will also serve as a means of preserving this aspect of our intangible cultural heritage. The Project is the MINISTRY OF FINANCE AND ECONOMIC PLANNING/NATIONAL COMMISSION ON CULTURE'S 9th European Development Fund: Cultural Initiatives Support Programme (CISP) JULY 2010. The book is published by KUAPAYE Publishers at Sunyani. August 2011. ISBN 978-9988-1-5335-9.

Mereku, C.W.K. (2010). *Asomdwee Hen Christmas - Operetta Production Project*. Sunyani: KUAPAYE

DESCRIPTION

This traditional musical drama unfolding the Christmas story in song was composed in 1991. The revised 2010 version was directed and produced on 8th, 9th, 10th & 11th December, 2010 at the Amu Theatre. The acts and the scores have been worked out into a book. The book is published by KUAPAYE Publishers at Sunyani. August 2011. ISBN 978-9988-1-5336-6

Opoku-Mensah, I. (2010). “*Sculptures of Isaac Opoku-Mensah*”. Accra, Innolink Print and Packaging.

Akrofi G. A. (2010). *Jakitey and the monkeys*. Accra- Lots Master Print Limited

CONFERENCES WORKSHOPS AND SEMINARS

E. Ebeli

PASMAE West African Sub-Regional Conference, University of Education, Winneba, December 6-9, 2010

Paper presented:

Performing indigenous music in Ghanaian schools: challenges and prospects

ABSTRACT

The paper is based on the findings of Cati Coe (2005) in which she argues that the state has failed to meet its political and ideological agenda of using schools to teach culture to ensure national unity and enhance its legitimacy. I suggest that we can only perform something we have learned and know. Hence if schools are said to lack cultural knowledge then they equally lack indigenous musical knowledge. The paper looked at the role of the music teacher in building indigenous music knowledge base for teaching. How do we construct corresponding pedagogies for indigenous and formal educational music knowledge? The question becomes more important in the context of the significance of education as a means of advancement, and our belief in education as a crucial form of resistance to the colonization of hearts and minds. Teaching about cultural practices and music potentially posed very fundamental challenges to educational institutions and its traditional production of knowledge. Thus the task at hand is to decolonize our disciplinary and pedagogical practices that require transformations at various levels, both within and outside the institutions. It also requires taking seriously the relation between knowledge and learning, as well as student and teacher experience.

C.W.K. Mereku

PASMAE West African Sub-Regional Conference, University of Education, Winneba, December 6-9, 2010

Paper presented:

Current status and possible future for integration of indigenous knowledge systems in music teacher education curriculum in Ghana.

ABSTRACT

The integration of appropriate IK systems into development programs has been proved by many scientific and social researchers to contribute to efficiency, effectiveness, and sustainable development impact. Much as our traditional musical knowledge should be recognized and given a more decisive voice in formulating policies in the educational sector, care needs to be taken not to propel back our developmental efforts as a nation. The advocacy should be more of integrating IK that can foster development rather than re-inventing the wheel. Consequently, the paper tries to bring into focus some of the positive indigenous knowledge practices that have been integrated into teacher-education curricular in Ghana, five decades ago. These include diversified

song repertory, African instrumental skills, survey of musical and dance forms countrywide, theatrical techniques, traditional philosophies. The paper recommends an African Creative Music Teacher-Education (ACMTE) model that takes cognizance of a bi-musical culture as the pioneering music educators established for this country.

O. E. Acquah

School of Creative Arts' Faculty Seminar Conference Room, Central Campus, 23rd March, 2011.

Paper presented:

New trends in Asafo music performance: Modernity contrasting traditions.

ABSTRACT

This paper considered the new trends that have taken place in asafo musical performance, taking Kyirem Asafo No.1 of Ajumako Mando as a case study. It sought to examine the interplay between tradition and innovation and the socio cultural impact. The study described the retrospective aspect of asafo music performance some decades ago and goes on to bring to fore some changes that have been brought into it to sustain and modernize it. It was seen that education and social change are powerful sources influencing most innovations of asafo music. It called for a concerted effort of all traditional music makers to embrace the changes pertaining to asafo musical performance and use them to modernize other existing musical genres in their areas.

F. K. Duku

School of Creative Arts Seminar:Conference Room, Central Campus, UEW, Winneba. April 27, 2011.

Paper presented:

Pedagogical foundations of Art Education in Ghana

ABSTRACT

This paper seeks to holistically evaluate the University Art Education Curriculum in Ghana. The faculty at any course is responsible for the climate set for the dissemination of information. This is at times compounded by advancement in technology used in the teaching and learning process. The problem of this study was to investigate the pedagogical underpinnings of art education in Ghana against the 21st century teaching and learning skills requirements. This exploratory research utilized both qualitative and quantitative methods. Findings indicated that majority of the respondents agreed that the faculty used variety of teaching methods and again, faculty employ technology to their advantage in making sure that students understood the concepts they imparted and by the appropriate means available. Currently there is no mix in the Department of Art Education as all the members of faculty are on the lecturer level.

E. Ebeli

Departmental Seminar, Music Department , University of Cape Coast, Cape Coast, 17th November, 2010.

Paper Presented:

The creative process in Totoame music: A genre performed by Avatime women.

ABSTRACT

This study focuses on totoame music as performed by Avatime women in the Ho District of the Volta Region of Ghana. This musical type used to be part of puberty rites known as ablabe which are no longer performed. Today, we encounter the music of totoame in three different contexts, namely at Easter durbars, during

funerals of queen mothers, and during coronation rites that are part of the installation of new queen mothers. What constitutes totoame in these contexts is a synthesis of several art forms including singing, drumming, dancing, and related aspects such as dressing and make-up. The main purpose of this study is to explore totoame performance from a holistic perspective with a particular focus on the concerns of women expressed in the creative process. The study will help to understand the construction of the feminine in a modern rural society. Consequently, the creative process involved in the performance of totoame presents issues on different analytical levels that include the thematic content of song texts and their interpretation, the artistic integration of the various performance genres, the social interaction between performers, audience, and others involved in the ritual process and the aesthetic sensibilities that are at stake.

Faustina Brew

International Federation for Theatre Research (IFTR) Munich, 25 - 31 July 2010

Paper Presented:

The mirror and its image: reflections for change in Evelyn Anfu's *Edibles and Disposables*.

ABSTRACT

*This study sought to ascertain the dynamic relationship between theatre and society as has been opined by many theatre scholars. The research explored the effect of literary theatre on various audiences who watched the play; *Edibles and Disposables* by Evelyn Anfu. This play was selected for this research because it is didactic and seeks to address several unacceptable social vices as well as undesirable cultural adulteration currently on the ascendancy in Ghana. Respondents were variously selected from the four nights of performance at the Amu Theatre, University of Education, Winneba in October, 2009. Empirical data collected from the selected audiences was analysed to ascertain the extent to which this performance has influenced perceptions and social behaviours of respondents, vis-à-vis the playwright's vision. The findings of the study confirmed that the play, *Edibles and Disposables* had a strong influence on audiences' perception in a direction that reflects the playwright's objective.*

S. M. Yirenkyi

Pan African Society of Musical Arts Education. (PASMAE), West Africa Regional Conference, Winneba, Ghana. December, 2010.

Paper Presented:

Indigenous knowledge systems: A participatory approach to sustainable development in rural communities

ABSTRACT

Indigenous knowledge systems are the local knowledge systems that are unique to a given culture. The information base of a society which facilitates communication and decision making are all areas that help in developing a community. Some development strategists in Africa and elsewhere in the developing countries are now paying attention to indigenous culture which they hitherto believed hindered development and therefore must be ignored in development programmes. The same critics of indigenous knowledge systems are now calling for modifications within the cultural systems to support development and change. Cultural variables are now being perceived as a very important tool in any attempt to generate behavioral change among people and therefore must receive due attention in any development efforts. The aims of this paper are to look at indigenous knowledge systems especially the popular forms of entertainment and its implications for sustainable development and also to address the issue of participatory development through the media of theatre in effectively educating large population of illiterate and rural people

E. K. Amponsah

Pan African Society of Musical Arts Education. (PASMAE), West Africa Regional Conference, Winneba, Ghana. December, 2010.

Paper Presented:

Indigenous knowledge: An illuminator of the path towards the search for an authentic Ghanaian theatre.

ABSTRACT

The Idea of a particular society or region creating a kind of theatre, which would be seen as authentic cannot be under estimated. There is the need to seek expressions which have the capacity of conveying our peculiar experiences as a nation in our performances (drama), whiles relieving us from the somewhat burden of entrenched classics drama impositions. This paper attempts firstly to justify the need for the search for an authentic Ghanaian theatre, secondly, bringing to the fore how creative writers can view as well as tap into indigenous knowledge, thus, the rich cultural heritage, history and the totality of the people's experience as a source material for theatre/drama which may qualify as an authentic Ghanaian theatre. Postcolonial theoretical discourse will be the framework in which this paper will be situated.

I. Opoku-Mensah

PASMAE West African Sub-Regional Conference, University of Education, Winneba, December 6-9, 2010

Paper Presented:

Symbolism and philosophies of Adinkra symbols in crest of some higher institutions in Ghana

ABSTRACT

In this paper, an attempt was made to identify Adinkra symbols in crests of some public Senior High Schools and Tertiary institutions in Ghana, what they symbolize and the philosophies behind them. Data was gathered through both primary and secondary sources. On the former, data was collected through personal interviews of some students; both past and present, administrators, parents, teachers and lecturers verbally or on phone, and through e-mail. Secondary sources were gathered through content and document analysis. It came to light that some Adinkra symbols in the crests of the Universities are also found in some of the Senior High Schools. In some instances, apart from Adinkra symbols, other symbols and mottos of the institutions occupy the crest. Some lecturers, administrators, students and parents were able to identify some symbols, but could not tell of their significance. Majority of students in second cycle schools were ignorant though they have them embossed on their school uniform. Adinkra symbols, other symbols and mottos when interpreted achieve a complete harmony that promotes educational values. With the exception of University of Development Studies, all the public Universities in Ghana have Adinkra Symbols on their crests. It is recommended that the symbolism and philosophies of symbols and mottos in crests should be explained in handbooks of students so that they become meaningful to them

K. Ampomah

PASMAE West African Sub-Regional Conference, University of Education, Winneba, December 6-9, 2010

Paper presented:

Origins of Ghanaian Highlife

M. Adomina
PASMAE West African Sub-Regional Conference, University of Education, Winneba, December 6-9, 2010

Paper presented:
Approaches to the teaching of Ghanaian indigenous dances

V. Manieson
PASMAE West African Sub-Regional Conference, University of Education, Winneba, December 6-9, 2010

Paper presented:
African pianism: Indigenous knowledge systems in selected works of Victor Mansion.

H. Wuaku
PASMAE West African Sub-Regional Conference, University of Education, Winneba, December 6-9, 2010

Paper presented:
The use of indigenous musical elements in composition: Case of Amu's Allgb1gb1

Mary P. Dzanzi-McPalm
PASMAE West African Sub-Regional Conference, University of Education, Winneba, December 6-9, 2010

Paper presented:
Proverbial and metaphoric significance in Ghanaian indigenous songs.

J. Essuman
School of Creative Arts seminar, Central campus, UEW Winneba, February 23, 2011

Paper presented:
Pictorial illustration: A medium to create awareness of how the emerging oil can affect the socio-economic development of rural communities in Ghana.

Y. Gyapong
School of Creative Arts seminar, Central campus, UEW Winneba, March 2, 2011

Paper presented:
Establishment of a printing press at UEW

FACULTY OF EDUCATIONAL STUDIES

Mensah, D. K. & Antwi-Danso, S. (2010). Teacher respect and recognition influence primary school teacher job satisfaction in the Sekondi-Takoradi District of Ghana. *Ghana Journal of Education and Teaching*, 10, 178-185.

ABSTRACT

This study sought to identify the level of job satisfaction among primary school teachers in Sekondi-Takoradi District of Ghana. The study was conducted in two phases. Using both qualitative and quantitative methods, Phase 1 of the study employed focus group discussions with twenty one teachers from 6 different schools. Six of these teachers were also observed and interviewed. The second part of the study involved 120 teachers with a further 6 being observed. In addition, four head teachers and four pupils were also interviewed to throw more light on issues arising. Among the issues identified teachers' levels of respect, recognition and professional status were the focus of this study. The findings also identified location as having influence on the respect accorded teachers. For example, rural teachers felt well respected by the community members, whilst their urban counterparts were highly dissatisfied in this regard.

Antwi-Danso, S. & Mensah, D. K. (2010). Problems associated with selection of schools and choice of courses – A study among Junior High School students in the Kumasi Municipality. *International Journal of Educational Leadership*, 3 (3), 49-56.

ABSTRACT

The study aimed at identifying problems and injustices associated with selection of schools and courses by final year Junior High School students in the Kumasi Municipality. One hundred and forty-two respondents comprising 96 students, 16 teachers and 30 parents were sampled from four selected schools in the Oforikrom Area of the Municipality, for the study. Questionnaire and interview schedules were used to gather data which was analyzed using frequency tables and simple percentages including verbatim quotations from the interviews. Interviews were used to probe further on issues as they emerged or as the study evolved. The findings confirmed that there are problem associated with the selection of schools and choice of courses at the Junior High School level. There was evidence to suggest that many of the respondents did not understand the nature of the selection process and this affected their performance in the SHS. A lack of guidance and counseling coordinators in the schools, poor academic performance and parental influence were identified as major factors that affect students' choice of schools and courses. These factors were also seen as barriers to students gaining admission to SHS of their choice. In addition, it was clear that the recent computerization system of selecting students into the SHS was also not spared with its associated problems.

Anderson, H. K. (2011). Curriculum evaluation; A comparison and contrast between Ralph Tyler and Micheal Scriven's perspectives. *International Journal of Basic Education*, 1, (1) 81-89.

ABSTRACT

Curriculum evaluation is done to ascertain how well a given educational programme is achieving the intent for which it was designed. This aspect of evaluation is mostly done at school settings through the various modes of assessment strategies organized by teachers for their pupils. Various models have been propounded by curricula experts. This paper discusses the similarities and differences between Ralph Tyler and Michael Scriven's perspectives of evaluation.

Antwi-Danso, S. & Mensah, D. K. (2010) Perceived distracting classroom behaviours and students' academic performance at the University Basic Schools, Legon, Ghana. *International Journal of Educational Leadership*, 2 (2), 132-141.

ABSTRACT

This study examined the distracting and inattentive classroom behaviours exhibited by Junior High Student of University Basic Schools in Legon, Accra, and their relationship with their academic performance. Anecdotal record techniques were used to gather data on various distracting behaviour of sixty (60) randomly selected students over a period of six weeks. The sample was chosen from all three levels (JHS 1-3) and was made up of thirty six (36) boys and twenty four (24) girls. Correlation between frequencies of distracting behaviours and academic performance of pupils taken from their end of term report sheets were determined. Evidence from the data suggested that a total of twelve (12) distracting behaviours were exhibited by students. Chattering, name calling and teasing were recorded as the most frequently occurring distracting behaviours which constituted about thirty-three percent (33) of all exhibited behaviours. A moderately high inverse correlation of -0.69 significant at 0.05 was established between the frequency of distracting behaviour and academic performance of pupils ; indicating that increase in the occurrence of distracting behaviour leads to a decline in academic performance of pupils and vice-versa. Various distracting behaviours also correlated significantly with academic performance. For example, Permission to use the washroom had a high correlation of -0.84, while singing and dancing had the least of -0.07. Strategies to boost academic performance by means of reducing the incidence of distracting behaviour have been recommended.

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

ABSTRACT

The study aimed at investigating into the existence of stress among students of the University of Education, Winneba (UEW) on Winneba campus, and how they were able to cope with the stressors if any. Being a descriptive survey, questionnaire and interview were the main instruments used to elicit views from the 300 respondents sampled for the study. The research questions formulated to guide the study included: What are the common stressors among students of UEW, Winneba? And how stress could be managed? Data was analysed using SPSS and presented in tables. It was evident from the study that students were experiencing stress and that, stress has a negative effect on the respondents' academic performance. Meanwhile, majority of the respondents resorted to watching TV and resting in bed as the main strategies of coping with stress. It was recommended that seminars on stress and its management be organized from time to time for students and the Government should build more halls of residence for students.

Yelkpereri, D., Esia-Donkoh, K. & Nkum W.K. (2011). Patronage of educational broadcasts and its effects on academic growth of students of Winneba and Apam Senior High Schools in the Central Region of Ghana. *Academic leadership, The Online Journal*, 9, 1, 1-7.

ABSTRACT

Educational broadcast is an effective instructional technology which complements classroom teaching and learning and can also serve as a stop gap for deprived schools that do not have teachers and other teaching and learning materials. The purpose of the study was to investigate how best teachers and students were utilizing educational broadcasting on televisions and radios and its associated challenges. The research design was a descriptive survey. A stratified random sampling technique was used in selecting the respondents who participated in the study. Questionnaires were administered to 310 respondents consisting of 300 students and 10 heads of departments. Descriptive statistics such as means, standard deviations, percentages and frequency tables were used to present the data. Some of the findings of the study were: important educational programmes were recorded and played back to students. Teachers think educational broadcasting is a necessary complement to classroom teaching and learning and their reasons were: it

provided students with first hand information especially if the lesson under discussion in the classroom borders on what students have ever watched before. It enabled students to sharpen their listening skills and also offered them variety of presentations which made academic work exciting. It was also found that some schools did not make any arrangement at all for students to benefit from educational broadcasts but individual students had to find time to watch them. The study recommends that school authorities should slot education broadcasts into the schools' time table to afford students the time to watch and learn from them. Schools should plan their activities during the weekends such that they do not clash with "Science and Maths Quiz" so that students can use just one hour to learn from the programme.

Yelkpieri, D., Namale, M. K., Esia-Donkoh, K. & Ofosu-Dwamena, E. (2011). Effects of Large Class Size on Effective Teaching and Learning at the Winneba Campus of the University of Education, Winneba (UEW), Ghana. *International Journal of Education Policy and Leadership*, 6, 5

ABSTRACT

Large class size is one of the problems in the educational sector that developing nations have been grappling with. Ghana as a developing nation is no exception and has its own fair share of this problem at the pre-tertiary and tertiary levels of education. The sight of large class at the tertiary level is appalling and a headache to teachers at that level. The purpose of this study was to provide views of both lecturers and students on large class size and how it affects teaching and learning of the Winneba Campus of UEW. A cross-sectional sample survey was adopted in this study. Respondents of the study were made up of 42 lecturers and 342 students. The stratified random sampling method was used to select students while the purposive and random sampling techniques were used to select heads of departments and lecturers respectively. The research instruments used in data collection were questionnaire and direct observation. Some of the key findings of the study are that: lecturers disagreed with the view that large class size affects the quality of their teaching. They also disagreed with the assertion that large class size makes assessment of students difficult. The students, on the other hand, agreed that large class size does not afford lecturers an opportunity to pay attention to weaker students and do remedial teaching. In line with the findings, the authors recommend that: the University should appoint more lecturers for the general courses. Also, the University must make extra effort to provide more resources and facilities such as lecture halls, and teaching and learning equipment to promote effective teaching and learning.

Mamah V., Deku P., Darling S. M. & Avoke S. K. (2011). University teachers perception of inclusion of visually impaired in Ghanaian Universities. *International Journal of Special Education*, 26, (1), 70-79.

ABSTRACT

This study was undertaken to examine the university teachers' perception of including students with Visual Impairment (VI) in the public universities of Ghana. The sample consisted of 110 teachers from the University of Cape Coast (UCC), the University of Education, Winneba. (UEW), and the University of Ghana (UG). Data were collected through questionnaire developed by the researchers (Chronbach's coefficient Alpha of .76). One research question and two hypotheses were formulated to guide the study. The data were analysed employing descriptive statistics, t-tests and ANOVA. The results showed that teachers perception toward inclusion of students with VI were favourable. Gender differences were noted showing that female teachers' perceptions were more positive than the males.' Teachers in the three universities also differed in their perception toward their inclusion of students with VI.

Pajibo, E. D. & Akrono, B. L. (2010). Publish or Perish- Publication over emphasized at the expense of effective teaching: The case of Ghanaian universities. *Ghana Journal of Higher Education Management*, 2, 1-6.

ABSTRACT

Almost all colleges and universities profess to be committed to effective teaching as evident in their brochures and catalogues. However, this representation is open to challenge from those who teach and those who learn in today's colleges and universities simply because teaching accounts for second rate status by lecturers who feel that greater consideration is given to scholarly publications than to teaching in recruitment, promotion and tenure decisions by university authorities (Seldin, 1989:3) In Ghana, the general axiom is "publish or perish" and not "teach well or perish" why should teaching have second rate status? This paper attempts to inspire discussion relating to refreshing arguments the balance between teaching and research publication. It advances arguments for effective teaching, not to emphasize teaching above research publications, but to give effective teaching its proper status and to conceptualize what effective teaching ought to be in our universities. It will assist Vice Chancellors, deans and department heads how to provide the needed leadership to foster effective teaching in their outfits.

Wilson, K. N., & Boakye, K. B. (2010). Needs assessment of HIV/AIDS orphans in orphanages in Ghana. *Ontario Journal of African Educational Research*. 71-102.

ABSTRACT

The study sought to unearth the special needs of HIV/AIDS orphans in orphanages and homes with emphasis on education, food, shelter, clothing and affection and guidance and counselling needs. It also tried to make recommendations on how these needs could be met. It was carried out in orphanages mainly in the Manya Krobo, and New Juaben districts in the Eastern Region of Ghana, which are noted for their high death rates resulting from AIDS. The sample consisted of 77 children aged between 6 to 15 years from the two districts (23 from Manya Krobo and 54 from New Juaben) and their caregivers. Altogether it covered about 82 percent of AIDS orphans in the age group in the surveillance of the District Health Management Team (DHMT) in the two districts. Data was collected by trained research assistants. Some of the findings from the study were that the majority of the orphans perceive the provision of food, shelter, education and affection as somewhat adequate however, the guidance and counselling needs were seriously lacking. Clothing provision was however perceived to be very inadequate. Some recommendations were made at the end of the study and some of these included the need for caregivers, especially grandmothers to be given special material assistance to enable them care for AIDS orphans, efforts should be made to convince caregivers of the importance of family home care for orphans instead of institutional care, such as orphanages and finally, guidance and Counselling in the homes should be given priority attention and training should be given to caregivers immediately in this area.

Dampson, D. G. (2011). Teacher participation in decision making: A comparative study between rural and urban basic schools in Ghana. *International Journal of Basic Education*; 1. (1), 42-52.

ABSTRACT

Decision making has been identified as an essential element in successful educational reforms. The hierarchical structure that places head teachers at the apex of a pyramid of staff is a common feature in most Ghanaian basic schools. School heads are poised to use their superior knowledge and experience to direct and control the working of the entire school. This negatively affects efficiency and productivity of the schools because teachers work at half steam because they are not effectively involved in decision making to make them feel as part of the school. Owing to the dynamics of professionalism and diversity of ideas in our schools

occasioned by staffing in both rural and urban schools with professionally trained teachers and the need to decentralize decision making at the lower levels. This study was designed to find out the extent to which teachers from rural and urban basic schools were involved in decision making and make comparison to their extent of participation. Questionnaires were used to elicit information from one hundred and forty teachers sampled from rural and urban schools. Fourteen head teachers were also purposively sampled for the study. Data were analyzed quantitatively and qualitatively. The study revealed that both teachers from rural and urban schools preferred greater participation in school decision making than the levels currently experienced. More so, significant discrepancies were found between the actual and preferred participation among teachers in all school governance areas examined. The greatest gaps were found in the areas of staffing and budgeting among urban teachers while admissions, budgeting and effecting changes in the school were the gaps found among rural teachers. It was recommended that school managers should increase the extent to which they involve teachers in decision making to improve on the quality of decision and boost their morale in their performance of duty.

Dampson, D. G. (2010). Teacher participation in basic school administration and management: A study in the Cape Coast Municipality. *International Journal of Educational Leadership*; 3 (3), 103-111.

ABSTRACT

This article explores teachers' willingness to participate in personnel, curriculum and instruction, staff development, and general administrative decisions. 124 teachers and 15 head teachers were randomly selected from schools in the Cape Coast municipality. The researcher administered unstructured interview and a close and opened ended questionnaire that asked respondents to indicate their actual and desired participation in each of a list of management activities on a likert-type scale. Some of the management activities included: drawing the school budget, making a yearlong plan of school activities, admitting new pupils, setting standard for teacher evaluation and determining plans to meet school goals. The response rate to the survey was 82.4% for teachers and 94% for head teachers. Findings revealed that the comments by the teachers are a representation of the views in relation to the practice of participatory decision making in our basic schools. The comments reveal that teachers would like to be involved in decision making more than is currently the case.

Dampson, D. G. & Mensah, D. K. (2010). Perceived causes of teacher dissatisfaction in Sekondi-Takoradi district of Ghana. *Academic Leadership, The online Journal*. 8 (2), 76-88. www.academicleadership.org

ABSTRACT

This study investigated primary school teachers' satisfaction levels in the Sekondi-Takoradi (Shama-Ahanta East) District of Ghana. Using both qualitative (i.e., Participatory Rural Appraisal (PRA) focus group discussions, interview and observations) and quantitative (questionnaires), the study identified which factor(s) influenced teachers' levels of satisfaction. The work was conducted in two phases. Phase 1 comprised PRA focus group discussions with 21 teachers in 6 groups from six different schools across the district. One teacher from each of the groups was then interviewed. Phase 2 involved 120 teachers responding to a questionnaire with a further 6 teachers being observed and interviewed. Four head teachers and four pupils were also interviewed using semi-structured interviews. Theories of motivation and job satisfaction were considered with particular focus on Maslow's Need Hierarchy (1954). The study showed teachers in the area were generally satisfied with interpersonal relationship within the school setting and their head teachers' administrative styles. On the contrary, most of the teachers expressed high level of dissatisfaction with teaching conditions; (workload and physical conditions) conditions of service; their professional status as teachers; levels of respect and recognition; professional autonomy and degree of decision making from other stakeholders of education. However, for the purpose of this paper, workload and physical conditions are

the focus.

Dampson, D. G. & Mensah, D. K. (2010). Parental involvement in home work for children's academic success. A study in the Cape Coast Municipality. *Academic Leadership. The online Journal*. 8 (2), 46-55 www.academicleadership.org

ABSTRACT

This study investigated parental involvement in their children's homework for academic success in the Cape Coast Municipality. Eight basic schools were selected from the Cape Coast Municipality. A sample of 88 pupils, 88 parents and 36 teachers participated in the study. The instruments were semi-structured questionnaire and semi-structured interview designed. They were validated by the researchers to elicit responses. The data obtained were subjected to both quantitative and qualitative analysis. Results of the analysis indicated that only 32% of the home work given to pupils asked them to apply skills they already have with respect to new situations. 60% of the parents indicated that they get confused when trying to assist their children with their homework. In the study 65% of the pupils admitted that they do experience difficulties with their home work. The reason being that most of the parents were not assisting their children by paying close attention to them when doing their homework. The result of the study further indicated that fathers who observed and supervised their children's homework, attended P.T.A meetings and met with head teachers regularly had children who experienced educational success more often than their peers whose fathers did not assist them with their homework. On the contrary, those who were assisted only by mothers performed averagely and below average respectively. On the balance, parents, guardians, and teachers who teamed up among themselves in other to support their children tended up to build a strong academic success among their children.

Abroampa, W. K. & Antah, T. (2010). A Correlate of teachers' expectation and students' achievement in Junior High Schools in the Mfantseman Municipality in the Central Region of Ghana. *African journal of interdisciplinary studies*, 3, 30-39.

ABSTRACT

The study examined the relationship that exists between teachers' expectation and students' achievement in urban and rural public schools in the Mfantseman District in the Central region of Ghana. A total of 205 respondents, comprising 169 teachers and 36 head teachers in 36 junior high schools were involved in the study. Four hypotheses were formulated in this regard. A correlational design was employed for the study. This allowed the use of the Pearson Product-Moment correlation coefficient in determining the relationships between the variables. A 22 expectation item was used to solicit views of teachers and head teachers of junior high schools. There was no significant relationships between teachers' expectations of students in urban schools and students in rural schools; teachers' expectations and academic achievement of urban students and rural students; teachers' expectations and academic achievement of boys in the urban schools and boys in the rural schools; and teachers' expectations and academic achievement of girls in the urban schools and girls in the rural schools. However, respondents from both urban and rural schools had a favourable expectation of their students though that of the former was higher than the later.

Kwegyir Aggrey, P. (2010). Comparative study of academic performance of public and private basic schools in the Shama District in the Western Region of Ghana. *African journal of interdisciplinary studies*, 3, 85-94.

ABSTRACT

This study which was conducted in twelve selected public and private Junior High Schools in the Shama District of the Western Region sought to investigate the difference in the academic achievement of pupils in the

annual Basic Education Certificate Examination (BECE) between the period 2007-2009. Questionnaires and interviews were used to collect data from headteachers, teachers and pupils. A total of two hundred respondents participated in the study. Data obtained were analysed through frequency counts, simple percentages and descriptive statistics. The study discovered that academic achievement of pupils in private schools between 2007-2009 was higher than pupils in the public schools. Several factors accounted for this phenomenon, notable among them was the poor attitude of teachers in public schools to the teaching and learning process. The study recommended among other things, that head-teachers and teachers should sign performance contract with the Ghana Education Service in order to guarantee teachers' professional commitment and improved attitude to teaching and learning as well as other school programmes.

Kwapong, J. O. & Aboagye, J. K. (2010). Impact of using English and local languages on performance in Mathematics at lower primary schools in the Suhum Kraboa Coaltar district of Ghana. *International journal of pedagogy, policy and ICT education*, 1 (5), 62-68

ABSTRACT

The study compared the effects of using the local language (LI) and English (L2) on Mathematics achievement at the lower primary (P3). The design used for the study was quasi – experimental. The population for the study was the lower primary schools in the Shum Kraboa Coaltar District of Ghana. Four schools were selected for the sample using the convenience, purposive and random sample techniques. A school each from urban and rural areas were designated as English group where English was used as medium of instruction while the other two were designated as Twi group. An intervention involving teaching of selected Mathematics topics from Primary three (P3) was applied followed by a post test. Two hypotheses were tested using the independent samples t-test and two- way ANOVA. The tests showed no statistically significant difference in Mathematics achievement between the two groups using the local language (LI) and the English (L2) as medium of instruction. It was, therefore, recommended that the choice of a medium of instruction should be determined by the staff of a school based on the pupils' mastery of the language.

Aboagye, J. K. & Ahiatrogah, P. D. (2010). Comparison of distance education modes of training teachers in universities of Ghana. *International journal of educational leadership*. 2 (2), 55-65

ABSTRACT

This study examined the use of distance education in teacher training in Ghana. Descriptive survey design was employed in the study. Purposive and simple random sampling techniques were used in selecting the 11 study centres and 285 participants respectively. A 39 item questionnaire was used to collect data. The items yielded a reliability $r = 0.76$. Four hypotheses were formulated and tested using ANOVA and Post Hoc test (multiple comparisons) to test the significance of the differences at the 0.05 level of significance. The study revealed statistically significant differences among the three agencies in the objectives of training teachers through distance education, course requirements, and support services. The differences observed among the three agencies in terms of modes of study were, however, not statistically significant. It is recommended that the institutions involved in training teachers through distance education meet occasionally to exchange ideas in order to bridge the gaps identified in their modes of operation.

Eshun, P. & Samuel Ziggah, R. S. (2010). Teacher stress: prevalence, sources and symptoms. A study of selected special schools in the Central, Eastern and Greater Accra Regions of Ghana. *African journal of interdisciplinary studies*, 3, 75-81.

ABSTRACT

The purpose of this study was to find out the common stressors and symptoms of stress reported by teachers in special schools in Ghana. A stratified random sample of six (6) special schools (2 schools for the mentally

retarded, 2 schools for the hearing impaired and 2 schools for the visually impaired) were selected from schools in the southern sector regions in Ghana (i.e., the Greater Accra, Eastern and Central Regions). A total of one hundred (100) teachers consisting of thirty-two (32) teachers from the schools for the mentally handicapped, thirty-seven (37) teachers from the schools for the visually impaired, and thirty-one (31) teachers from the schools for the hearing impaired, provided information for the study. The basic design used for the study was a cross-sectional descriptive survey. The instrument used to collect data was a questionnaire. Frequency count, mean, independent samples t-test and ANOVA were used for the statistical analysis with a significance level of 0.05. The results show that, handling large classes and inadequate salaries were the most sources of stress. Feeling physically exhausted, frustrated and anxious were the common symptoms of stress experienced by the teachers. There was statistically significant difference between the stress level of male and female teachers for some of the stressors. Also, teachers in the schools for the mentally handicapped are more stressed than their colleagues in the schools for the visually impaired and schools for the hearing impaired. It was recommended among others that, more teachers need to be trained for special schools to help reduce the workload of teachers combining handling pupils with difficult behaviour problems and teaching.

Mensah, K. D. K. & Stephen Antwi- Danso, S. (2010). Improving teacher satisfaction, key issues to consider among primary school teachers in the Sekondi -Takoradi Metropolis of Ghana. *African journal of interdisciplinary studies*, 3, 1-8.

ABSTRACT

This study examines in-service training, night allowance paid to teachers, rate of promotion and payment of medical bills as key issues affecting teacher job satisfaction levels in the Sekondi-Takoradi Metropolis of Ghana. Both qualitative and quantitative methods were employed (mixed methods). Some of the instruments used in the study were semi-structured interviews, Participatory Rural Appraisal (PRA), observation and questionnaire. Data was collected in two phases. Phase one comprised focus group discussions and semi-structured interviews with 21 teachers whilst phase 2 dealt with 120 teachers. In addition, 6 teachers, and four head teachers at the second phase were interviewed and observed. In all cases, a pre testing of instruments were conducted to improve the instruments before the main study. Many issues emerged in the study, however, we intend to concentrate on teacher dissatisfaction with the frequency at which in-service Training was organised; Night allowances paid to teachers; Rate of promotion; rate at which medical bills for teachers were paid as well as teachers' transport allowances. These issues which dissatisfied primary school teachers in the area are well discussed in the present paper which would serve as food for thought for all concerned in teacher development in Ghana. Suggestions are made for the administrators of Ghana Education Service on improving these teaching conditions.

Ngozi N. Agu, N. N., Omenyi, A. S., & Odimegwu, C. O. (2010). ICT in girl-child education: The teacher element. *African journal of interdisciplinary studies*, 3, 21-29.

ABSTRACT

Female illiteracy has been identified as one of the major obstacles to social, political and economic development in most countries of the world, particularly African countries. This situation caught the attention of the United Nations particularly, UNESCO, UNICEF, individual governments, governmental and non-governmental organizations. It is elating to know that these interventions have yielded immense fruit that most African countries have managed to get parity between boys and girls enrolment in primary and secondary schools. However, there exist problems of performance, drop-out and low enrolment in science and technology courses amongst others. Fortunately, Information and Communication Technologies (ICT) promise to increase girls' access to education and also to enhance the quality and functionality of their education. Incidentally, the teacher is the key player in the education of children and needs to have the knowledge, competence and proficiency in the use of the ICT in educating the girl-child for these gains to be

realized. To assess the attitude to, level of knowledge and usage of ICT in education, a sample of 133 lecturers and 270 students from Faculty of Education and Colleges of Education in Anambra State were drawn. Percentage and mean were used to analyse the data which was collected through self-report-questionnaire. It was discovered amongst others that both the lecturers and students have positive attitude to ICT but have poor knowledge, poor ICT culture and usage in education. It was recommended among others that teachers be duly equipped with the competences necessary to deliver in this new information technology age; that the government fully equip its teacher preparation centres with ICT enhancement tools; that the National Library on ICT be more practical based than theoretical.

Ghanney, R., (2011). The Impact of Parent-Teacher Co-operation on Education of the Child: A case study of the Effutu Municipality. *International Journal of Education*, 1 (1), 90-98.

ABSTRACT

The study was conducted in selected community Senior High Schools of Effutu Municipality, Ghana. It sought to identify and analyse the impact of parent-teacher co-operation on the education of the child. Questionnaires and interviews were used to collect data from parents, teachers and students. A total of one hundred (100) respondents were used for the study. Data were collected and analysed using descriptive and inferential statistics (tables, use of absolute figures and percentages including chi-square technique). The study found out that both teachers and parents have had positive impact on the education of the child. Parents provided material support whereas teachers contributed academic support. Again, it found out that parent-teacher co-operation featured greatly in parent-teacher association which offers financial assistance to teachers and school through dues and other contributions. The study recommends that school authorities, parents and children should be involved when making policies or taking decisions that affects the welfare of the child. The study again recommends government and parent contributions in the form of textbooks and other learning materials to assist students learn better and succeed in academic work.

Ghanney, R., (2010). "Enhancing Effective Learning of Social Studies in Basic Schools in Winneba" *International Journal of Educational Leadership*, 3 (3), 184 – 191

ABSTRACT

The study sought to examine the quality of Social Studies education in basic schools in Winneba and how its learning can be enhanced. Purposive sampling was used to select 120 respondents comprising 100 pupils and 20 teachers drawn from five public and two private schools in Winneba. The main instruments used for data collection were questionnaire and an observational guide. Findings were coded and given qualitative interpretation with the support of absolute figures and percentages. Major findings included 70% of pupils claiming that teachers handling Social Studies use traditional methods of teaching where teachers lecture and write notes on the chalkboard for them to copy without active participation.. The major contributory factors to why teachers use the traditional method were found to be inadequate textbooks, inadequate equipment, teaching materials, inadequate fieldtrips/excursions and the practice of not inviting resource persons to teach difficult topics. Suggestions made to enhance effective learning of Social Studies included improved government's support in the provision of logistics, teacher-in-service training, teachers' inculcation of role play/dramatization, songs, rhymes, games, field trips in the handling of Social Studies lessons.

Esia-Donkoh, K. & Adu, O. (2010). Mentorship as an initial teacher preparation programmes in Colleges of Education in Ghana: View of mentees from Ola College of Education, Cape Coast. *International Journal of Educational Leadership*, 3,(3), 241 - 251

Esia-Donkoh, K. & Yelkperi, D. (2011). Copying with Stress: Strategies adopted by Students of the Winneba Campus of University of Education, Winneba, Ghana. *US-China Education Review*, USA, 8 (7).

Esia-Donkoh, K; & Eshun, G., (2011). Job Satisfaction among headteachers of public basic schools in the Cape Coast Metropolis in the Central Region of Ghana. *International Journal of Basic Education*, 1 (1), 133 – 145.

BOOKS

Buku, D. K., Noi-Okwei, C., Wilson, K. N. & Edet, P. B. (2010), *Essential skills in counselling*, Accra: Combent Impressions. ISBN: 978 9988 8498 8 7

Namale, M. K. (2011). Guidance and counselling education. Cape Coast; Edsam printing press

Namale, M. K. (2011). The professional counsellor. Cape Coast; Edsam printing press

Oppong, F. S., Amissah, P. A. K., Asemanyi, E. T. & Ziggah S. R. (2010). Principles and practice of teacher education in Ghana. Accra, Emmpong press

CONFERENCES/WORKSHOPS/SEMINARS

J. Majisi

4th Community Based Rehabilitation (CBR) Africa Network Conference, Abuja, Nigeria, October, 26-29 2010.

Paper Presented:

Including Community Based Rehabilitation (CBR) in other training programmes

ABSTRACT

This paper gives a brief background to the concept of Community Based Rehabilitation (CBR) and its philosophy of inclusive development. It focuses on the development of effective training and skills of individuals and groups of people as an integral and crucial element in the promotion of Community Based Rehabilitation. The paper further discusses implications for including CBR in other mainstream training programmes as well as current trends in CBR training and how this training has been limited in coverage of a wide range of persons involved in CBR activities. It gives prominence to the inclusion of CBR in other training programmes as very useful taken cognizance of some case studies from Ghana and personal experiences. The paper also acknowledges the existence of some potential challenges. Some recommendations for including CBR in other training programmes are made.

C. Noi-Okwei

International Conference on Applied Psychology (ICAP), Paris, France, June 28-30, 2010

Paper presented:

Depression and its effects on a cognitive performance test

ABSTRACT

In this study, participants with adjustment disorder with depressed mood (aged 18-54 years) with mild depression (N=18), severe depression (N=12) were compared with healthy controls (N=20) on the Multidimensional Aptitude Battery (MAB) a cognitive performance test. Using One Way Analysis of Variance and Matched Sample t-test. The results of the analysis shows that severely depressed participants performed poorly on the cognitive performance test relative to controls, however there were no significant differences on

the cognitive performance test scores between the severely depressed and the mildly depressed. In addition, performance on the non-verbal performance subtest was poorer than that of the verbal subtest, suggesting that depression affects the executive functions of the person.

C. Noi-Okwei & N. Agu

1st Bi-annual Faculty of Education International Conference. Nnamdi Azikiwe University, Awka, Nigeria, May 22-28, 2011

Paper presented:

Assessing Teachers' Knowledge of Attention Deficit Hyperactive Disorder (ADHD) in Ghana.

ABSTRACT

This study was conducted to assess private and public primary school teachers and student teachers' knowledge of Attention Deficit Hyperactive Disorder (ADHD). A convenient sample of 37 private educators, 30 public educators and 69 student educators from Winneba Municipality and University of Education, Winneba were surveyed. Results revealed there was no significant difference in knowledge of ADHD with regards to the teachers' academic qualification ($F = 1.251$, $df = 2$, $p > .29$), neither was there gender differences in the knowledge of ADHD ($t = -1.391$, $p = .167$). The survey confirmed previous studies that indicated that teachers had limited knowledge about the symptoms and diagnosis of ADHD. Implications of the learning characteristics of children with ADHD in the classroom setting as well as the need for in-service training for private school teachers are discussed.

F. Mensah & Y. E. Yekple

2nd National Disability Conference, KNUST, Ghana, 10th -12th, August, 2011

Paper presented:

Vocational training and employment opportunities for persons with intellectual disability and the impact of Ghana's legislations

ABSTRACT

The aim of this small scale survey was to explore the extent to which these person with disabilities (PWDs) have access to vocational training and employment. The objectives were: to explore how the school system and the rehabilitation centers provide practical vocational training, the influence of societal attitudes, and how the various legislative instruments influenced the achievements of employment rights for these persons. Data were collected thorough the use of questionnaire, interview, and observations. The data was analyzed through descriptive methods. The results of the study revealed that employment opportunities are slim or nonexistence for these individuals in Ghana. The study identified the major contributing factors as: inadequate practical vocational training right from school level, lack of access to rehabilitation training, poor transition programming, inadequate resources, lack of effective collaboration between the schools and the designated agencies, societal negative attitudes, and lack of proactiveness of the legislative instruments. Some recommendations were made based on the findings.

Y. E. Yekple & F. Mensah

2nd National Disability Conference, KNUST, Ghana, 10th -12th, August, 2011

Paper presented:

Parental collaboration and support for teachers in addressing the needs of children with special learning needs: a case study of some selected regular schools in the Winneba municipality of the central region of Ghana

ABSTRACT

The purpose of this study was to assess the level of parental support for teachers towards meeting the learning needs of children with special needs in some selected regular schools in the Winneba Municipality. The study adopted a case study design and further focused on examining what factors influence parental collaboration and support for teachers and the provision of children needs in the selected schools. Thirteen primary schools were involved with the teacher population of 78 and 10 parents. Questionnaire involved a likert-type scale items built on a five-point rating scales ranging from strongly agree to strongly disagree was designed for teachers while a semi-structured interview guide was designed for parents. Observation and documentary evidences also formed the methods of enquiry. Both quantitative and qualitative methods were used for data analysis. Through data analysis, it indicated that parental collaboration and support for teachers to address the learning needs of children were minimal, some children come to school without the least materials for class exercises, and there was misconception of the fee-free concept of basic education in the mist of the surge in enrollment of children. Some recommendations are made based on the research findings.

M. A. Ocloo

2nd National Disability Conference, KNUST, Ghana, 10th -12th, August, 2011

Paper presented:

Evaluation of Braille competency and user skill efficiency among male and female teachers in Akropong School for the Blind in the Eastern Region of Ghana

ABSTRACT

The purpose of the study was to find out the Braille competency and the skill user efficiency of teachers of the children with visual impairment in the Akropong School for the Blind in the Eastern Region of Ghana. a case study design with an element of non exploratory single test design was used to guide the study. Purposive sampling technique was used to select 50 teachers who were all first degree holders who specifically trained to teach the children with visual impairment from the University of Education, Winneba. These teachers were 19 females and 31 males were prepared to teach Braille and all forms of pedagogy to individuals with impairment. The American Library Board Competency Tests was adopted and used to gather data from the sample size. The data collected was analyzed using (SPSS VERSION 16.0) Statistical Package of Social Sciences to generate tables and figures to support discussions. An independent T test was used to determine the mean of both males and females for sake of comparison to find out which of these genders read Braille better. The 50 teachers in the sample who took part in the study were involved in the competency tests in grade two Braille tests. It came out that the teachers committed as much as 459 mistakes (letters were omitted or deleted) with only 1 format irregularity.

M. A. Ocloo, J. Majisi, & V. Mamah

5th African Blindness Forum, GIMPA, 3rd to 8th July, 2011.

Paper presented:

Social Inclusion of Students with Blindness in Regular Schools - Social Status of Students with Blindness

ABSTRACT

The purpose of the study was to explore the level of social interaction (relationship) between students with blindness and their peers without disabilities at Ghana National Primary School at Cape Coast, Ghana. The case study research design was used for the study. The sample size for this study was 25. The methods for data collection were interviews and sociometric scale. The purposeful and random sampling techniques were used to select the sample size. Data was analyzed using frequency counts involving simple percentages presented on Microsoft Excel Worksheet and content analysis technique using themes and data from respondents. Results from the study showed that students with blindness cooperated and related more to their fellow peers

with blindness than with their sighted peers. Students without special needs excluded students with blindness in some social activities, and they did not know much about the students with blindness as far as interaction with them was concerned and therefore isolated them from interactions. It was recommended that teachers should teach social and interpersonal problem solving skills to the students with blindness. Also, teachers should educate students without disability about disability issues through class discussions.

M. A. Ocloo, J. Majisi, E. K. Acheampong & V. Mamah
5th African Blindness Forum, GIMPA, 3rd to 8th July, 2011.

Paper presented:

Integrating indigenous knowledge and practices in the UN convention on the rights of persons with disability to promote the rights of persons with disabilities in Ghana.

ABSTRACT

This study investigated how indigenous knowledge on disability and practices influence or promote the rights of Persons with Disabilities in Ghana. A qualitative approach was employed in this study. Random sampling technique was used to select 60 participants for the study. Focus group interview was used as the tool to collect data from the participants selected from 4 villages in the Efutu Traditional Area of the Central Region in Ghana. The study revealed that Ghanaians indigenous knowledge and practices influence the promotion and protection of rights of persons with disability. It was therefore recommended that the Ghanaian indigenous knowledge should be integrated into the UN Convention to make it more culturally meaningful and acceptable to persons with disability in Ghana.

FACULTY OF LANGUAGES EDUCATION

Abakah, E.N., Caesar R. O., & Ababila, J. (2010). The tonomorphology of reduplication in Akan, Dangme and Gurene. Accra: *Studies in the Volta Basin*, 6, 121-140.

ABSTRACT

Reduplication is a morphological phenomenon by which the base is reduplicated in the reduplicant and in so doing diverse phonological phenomena take place. This study focuses on morphology and tonal perturbations associated with the reduplication of verbs, nouns and adjectives in Akan, Dangme and Gurene. It is demonstrated in this paper that verbs, nouns or adjectives belonging to the same subclass in any of these languages behave totally the same. It is made clear that Akan usually copies the segmental melody of the base minus its prosodic properties but the copy receives its prosodic content by default at the phonetic stage whereas Dangme and Gurene regularly copy both the segmental and tone melodies of the base in the reduplicative template. It is assumed in the existing literature that the reduplicant is invariably prefixed to the base in Akan, but on the strength of tonal perturbations that characterize reduplicated forms in Akan, like any of these languages, it is established in this study that the reduplicant in these languages may be prefixed or suffixed to the base. However, in Akan and Dangme especially, the reduplicative template may even be infix within the base, depending upon the type of reduplication.

Atteh, E. T., & Adjei, F. A. (2011). Child naming ceremonies among the Dangme people of Ghana. In Mutaka, Philip (Ed.), *Glimpses of African Cultures (Echo des cultures Africaines)*. Paris: L' Harmattan pp. 63–71.

ABSTRACT

The Dangmes, like other ethnic groups in Ghana, have a unique way of giving names to their children. The naming procedure is marked by a special or rather colourful ceremony that involves not only the two families of the parents of the child but spans across the whole community. The ceremony is not only used to present the individual with name or names, it is also an occasion on which the child is welcomed and ushered into society through some specific rituals. This paper highlights and discusses the significance of these rituals as they relate to the various circumstances under which a child is born.

Ali, M. K. K. (2010). Medium of instruction (MOI): A study of the perceptions and preferences of pupils and teachers in the use of Dagaare in the teaching and learning of cultural studies. *African journal of Interdisciplinary studies*, 3, 167-175.

ABSTRACT

The study investigated pupils and teachers of junior secondary school (JHS2) in the Dagaare speaking area of the Upper West Region of Ghana on the problem of medium of instruction (MOI) with regard to their perception of Dagaare as an appropriate language of instruction in cultural studies and also their preference of same as the more appropriate MOI for cultural studies. The design was the simple descriptive survey. The total sample for the study was made up of 262 respondents (231 pupils and 31 teachers). Data was collected using questionnaires, informal interviews and observing lessons of cultural studies. Data was analysed using the chi-square test. The main findings of the study indicated that majority of the pupils and teachers (rural and urban) perceived Dagaare as a more appropriate MOI and also the same preferred it as a MOI in cultural studies. A significant difference ($\chi^2 = 13.40181$, $p = 0.0025$) was however observed between teachers and pupils in their perceptions (with teachers being more positive). Again a significant difference ($\chi^2 = 33.09644$, $p = .00000$) was observed between pupils and teachers (with a majority of teachers more inclined in their preference) in the choice of Dagaare as MOI in cultural studies. The study therefore made the recommendation, among others, that the MOI in cultural studies needs to be changed from English to the Ghanaian language.

Owu-Ewie, C. (2010). The language of education in Ghana and linguistic human rights. *Languages and Linguistics*, 29 (24) 53-68.

ABSTRACT

One of the basic human rights of minority persons is to achieve high levels of bi- or multilingualism through education (Skutnabb-Kangas, 1994). The opportunity for children to use their L1 has implications for their educational and cognitive development. The use of a language other than the children's L1 in education threatens their academic development and deprives them of the many social advantages. In the view of Piron (1998, p. 1), "When you are forced to use a language which is not yours, you appear less intelligent than you are, very often you sound ridiculous." According to the tenets of the Linguistic Human Rights, every child has the right to learn using the mother tongue at least at the basic level of education. Despite this unequivocal statement in the Linguistic Human Rights on the education of children, most children in Africa, including Ghana are educated in a language which is not their mother tongue. This article attempts to look at how the language policy of education in Ghana violates the Linguistic Human Rights (hereafter LHR) of the Ghanaian child and examines ways to improve the situation.

Owu-Ewie, C. (2010). Integrating language into the academic discipline: A practical example at Harvard University. *Journal of the National Council of Less Commonly Taught Languages*, 8, 23-36.

ABSTRACT

There has been a growing interest in the learning of African languages in US institutions in recent years. Students learn these languages for various reasons, among others: to fulfil academic requirements, to connect with their heritage, to undertake academic research and learn to help them understand materials in an academic course they are taking. To make this process meaningful to learners, there is a need to integrate language learning into academic disciplines. However, this is one area which has received little attention in an African language syllabus at the university level. Areas abound in African language learning which can be made meaningful to students in the university. This paper describes how the African Languages Program at Harvard University collaborated with a professor of Anthropology to teach the course "Delimiting health disparities in the African Diaspora: A Laboratory for social Engagement". This involved twenty-two students in three African languages (Akan -Twi, Dinka, and Wolof) as well as Haitian Creole.

Owu-Ewie, C. (2010). Developing critical thinking skills of pre-service teachers in Ghana: Teaching methods and classroom ecology. *Academic Leadership: The Online Journal*, 8(4). www.academicleadership.org

ABSTRACT

Although the need to develop students' critical thinking skills in education started in the Deweyan era, its development in schools has become crucial in this age of technological challenges and multicultural world. The development of critical thinking in learners begins with teachers but most teachers are inadequately prepared for this task. This qualitative case study used interviews and observations to investigate how the teaching strategies employed by teachers and the classroom ecology they create affect critical thinking skills development in Ghanaian pre-service teachers and how the situation can be improved. The study identified that ineffective teaching methods and hostile classroom atmosphere employed by teacher trainers affect pre-service teachers' critical thinking skills development and its subsequent promotion in Ghanaian classrooms.

Akakpo, E. (2010). Valeurs et difficultés d'emploi du trait d'union en orthographe française. *INFOPROF, Journal des Professeurs de Français*, Edition spéciale, 53, 53-61.

ABSTRACT

La présente étude est une recherche sur l'emploi du trait d'union en orthographe française. Le trait d'union est un signe auxiliaire en français dont l'emploi est très important mais très épineux. Malgré les différents rôles que joue le trait d'union dans la langue écrite, son emploi constitue une des difficultés orthographiques pour les apprenants et les usagers de la langue française. Dans le but d'identifier les particularités de ces difficultés, nous avons analysé un corpus recueilli à partir des productions écrites des apprenants du niveau Senior High School (SHS) au Ghana. À partir des résultats obtenus, nous avons constaté que les irrégularités qui témoignent des difficultés d'emploi du trait d'union proviennent d'une part, des pièges orthographiques dans la langue et d'autre part, des stratégies d'enseignement et d'apprentissage de l'orthographe dans la didactique du français langue étrangère (FLE). En effet, nous avons proposé des moyens pour mieux aborder l'enseignement de l'orthographe en vue d'assurer une bonne maîtrise de la langue surtout à l'écrit.

Atteh, E. T. (2010). The impact of language Experience Approach in teaching and reading in basic schools: a quasi-experimental study in the Asesewa circuit, Manya-Krobo Education District. *Journal of African Cultures and Languages*, 1, 29–35.

ABSTRACT

The low rate of mother tongue literacy seems to have a negative impact on general education performance of the Ghanaian child especially the vast majority in the less endowed areas of Ghana. The purpose of this study was to investigate the impact of the Language Experience Approach (LEA) on reading performance of pupils in Dangme in some selected schools such as the Asesewa Circuit of the Manya Krobo Educational District in the Eastern Region of Ghana. Another focus of the study was to ascertain whether the use of the LEA can improve teacher competency or effectiveness in the teaching of reading in Dangme. Findings of the study show that the experimental groups performed better than the control groups in both setting (rural and urban) – an indication that LEA improves the reading skills of pupils irrespective of settings and therefore has some advantage over the basal and individualized reading approaches.

Adams, G. (2010). Libation text in Ga: Aesthetics of the language of the Wulomo. *Journal of African Culture and Languages*, 1, 45–46.

Amuzu, D. S. Y. (2009). Problèmes de traduction du groupe nominal collectif en français et en anglais. *Synergies Afrique Centrale et de l'Ouest*, 3, 17-39.

Nsoh, A. E., & Adjei, F. A. (2011). The Daboo (multiple) burial rite(s) of the Farefari people in Ghana and its benefits to modern city development. In Mutaka, Philip (Ed.), *Glimpses of African Cultures (échos des cultures africaines)*. Paris: L'Harmattan pp 93–101.

Ofori, Kwaku. (2010) *Verb Serialisation in Larteh.*, In Dakubu, M. E., Kropp, N. A., Amfo, E. K., Osam, K. K., Suah & G. Akaling-Pare (Eds), *Studies in the language of the Volta Basin* 6, Legon: Department of Linguistics pp 75-91.

Abakah E. N., Ofori K., & Amisah, C. (2010.) Tone terracing in Akan. *Journal of African Cultures and Languages*, 1, 1-20.

BOOKS

Adams, G., Nortey, D., & Apperly, M. (2010). *Ga Kesemowolo (P 1, 2 & 3), Remedial Reader*. James Town-Accra. Enico Commercial Printers.

CONFERENCES WORKSHOPS AND SEMINARS

C. Owu-Ewie

West African Teachers Conference, GNAT Hall, Accra, Ghana. August 13-20th, 2010

Paper presented:

Obstacles to thinking: The case of pre-service teacher training in Ghana.

ABSTRACT

The aim of any progressive education is to develop the critical and creative thinking skills of learners. According to Dewey (1966), all that schools can do is to develop the thinking abilities of learners. Good thinking is crucial to any technological and multicultural world (Swartz & Parks, 1994). For learners to achieve personal advancement, schools must prepare them to exercise critical judgment and creative thinking to gather, evaluate, and use information for effective problem solving. However, in most parts of the world and in Ghana in particular teachers are inadequately prepared to undertake a task of this enormity (Ministry of Education, Ghana, 1994; Acheampong, 2001). Developing better thinking skills in learners is affected by a host of factors which differ from environment to environment. This descriptive qualitative single case study used interviews and observation to investigate the factors that inhibit thinking in pre-service teacher training institutions in Ghana. The study used inductive analysis and creative synthesis approach (Patton, 2002) and a natural way approach (Chenail, 1995) as data analysis and data presentation respectively. It was found that the culture of the society and the educational system, perception of teaching, teacher educational policies, teaching strategies and classroom environment impede the development of thinking in pre-service institutions in Ghana. These factors are cyclical; one begets the other.

C. Owu-Ewie

West African Teachers Conference, GNAT Hall, Accra, Ghana. August 13-20th, 2010

Keynote Address Delivered at the West African Teachers Conference: The language policy of education in Ghana: Challenges and the way forward in the 21st Century

ABSTRACT

The opportunity for children to use their L1 has implications for their educational and cognitive development. The use of a language other than the children's L1 in education threatens their academic development and deprives them of many social advantages. In the view of Piron (1998, p. 1), "When you are forced to use a language which is not yours, you appear less intelligent than you are, very often you sound ridiculous." However, formulating and implementing language policies (which involve the use of L1) of education in African countries especially at the lower primary level has been a contentious issue at social and political levels. Ghana has not been an exception to this phenomenon. In a country with between forty-two and sixty indigenous languages (Dakabu, 1988) plus English as an "unofficially" official language, selecting a language as medium of instruction in school is a hard nut to crack. From the colonial era through independence to the present era, Ghana has been grappling with language to use as medium of instruction in its educational system especially at the lower primary level. There has been back and forth implementation of this policy. The paper focuses on the challenges facing the use of L1 as medium of instruction in Ghanaian schools and the way forward.

P. Kpodo.

25th GILLBT Academic Seminar Week Conference, GILLBT Training Centre, Kanvilli-Tamale, Ghana, February 21-25, 2011.

Paper presented:

An Acoustic Analysis of Sele Vowels

ABSTRACT

This paper presents a systematic description of the 10 vowel phonemes (seven oral and three nasal vowels) of Sele, the language of the people of Santrokofi through a spectrographic analysis. The paper determines on scientific basis, the underlying acoustic parameters that characterize the vowel system of Sele. The result of the study defines the acoustic vowel space of the language and shows, that the vowels are adequately dispersed within the vowel space as predicted by the maximal dispersion theory. The result further reveals that there are no significant dialectal differences among the three villages, (Benua, Bume, and Gbodome) that constitute the Sele language community - on the acoustic level.

P. Kpodo.

8th Inter_ Univ. Conference on Coexistence of Languages in West Africa, University of Education Winneba, Ghana, June 13-17, 2011.

Paper presented:

The vowel space of Siya: An acoustic analysis

ABSTRACT

This paper presents a systematic description of the 9 vowel phonemes of Siya, the language of the people of Avatime through a spectrographic analysis. The paper determines on scientific basis, the underlying acoustic parameters that characterize the vowel system of Siya. The result of the study defines the acoustic vowel space of the language and shows that, the vowels are adequately dispersed within the vowel space as predicted by the maximal dispersion theory. The result further reveals that [a] is a back vowel in Siya and also that Siya has four front vowels and five back vowels.

P. K Geraldo

Third inter-university seminar for doctoral studies, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana, April 18-22, 2011

Paper presented:

Literary theory and critical theory: problems of criticism of African literature.

ABSTRACT

Currently, literary communication is assuming different dimensions as a result of the emergence of diverse critical approaches. This study, therefore addresses some of the epistemological questions emerging from the theoretical implications of this phenomenon within the contemporary context of literary production and literary analysis. It seeks to redefine the concepts literature, literary theory, critical theory and literary criticism and places them within the dynamics of the current exigencies of literary communication. The study further identifies some of the problems confronting critics of African literature such as inadequate socio-cultural information, theoretical and methodological weaknesses, false, illogical and debatable interpretations. The paper concludes that the task of the contemporary critic of African literature is to be eclectic, to apply existing theories to new arguments to arrive at persuasive conclusions, to examine existing theories in order to confirm their plausibility and validity, and to formulate new theories using the existing theories as point of reference.

P. K. Geraldo (Prof.)

Inter-University Conference on the Coexistence of Languages in West Africa - University of Education,
Winneba, Ghana, 13th – 18th June, 2011

Paper presented:

Narrative dynamics and gender conflict in Ama Ata Aidoo's "Changes".

ABSTRACT

The study observes that Ama Ata Aidoo uses various forms of narrative modes in Changes to make a statement on the social, economic and political justice for the African woman. "Narrative dynamic" is defined in the study as the frequency or number of times that specific events are narrated in a story. Four modes of narrative dynamic are discussed- singular mode, repetitive mode, iterative mode and coincidental mode. Using the narratological principles outlined by Gérard Genette (1992) and aspects of feminist critical theory postulated by Carolyn Allen (1987) as its theoretical basis, the study analyses the rapport between the narrative modes and gender conflict in Changes. It further concludes that through narrative dynamic in Changes, Ama Ata Aidoo denounces structures that continue to oppress the African woman and calls her to rise to action.

E. Akakpo

8th inter University Conference on Coexistence of Languages in West Africa, 13 -18 June 2011, University of Education, Winneba, Ghana.

Paper presented:

How to use ICT tools in language teaching

ABSTRACT

This paper presents an overview of Information and Communication Technology (ICT) tools and how they can be used to teach language effectively and efficiently. Based on some principles and practice of language teaching and learning, an attempt is made in the paper to explain the need to design language teaching materials using ICT tools. This was done in relation to highlighting certain common factors of motivation as well as teachers' roles in achieving better results in teaching, learning and using language effectively. The paper posits that Gagne's nine events of instruction should be worth considering in the effective use of ICT tools in language teaching. These events therefore constitute the theoretical framework within which the paper discusses the use and the benefits of some selected ICT tools and software that can be used to enhance the teaching and learning of English as a second language and French as a foreign language in the Ghanaian context.

E. Akakpo

8th inter University Conference on Coexistence of Languages in West Africa, , University of Education,
Winneba, Ghana, 13 -18 June 2011

Paper presented:

Quelle méthodologie pour l'enseignement du français au Ghana?

ABSTRACT

La question de méthodologie dans l'enseignement du français au Ghana reste primordiale dans le cadre linguistique et sociolinguistique. En contexte ghanéen, le français, une langue étrangère, mérite d'être enseigné par rapport aux théories d'enseignement et apprentissage des langues étrangères. Toutefois, le

constat est que dans nos écoles et universités, la didactique du français langue étrangère paraît avoir un visage assez panoramique englobant toute une variété de pratiques théoriques dans l'enseignement et l'apprentissage des langues. En effet, une question se pose: est-ce que la méthodologie du français langue étrangère (FLE) est différente de celle du français langue seconde (FLS) ? Une étude de cas des programmes d'enseignement du français de l'University of Education, Winneba a permis d'examiner la didactique du FLE par rapport aux différents contextes d'apprentissage du français et aux différents modules de formation des futurs enseignants. L'analyse de certains modules et les réflexions quant aux pratiques de la langue ont suscité entre autres, une proposition pertinente: l'organisation fréquente des ateliers et séminaires départementaux en vue d'une révision des programmes d'enseignement et d'une amélioration des pratiques didactiques en FLE.

E. Akakpo

GAFT Congress, 31 August - 3rd September 2010, Sunyani, Ghana.

Paper presented:

Le FOS: Didactique et Domaines Spécialisés

ABSTRACT

Le Français sur Objectifs Spécifiques (FOS) s'applique à des publics ayant des besoins d'apprentissage ou d'enseignement spécifiques. Depuis quelques années, la didactique des langues a connu une autre dimension suite à des besoins d'ouverture de filières pour permettre de développer les compétences de compréhension et d'expression dans une discipline spécialisée donnée en français. La question qui se pose est celle-ci: si le français langue étrangère (FLE) s'enseigne et s'apprend aux mêmes fins que celles du FOS, est-ce que l'enseignant du FLE a besoin d'une formation spécialisée pour bien enseigner le FOS? Cette étude se propose d'élucider la problématique du FOS en mettant l'accent sur la place de l'enseignant du FLE dans la conception des programmes de FOS vu ses différents domaines spécialisés. En s'appuyant sur certaines notions historiques dans l'évolution de l'enseignement fonctionnel de la langue, l'étude tente de différencier entre le FOS et le FLE quant aux publics, aux objectifs et aux besoins des deux méthodologies afin d'examiner certains documents et moyens ou supports pédagogiques dans l'enseignement du FOS.

R. O. Caesar

41st Annual Conference on African Linguistics (ACAL42), Toronto, Canada, 6th-8th May, 2010.

Paper presented

Negation in Dangme

ABSTRACT

This paper presents a descriptive analysis of negation in Dangme. It considers the negative morpheme in Dangme, and how some of its allomorphs are used in the language. Negation may be expressed morphologically, syntactically and sometimes lexically. Negation in Dangme may be represented at the phonemic level by a phoneme after the finite verb, and suprasegmentally: tone, etc. [we] or [be] or [-i] or ['] are the segmental variants of the negative morpheme in Dangme: the purpose of this paper is to examine these allomorphs of the negative in Dangme.

R. O. Caesar

Annual GILBT Academic Seminar Week Conference, GILBT Training Centre, Kanvilli-Tamale, Ghana, 21st-25th February, 2011.

Paper presented:

A Comparative Study of Ex-Situ Focus in Dangme and Dagbani.

ABSTRACT

The focus of this paper is to give a comparative study of ex-situ focus marking in Dangme and Dagbani, a Kwa and Gur languages respectively. I hypothesize that Dangme has the elements lɛ and nɛ which are used to encode ex-situ focus. These elements seem to be in free variation since the paper does not readily determine what favours the choice of one over the other. Dagbani however, has ka and n, which also encode exhaustive focus. The choice of one over the other is dependent on the grammatical role of the constituent that is to be focused. I conclude that though ex-situ focus encodes exhaustively in both languages, there is a structural asymmetry in Dagbani which is missing in the Dangme language.

R. O. Caesar

8th Inter-University Conference on Co-Existence of Languages in West Africa. University of Education, Winneba, Ghana, 13th -17th June, 2011.

Paper presented:

Derivation in Dangme

ABSTRACT

The purpose of this paper is to describe the derivational processes in Dangme. That is, it is an attempt at exploring the various processes of generating new words in the Dangme language. The study of derivation is an area of research which has not attracted much attention in Dangme. The paper considers the nature of derivational processes in the Dangme language in terms of their initiation at the morphological, syntactic and semantic levels. It examines the use of derivational prefixes and suffixes in deriving nouns from verbs, which is nominalization (agentive, gerund and result). The nouns formed from agentive, gerund and the resultant nominalization behave like any other noun in the Dangme language. The paper further discusses Dangme verbs and adjective derivations (participles), among others. The participles derived from the root verb forms function like a prototypical adjective in Dangme.

D. K. Ayi-Adzimah

4th Inter-University Conference on Doctoral Studies, University of Ghana, Legon, 6th to 10th June, 2011.

Paper presented:

Linguistique contrastive et analyse d'erreurs. (Contrastive Linguistics and Error Analysis in research)

ABSTRACT

The learning of a second or a foreign language implies an obligatory contact and an interaction between at least two languages. It is an interaction during which the linguistic codes of two or more languages mutually influence one another. It is from this perspective that this communication seeks to expose the concept of Contrastive Linguistics as well as the principles of Contrastive Analysis of Errors and Error Analysis as important tools that could be used to research into learners' difficulties in second or foreign language learning. The paper used examples of the above mentioned concepts to show how they can be applied in research into language learning with illustrations taken from the Ph.D. thesis of the author. The paper concludes by stressing the usefulness of Contrastive Linguistics and Error Analysis in research, especially in Didactics of languages.

D. K. Ayi-Adzimah

4th Inter-University Conference on Doctoral Studies, University of Ghana, Legon, 6th to 10th June, 2011.

Paper presented:

Démarche d'enquête d'usage linguistique. (The Procedure for an investigation in linguistics).

ABSTRACT

This paper seeks to demonstrate how to formulate clear and concise research topics to Doctoral students who are preparing their theses so as to equip them with the requisite skills they would need to successfully conduct their investigations. Based on research for linguistic usage, it uses concrete examples to show the various most important aspects of a Ph.D. thesis, for example, statement of the problem, objectives, methodology, corpora, instruments for data collection, classifications, analysis, interpretation of data, as well as the validation of the research results.

D. K. Ayi-Adzimah

8th Inter-University Conference on Co-Existence of Languages in West Africa, University of Education, Winneba, Ghana, 13th -17th June, 2011.

Paper presented:

Les difficultés d'apprentissage des pronoms compléments indirects chez les étudiants du Ghana (Difficulties Ghanaian students face when learning the pronominalisation of indirect objects) .

ABSTRACT

An earlier study in 2006 revealed that students of The Department of French Education at the University of Education, Winneba (about 61%) do not have a clear perception of transitive verb constructions and their implications for the substitution of indirect objects of such verbs by pronouns. This led us to further probe the issue. The objective of this article is therefore to examine and analyse transitive verb constructions so as to expose the difficulties that students face in their learning of the pronominal substitution of indirect objects in the French language. Data was collected through a test taken by 242 students of the Department. The results were analysed, interpreted and finally validated by a statistical test (chi²). The analysis revealed a hierarchy of difficulties that the students encounter when they learn the pronominalisation of indirect objects. It also showed that learning proceeds in stages according to the learner's knowledge of transitive verb constructions. . Finally, only 47.3% of students' answers were correct and the best performance in the test was achieved by first year students.

E. A. Nsoh

Linguistics Association of Ghana Conference, University of Ghana, Legon, August, 11th – 13th, 2010,.

Paper Presented:

The Relative Clause in Farefari

ABSTRACT

The relative clause (Rel. Cl) is one of the several modifiers within the noun phrase (NP). Unlike lexical and phrasal modifiers which are many and varied, the relative clause is the only clausal element in the NP. It is the noun head modifier and usually will restrict the referents of the NP (see Rijkhoff 2004:24; Comrie 1989). Non-restrictive relative clause also manifest in the language. Like possessor phrases they help the hearer in properly identifying the referent of the antecedent NP. Even in definite NPs in which they occur there are a wide range of possible referents and so the addition of a relative clause add more specific information to tell the hearer who or what the referent is.

I. Al-hassan

Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT), Academic Seminar Tamale, Ghana, 21st – 25th February, 2011

Paper Presented:

Verbal taboos as a salient aspect of communicative competence in Dagbani.

ABSTRACT

This paper examines the concept of verbal taboos in Dagbani, a Gur language spoken by the Dagbamba in the Northern Region of Ghana; it is argued in this paper that verbal taboos form an important aspect of the communicative competence of Dagbamba. I claim in this paper that linguistic items and expressions are usually “innocent” within the linguistic repertoire of a speech community until societal prescriptions inject certain connotations into them and prohibit their usage in certain speech contexts. This observation makes me to postulate that verbal taboos are societal prescriptions that are constructed in line with the social and cultural values of a group of people. I also take a look at certain features of Dagbani verbal taboos where I observe that there are some unique characteristics possessed by lexical items and linguistic expressions which are verbal taboos in the language. I also hypothesize that apart from the sanctions that society may impose on verbal taboos which could include fines, affliction by diseases or even death depending on the gravity of the offence and the social context of usage, failure to observe unmentionable types of verbal taboos threatens one's positive face. An attempt is also made to address certain strategies which are to be adopted by speakers of the language to avoid verbal taboos. These strategies are called Verbal Taboos Avoidance Techniques (VERTAT).

A. S. Issah

Linguistics Association of Ghana Conference,, University of Ghana, Legon, August 11th – 13th 2010

Paper Presented:

Spatial and locative reference in Dagbani

ABSTRACT

This paper is a study of spatial expressions in Dagbani, a Gur language. The system of locative words of Dagbani comprises words that are related to nominal items which in most cases have heterosemic relations with some body parts. Data used in the analysis however indicates that though these postpositions are related in form and might have developed from these nominal items historically, they are distinct from those body part nouns. I use semantic, and syntactic parameters as evidences that the postpositions are distinct from nouns. I further show that these body part terms have been grammaticalized as postpositions and propose possible series of semantic changes that could account for their development as postpositions. This hypothetical grammaticalization process gives additional supporting evidence for the conclusion drawn above that these body part terms used in locative constructions should be analyzed as postpositions.

A. S. Issah

Ghana Institute of Linguistics, Literacy and Bible translation (GILLBT), Academic Seminar,
February 21st – 25th, 2011, Tamale, Ghana.

Paper presented:

The correlation between aspect and transitivity alternation in Dagbani.

ABSTRACT

This paper attempts to describe and analyze the relation between aspect and transitivity in Dagbani, a Gur language spoken in the Northern Region of Ghana by the Dagbamba. The author does this by focusing on the fact that there are different (perfective and imperfective) aspectual markers that correlate with the presence or absence of NP objects or adjunct phrases, such as adverbs. I conclude that pronouncing any syntactic element after a Dagbani verbal phrase or otherwise is determined by the aspectual suffixes of that verbal phrase. In an attempt to find explanations to this transitivity alternations, I make two hypotheses; the incorporated pronouns hypothesis and the focus hypothesis. None of these however, seems to adequately address the problem. It is shown that the correlation between aspect and transitivity in Dagbani sounds (at least superficially) are very similar to the so-called “conjoint/disjoint” or “short/long” verb phenomenon that is found in a number of Bantu languages.

F. Abdul-Rahman

Linguistics Association of Ghana Conference, University of Ghana, Legon, August, 11th – 13th, 2010,

Paper presented:

Tense and aspect marking in Dagbani

ABSTRACT

*The focus of this paper was to investigate tense and aspect as categories of the Dagbani verbal system. The paper argues that tense and aspect are the two main distinctions marked in Dagbani. Discussing how these categories are marked on the Dagbani verbal system, the paper claimed that that aspect is a morphological property of the Dagbani verb based on the fact that there are suffixes which are used to mark this property in the Dagbani language. It is however assumed that tense, unlike aspect, is a syntactic property of the verbal system since it is marked by pre-verbal time depth (TDP) particles which have a prescribed syntactic slot with the language. The paper argues that the particles **di**, **sa** and **daa**, which have traditionally been called Time Depth Particles (TDP), are better analysed as tense particles. These particles basically come before the verbal words and so are referred to as preverbal particles. These particles tell us when an action is specifically believed to have taken place and I argue that they indicate the past tense in Dagbani. The future tense is also believed to be present in Dagbani and also is a syntactic property and could either be definite or indefinite depending on the particle used. Future is not marked with one particle, but is done with the TDPs and the particle **ni**.*

F. Abdul-Rahman

Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT), Academic Seminar, Tamale, Ghana, February 21st – 25th, 2011.

Paper presented:

An Aspect of Dagbani as verbal and nominal

ABSTRACT

This paper examines action nominalization in Dagbani, a Gur language spoken in Northern Ghana by the Dagbamba. Dagbani action nominalization is done via direct verb root/base nominalization using the –bu suffix. The nominal suffix is invariably attached or adjoined to the verb root directly and this derives a nominal category. Action nominalization refers to the action, usually in the abstract, expressed by the verb root. analysis suggests that action nominalization in Dagbani is sensitive to the syllable structure of the language. This paper captures action nominalization using the theoretical framework of Lexical Entry Analysis where, all the verbs that can be nominalized are given the feature “[+nominalization]”, which means that it is possible to have such verbs nominalised in Dagbani.

H. A. Atipoka

Linguistics Association of Ghana Conference, University of Ghana, Legon, August, 11th – 13th, 2010

Paper Presented

Spectrographic analysis of Talensi vowels

ABSTRACT

Acoustic analysis of vowels gives us an alternative of the articulation-based system of description because acoustic analysis helps us to confirm what we think we hear by the use of acoustic cues (Ken Lodge 2009). The paper seeks to present an acoustic description of the vowels of Talen, a dialect of Farefari or Frafra which includes other major dialects such as Gurenɛ, Nabt, Booni and Nankani. The formant frequencies of the vowel

sounds were measured and the formant values generated were plotted in the acoustic vowel space. The recording of speech data was collected in quiet rooms in the homes and work places of speakers using a portable Sony ICD-MS 525 IC recorder. Sound spectrograph was used for the analysis of the recorded data and the production of spectrograms. Corel draw was used to plot the vowels in the vowel chart while SPSS was employed for the statistical analysis on the data that was generated to find out the differences and similarities that exist between these dialects. From the findings I discovered that Talen has nine vowels with [u-v] and [e-ε] close in quality. The results also show that there are some inconsistencies in the distribution of the vowels - all the back vowels appear to be clustered, while the front vowels are dispersed in the acoustic vowel space.

R. Otoo

42nd Annual Conference on African Linguistics (ACAL 42) Maryland, USA, 10th – 12th June, 2011.

Paper presented:

Polysemous and Metaphorical use of NA “see” Verb in Ga.

ABSTRACT

This paper looks at the polysemous and metaphorical use of Na 'See' verb in the Ga language. The noun classes in the Ga language are marked by grammatical concord between the noun head and its modifiers within the noun phrase. The metaphorical uses are based on the human body and its perception and interaction with the world. The paper focuses on the metaphor; and the use of the verb (see) in various contexts. The model of the study is based on Sweetser's cognitively based approach to the study of polysemy and semantic change. The major terms in this study are (a) polysemy (b) metaphor and (c) verb of perception.

R. Otoo

25th GILLBT Academic Seminar Week conference – GILLBT Training Centre, Kanvilli – Tamale, Ghana, 21st -25th February, 2011.

Paper presented:

Documentation of Some Aspects of Ga Traditional Modes of Communication.

ABSTRACT

The paper investigates the traditional modes of communication among the Ga people. The Ga people have several traditional modes of communication which include the use of plants like palm fronds (te ŋ) leaf (Nyanyara) a kind of leaf with yellow flowers, broom, etc. Also used in traditional communication are drums, folktales, town criers, among others. This study is aimed at documenting Ga traditional modes of communication in order to prevent their extinction. This would be done through the use of unstructured interviews and participant observation. The documentation of some of these undocumented traditional modes of communication is to portray and preserve the rich cultural heritage of the people.

R. Otoo

Linguistics Association of Ghana Conference, University of Ghana, Legon, 10th -20th January, 2011.

Paper presented:

Polysemy and Metaphorical use of Ye (eat) Verb in Ga.

ABSTRACT

This paper looks at the polysemy and metaphorical use of Ye 'Eat' verb in Ga in various contexts. The metaphorical uses are based on the human body and its perception and interaction with the world. The analysis considers the socio-cultural experiences of the metaphorical expressions of the verb “ye”. The model of the study is based on Sweetser's cognitively based approach to the study of polysemy and semantic change.

A. Jakalia

Workshop on literacy competency for basic school teachers, Winneba, Ghana. 20th – 22nd January, 2011

Paper presented:

Using Literature for Literacy Improvement in Basic Schools.

ABSTRACT

There is overwhelming evidence that good literature can be used to improve learners' literacy. There is also much evidence that everyone enjoys literature because it entertains. That explains why The Ghana Education Service (GES) insists that literature should be taught right from the basic level. However the challenge is that not many teachers are familiar with interesting ways of making children enjoy literature. This paper introduces participants to interesting ways of making children want to read fiction, biographies and other information books that have been supplied to schools while emphasizing that teachers should learn to develop strategies to make children want to talk about the stories they read, dramatize these stories as well as express themselves in other media.

Literacy can be improved through literature while helping learners develop a love for literature as a discipline that can be studied in school.

A. Jakalia

Faculty of Languages Seminar, Colloquium Paper on Reading, University of Education, Winneba, Ghana, - 23rd April, 2011

Paper presented:

Literacy Research & Pedagogy in Ghana

ABSTRACT

Literacy issues continue to dominate school curriculum research in Ghana. How can the curriculum equip the youth with proficient literacies to cope with contemporary information and communication “overloads”? How can the youth cope with the new societal, academic and workplace technologies? Awareness of the different types of literacy is counterbalanced by public opinion that there is a growing deficiency in rudimentary literacy. This is reflected in poor academic and workplace performances. The tension between the new literacy needs of the digital universe and the literacy curriculum is obvious. However, it is possible to link the literacies in vogue with pedagogy in such a way that there can be an improved relationship. This colloquium recognises these needs and suggests innovations to fine-tune the educational curriculum to accommodate those demands. It builds on the belief that a tertiary extensive reading programme may help re-create a new literate culture in the university which may ripple down the educational ladder.

A. Jakalia

8th inter University Conference on Coexistence of Languages in West Africa, , University of Education, Winneba, Ghana, 13 -18 June 2011

Paper presented:

Using classroom literacies for peace building in conflict endemic areas.

ABSTRACT

This paper examines the nature of language use in some conflict endemic areas in Africa and suggests strategies for using literacies to engage children and their parents in a habit of peace language use. Apart from content-subject areas that already earmark peace as a basic objective, many language lessons lend themselves as peace ambassadors. In particular, simple stories of peace making, extracts from longer stories about peace and consequence of infraction can be used to help learners realize the possibility of using peace-

related language. Sessions on special vocabulary on peace, comprehension passages and essays related to peace, are all ingredients for classroom interaction that will promote peace. Such classrooms become pivots for communicating peace, equality and human dignity. The learners themselves become ambassadors of peace as they become aware of the language of conflict and peace.

J. A. Ababila

Linguistics Association of Ghana Conference; August,, University of Ghana, Legon, 11th – 13th, 2010

Paper Presented

Libation Performance and Ancestor worship-the Farefari world view

ABSTRACT

The focus of this paper is to discuss “performance” in libation prayer among the Farefari community. Bauman (1978) points out that performance as a mode of verbal communication consists in the assumption of responsibility to an audience for a display of communicative competence. Performance is the most crucial aspect of libation prayer. In literary analysis it adds more value and meaning to the actual language that is being used in libation prayer. Thus, we can adduce that performance is a yardstick for measuring a performer's communicative competence which rests on the knowledge and ability to speak in socially appropriate ways. If one performs the libation prayer poorly one may not only disappoint the audience who serve as 'witnesses' of the occasion but also may incur the displeasure and disappointment of the gods and the ancestors. The paper looks at areas such as the performer, the audience (witnesses), setting (place and time), and items used to offer libation. Also, it discusses the concept of ancestor worship which forms the basis of libation prayer. Reverence for ancestors is regarded as typical of the indigenous Farefari culture.

Y. A. A. Ollennu

Linguistic Association of Ghana Conference, University of Ghana, Legon, 10th -20th January, 2011

Paper presented:

Giving reference to the pronominal 'e-' in Ga

ABSTRACT

The paper investigates the third person singular pronoun anaphor “e-“ in Ga , a Kwa language. This pronominal prefix refers to a definite third person discourse entity. It has neither gender nor animate distinction .In Ga, the pronominal 'e-' is attached to the verb when in subjective position. However, there are certain contexts in which the interpretation of the pronominal can be 'he' only or 'she' only, and in other instances it can be any of them. The aim of this paper is to find out how the singular pronoun anaphor could be disambiguated in discourse especially where giving the referent to the anaphor is not simple. The paper employs the Centering theory in the data analysis. In addition the Givenness Hierarchy was also used to find if this pronominal can be disambiguated in some cases where the referent resolution process involves a choice between two candidate referents. The data used was collected from discourse among the Ga students in the University of Education, Winneba. The research seeks to find out the contexts in which this pronominal occurs and its interpretations. In conclusion, it came to light that other factors like context and socio-cultural norms are necessary in giving referent to this Ga pronominal.

E. T. Atteh

8th Inter-University Conference on Coexistence of Languages in West Africa – University of Education, Winneba, Ghana, 13th – 17th June 2011

Paper presented:

Towards an Effective/Authentic Terminology Development for Ghanaian Languages: The Case of Dangme.

ABSTRACT

There is the notion that our indigenous African languages are not suitable as languages of instruction in teaching courses in the Sciences, Humanities and Technology especially at the higher levels of education because of the lack of terminologies. To debunk this notion, African scholars must begin to create and develop appropriate terminologies that will be suitable for classroom instruction at all levels of African education.. This paper shows some ways of creating such vocabulary that will give meaning to the scientific concepts and ideas for which these terminologies will be created. The article focuses on creating such terminologies for the teaching of science, technology and literature in Dangme, one of the ethnic Languages spoken in the Eastern, Greater-Accra and the Volta Regions of Ghana as well as in some parts of Togo. It is hoped that the approaches or procedures that are suggested and outlined could be adopted for other African Languages in general and Ghanaian Languages in particular.

K. Adomako

Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT), Annual Academic Seminar Week, GILLBT Guest House, Tamale, Ghana, February 21-25, 2011

Paper presented:

Vowel Raising in Akan (Asante Twi) Reduplication

ABSTRACT

In this paper, we discuss some issues of vowel height raising in the Akan reduplication domain with focus on the Asante-Twi language. It has already been observed that in the formation of CV reduplicants (REDs) in Akan, a Niger-Congo (Kwa) language, the RED vowels (particularly the low vowels) are always pre-specified for the feature value [+High] with its shape depending on the ATR and back harmony of the root/stem vowel. This process has been observed in CV REDs in all the three major variations of Akan. However, it is claimed that raising a vowel to a mid vowel, particularly in disyllabic REDs, is an idiosyncratic phenomenon to the Fante language. We show in this paper, based on data from Asante reduplicated forms, that raising to the mid vowel is also productive in Asante-Twi and that there are root/ stem CVV forms, in which the final V, when is [+Low] raised to a corresponding mid vowel in the reduplicant, assumes the feature specification [-high, -low] and not the (pre-) specified feature value of [+High] as is the case for CV REDs. Secondly, we propose that in determining the height of the vowel(s) in REDs in Asante in general, the stem final [+Low] vowel surfaces in two main ways in the REDs depending on the syllable structure of the root/stem that reduplicates. First, if the root/stem is a simple CV or CVN, then V (when [+Low]) is raised to a high vowel in the RED. Second, in disyllabic forms as in CV₁V₂, the V₂ (when [+Low]), usually raises to a mid vowel, but not a high vowel as in the CV REDs. We propose a common account for these two forms of raising in the Asante Twi reduplication within the framework of the Optimality Theory.

K. Adomako

2nd Linguistics Association of Ghana (LAG) Conference, Department of Linguistics, University of Ghana, Legon, August, 11-13, 2010

Paper presented:

Verbal Nominalization as a Derivational Process: The Study of Akan.

ABSTRACT

This paper discusses derivational morphology of the Akan language with particular focus on verbal nominalization through affixation (particularly prefixation). There are two ways through which this nominalization process can be realized in the Asante-Twi language which are direct verb stem/base nominalization and nominalization after reduplication. The main difference between the two nominalization processes is shown to be that while in the former process, the nominal prefixes adjoin the verb stem directly to

derive nominals, in the latter process, the same prefixation process also applies but after the reduplication process. I first discuss direct verb nominalization through prefixation and follow it up with the discussion of the nominalization process that takes place after reduplication has applied. We observe that in the case of the latter process, sometimes the nominal prefix adjoins another prefix; the reduplicative prefix, as studied by Dolphyne (1988), McCarthy and Prince (1995), Abakah (2004), etc. therefore, giving us the morphological structure: $Affix_1 + Affix_2 + Stem/Base$. The paper argues that in the direct verbal nominalization, whereas nominal prefixation has to apply first before nominal suffixation in the Asante-Twi language so that the former forms constituency with the stem/base, in the reduplicated stem, the $Affix_2$ (i.e. the reduplicative prefix) has to first adjoin the stem/base before the $Affix_1$, which is the nominal prefix. A swap in the order/level of prefixation between $Affix_1$ and $Affix_2$ renders the output ill-formed- a case for Siegel's ([1974] 1979) Level Ordering Hypothesis. Following Siegel (idem.), the reduplicative prefix, which does not cause a change in lexical category in Akan, is treated as a Class/Level 2 Prefix while the nominal prefix, which changes the lexical category of the stem and/or the reduplicated form becomes a Class/Level 1 affix in this paper. In the end, this paper proposes a common template structure to account for affixation in nominalization of verbs; stem verb and reduplicated verbs in Akan by conflating what looks like two similar morphological structures for both nominalization of stem/base verbs and reduplicated forms, as follows: $Affix_1 \pm (Affix_2) + Stem/Base \pm (Affix_3)$ in that order.

P. Pryce

8th Inter-University Conference on Coexistence of Languages in West Africa – University of Education, Winneba, Ghana, 13th – 17th June 2011.

Paper presented:

Méthode de traduction intralinguale de thèmes bibliques

ABSTRACT

Du point de vue d'une traduction comme étant un exercice pour transmettre un message de l'initiateur au récepteur, l'analyse de la citation dans les Actes 17.11 révèle trois constatations : (1) l'emploi de l'expression « avaient des sentiments plus nobles » signifie l'approbation de leur méthode d'analyse biblique de la traduction, (2) cette méthode d'interprétation biblique se base uniquement sur l'analyse des Ecritures et rien que les Ecritures, (3) l'emploi de cette méthode montre que : comparer la traduction au texte source est une technique valable de l'efficacité de la traduction. Cette étude avait comme but de tester la même méthode des Juifs par une autre traduction biblique intralinguale (Jakobson, 1959), et implicitement vérifier si la méthode se tiendra pour la traduction de la Bible entière. Pour ce faire, j'ai tracé la méthode originale des Juifs en quatre étapes, en l'occurrence : rien que la Bible, trier tous les versets, comparer les versets, traduire/interpréter. Ensuite, j'ai appliqué la méthode à quatre étapes à un concept assez populaire de nos jours, à savoir « parler en langues ». La question était : comment traduire ce concept en un style où la traduction sera en harmonie parfaite avec la Bible entière en sens et en contexte ? Cette étude trouve que la méthode biblique intralinguale se révèle non seulement efficace pour la traduction de la Bible mais, elle est aussi empirique et dépourvue des aspects spirituels non-vérifiables comme la foi et la croyance souvent mélangées dans les études de la Bible. Aussi dans cette étude constatons-nous que la localisation (Safar and Machala, 2010) ou l'équivalence culturelle (Nida, 1964, Robyns, 1992, Toury, 1995, Allen, 2002) en traduction commerciale ne s'applique pas de la même façon que dans la traduction biblique où, on se rend compte que le traducteur / la traductrice, à travers cette méthode à quatre étapes, n'as pas à se montrer sensible aux goûts, aux préférences, et aux termes précis (Seleskovitch, 1977 dans Kouraogo, 2000) de son client payant comme se fait souvent dans une relation commerciale. Par conséquent, on avance l'idée que la traduction biblique est réussie lorsque la traduction / l'interprétation se base uniquement sur le texte / les versets pour trouver l'harmonie parfaite dans tous les versets préalablement relevés.

G. Adams

GES & WAEC, BECE: Workshop on Structure for Ga Teachers, (where?, what date?) 2010.

Paper presented:

Helping the very slow readers P1 – P3. A syllabo-phonemic approach.

D. S. Y. Amuzu

4th Inter-University Conference on Doctoral Studies, University of Ghana, Legon, 6th - 10th June, 2011

Paper presented:

Guiding Principles for Harmonizing Resources for Doctoral Research.

D. S. Y. Amuzu

8th Inter-University Conference on the Co-existence of Languages in West Africa, Department of French Education, University of Education, Winneba, Ghana 13th – 18th June, 2011.

Paper presented:

Nature et fonction des suffixes comme indicateurs du trait distinctif collectif des noms en français moderne et contemporain.

F. A. Adjei

Annual Conference on African Linguistics, University of Toronto, Canada, 6th – 8th May 2010

Paper presented:

Temperature Terms in Ewe and Siyase.

F. A. Adjei

Ghana Togo Languages Workshop, University of Education, Winneba, Ghana, July 24, 2010

Paper presented:

Metaphorical Usages of Temperature Terms in Siyase.

F. A. Adjei

8th Inter University Conference on Coexistence of Languages in West Africa, University of Education, Winneba, Ghana, 13th – 17th June 2011

Paper presented:

Expressing Emotions in Ewe and Ga: A Cross-linguistic Analysis.

E. N. Abakah

8th Inter University Conference on Coexistence of Languages in West Africa, University of Education, Winneba, Ghana, 13th – 17th June 2011

Paper presented:

The syntax and semantics of functional load of tone in Akan

E. N. Abakah

8th Inter University Conference on Coexistence of Languages in West Africa, University of Education, Winneba, Ghana, 13th – 17th June 2011

The Adjective in Three Kwa Languages of Akan, Effutu and Larteh.

E. N. Abakah

Ghana Institute of Linguistics Literacy and Bible Translation (GILLBT), Annual Academic Seminar Week, GILLBT Guest House, Tamale, Ghana. February 21-25, 2011

Paper presented:

Vowel Replacement Processes in the Mfantse language of Akan.

FACULTY OF SCIENCE EDUCATION

Hanson, R., Amedeker, M. K., Oppong, E., & Antwi, V. (2011). Using microchemistry activities to improve preservice teachers' conceptions of some chemistry topics. *International Journal of Educational Administration*, 3(1), 19–40.

ABSTRACT

The study tried to improve on students' conceptions in an introductory chemistry course, Introduction to Inorganic Chemistry, through the constructivists' instruction. This was effected through micro practical activities to see how it enhanced pre-service chemistry teachers' conceptual understanding. Data were collected from 48 pre-service chemistry teachers at the University of Education, Winneba in Ghana by means of a concept test, students' responses in class and class work as well as a semi-structured interview. Results showed that pre-service teachers had some alternative conceptions about chemistry topics. A constructivists' instructional strategy was used to help teacher trainees to reconstruct their concepts of many scientific phenomena.

Amedeker, M. K. (2010). Teacher professional development: Perspectives from Ghanaian junior secondary school science teachers. *Keffi Journal of Educational Studies*, 2(1), 203–215.

ABSTRACT

This article seeks to answer the research question: Why does teacher professional growth appear to stagnate in some educational systems? To answer this question data were gathered from junior secondary science teachers (n = 56) in the Effutu education district in Ghana through a questionnaire and a focus group meeting (n = 6). The findings reveal that while teachers had the belief that professional development would improve their professional practice, hardly did they link their would-be improved performances in the classroom to their students' learning outputs.

Azure, J. A. (2010). Empowering the faculty through Faculty mentoring needs assessment of junior faculty at the University of Education Winneba, Ghana. *Annals of Modern Education*, 2(1), 1–13.

ABSTRACT

This study investigated the mentoring assessment needs of faculties of the University of Education, Winneba, UEW; a public University in Ghana. The study was exploratory, and used survey, focus groups and semi-structured interviews in collecting data from 102 participants. The survey consisted of a 13-item 5-point agree-disagree Likert-type rating scale, which evaluated 12 behavioural characteristics of the mentor. Independent samples t-tests were conducted to compare the mentoring needs assessment scores for (i) males and females and (ii) for tenured and untenured faculties but not for male and female faculties. New faculty expressed a preference for selecting their own mentor. We recommended that mentoring of new faculty should be provided in UEW in an informal but more structured manner. We also recommended that faculty mentoring must be seen at all levels to be an important issue. Mentoring of new faculty is not only beneficial to the new faculty but also to their mentors and the University as a whole.

Azure, J. A. (2010). A comparison of mentor teachers', university supervisors' and Senior High School students' perceptions of an outstanding preservice teacher. *Journal of Business and Educational Policies*, 6(1), 107-118.

ABSTRACT

The purpose of this study was to ascertain the level of agreement or disagreement between University supervisors, mentor teachers and senior high school students when using established criteria to measure the effectiveness of a pre-service science teacher. To obtain information regarding their perceptions of an

outstanding pre-service science teacher; twenty supervisors from the Faculty of Science Education, University of Education, Winneba and one hundred and fifteen mentors and two hundred and fifty senior high school students were chosen randomly from public senior high schools throughout the country. The measuring instrument was a modified version of Dieter's questionnaire that evolved from his doctoral study of the National Association of Biology Teachers-Outstanding Biology Teacher Award Programme. The data collected from the three populations were tested using one-way analysis of variance (ANOVA) or by applying normal approximation. Result indicated that the supervisors and mentors agreed on the relative importance of most criteria, particularly those related to the teacher's classroom behaviour and academic background in science; but students differed markedly from supervisors and mentors. From such results, it was possible to construct one stereotype of the outstanding student teacher. A number of recommendations were made from the results of the study, which were directed to the (a) teachers and their professional organization, (b) supervisors and department academic boards, (c) teacher training institutions, and (d) researchers in teacher evaluation.

Eminah J. K. (2010). Revision of Kerr's model of curriculum for a more effective and dynamic science education. *Journal of Education and Policy Review*, 2, 47-60.

ABSTRACT

Kerr's (1972) model of the curriculum was an improvement over Tyler's (1949) model. It is, however, known that new concepts, knowledge and methods of teaching invariably influence the curriculum and hence its development. For example Shulman's (1986) concept of Pedagogical Content Knowledge (PCK) and van den Akker's (2004) concept of Levels of the Curriculum have greatly influenced curriculum development and implementation. For this reason this paper critically assessed Kerr's model of the curriculum in the light of emerging curriculum concepts and knowledge and how it could be modified to make it suitable for a more effective science education. The paper looked at the strengths and weaknesses of Kerr's model and proposed a new and simpler model of the curriculum. The usability of the proposed model is illustrated through specific examples that indicate how it can be adapted to various levels of the curriculum.

Eminah J. K. (2010). The determinants of science students' proxemic behaviours in lecture halls and laboratories: An explanatory study. *African Journal of Interdisciplinary Studies*, 3, 102-110.

ABSTRACT

This study investigated the proxemic behaviours of some science students in lecture halls and laboratories in a tertiary institution in the northern part of Nigeria. Data for the study were obtained through unobtrusive observations and in-depth interviews. The results showed that the students adopted two main types of seating arrangements during lectures. The homogeneous seating arrangement (male and female separated) was adopted in the lecture halls while the heterogeneous seating arrangement (males and females mixed) was adopted during practical sessions in the laboratories. It was also found that religious proxemic prohibitions were largely responsible for the separation of students of both sexes during lectures. The study, however, found that during practical sessions and also during informal student discussions preceding examinations, the necessity for increased collaboration among students appeared to supersede any obligation the students had with respect to any religious proxemic prohibition.

Hanson, R., Taale, K. D. & Antwi, V. (2011). Investigating Senior High School students' conceptions of introductory chemistry concepts. *International Journal of Educational Administration*, 3 (1), 41-57.

ABSTRACT

This research was to be a baseline study to unearth Ghanaian elective science students' alternative conceptions at the start of their chemistry course at the Senior High School (SHS) so that they could be

corrected early enough. The study aimed at investigating students' conceptions on properties of matter-elements, compounds, mixtures, physical change, chemical change and the acid – base concept. It covered three representative schools with a population of four hundred and fifty students. These students completed a concept diagnostic test on basic introductory chemistry concepts necessary for the start of an elective chemistry course at Senior High School. Results indicated that beginning High school students have significantly gross misconcepts of greater than 42% about basic chemistry concepts. This is statistically significant and will not auger well for effective teaching and understanding of further concepts. A lot of preparatory studies will be required before the commencement of a secondary chemistry course for better grounding and understanding of chemistry concepts.

Ameyaw, Y.; Tachie, T. Y. & Raheem, K. (2010). Environmental pollution in the Winneba Municipality in the Central Region, Ghana. *Research Journal of Pharmaceutical, Biological and Chemical Sciences*, 1 (4), 219-230.

ABSTRACT

Investigation was conducted in ten (10) town sectors in the Winneba Metropolis of the Central Region, Ghana. Questionnaires, interviews and observations were used to solicit information from the inhabitants on environmental issues pertaining in their communities. The major forms of pollution were identified as water, land, noise and air. Domestic, agricultural, industrial and debris were the sources of waste generated in the municipality. Indiscriminate dumping of household and market waste in and around the town is a major problem. Some recommendations have been given to help solve environmental problems confronting the metropolis, which can again be used as a yardstick for other communities in the country.

Oppong, E. K., Edwards R. L., Maitland, D. J., Whalley A. J. S., & Ameyaw, Y., (2010). Cytochalasins from static cultures of *Rosellinia arcuata*. *Int. Journal. of Applied Environmental Science*; 5 (1), 77 – 85.

ABSTRACT

Static cultures of *Rosellinia arcuata* were extracted with ethyl acetate to give intimate mixtures of four cytochalasins. Isolation, purification and characterisation of the cytochalasins afforded cytochalasin C, 19, 20- epoxycytochalasin C and a new cytochalasin, engleromycin acetate. Soxhlets extraction of the pulverized mycelium gave pure 19, 20-epoxycytochalasin C, from which another new cytochalasin 19, 20-dihydroxycytochalasin C was synthesized.

Ameyaw, Y., Ayivor, J., & Dampare, S. B., (2010). Comparative assessment of the elemental concentrations in teh plant organs of *Pterocarpus santalinoides*, and its supporting soil collected from Krobo-Jejeti in the Estern Region, Ghana. *Int. Journal of Applied Environmental Science*, 5 (1); 67 – 76.

ABSTRACT

Elemental concentrations in the plant organs of *Pterocarpus santalinoides*, “waterside groundnut”, and its supporting soils obtained from Krobo-jejeti in the Eastern Region of Ghana were investigated. The result showed a high concentration of Fe among the screened elements studied. The high levels of iron (Fe) in the plant organs may probably make it a very powerful tonic to boost anaemic conditions. Toxic/trace elements like Cu, Ce, Co, Cr, K, Mg, Mn, Mo, Se, Sn, Th, V and Zn were recorded, their concentrations were far below the World's Permissible Levels, thus, making the plant species, *P. santalinoides* safe for the production of herbal medicines for human consumption.

Adokoh, C. K., Obodai, E. A., Essumang, D.K., Serfor-Armah, Y., Nyarko, B. J. & Asabere-Ameyaw, A. (2011). Statistical Evaluation of Environmental Contamination, Distribution and Source Assessment of heavy Mentals (Aluminum, Arsenic, Cadmium, and Mercury) in some Lagoons and an Estuary along the Coastal Belt of Ghana. *Arch Environ Contam Toxicol*. [Epub ahead of print]

ABSTRACT

An environmental pollution investigation was carried out to determine the concentrations of aluminium (Al), arsenic (As), cadmium (Cd), and mercury (Hg) heavy metals in the surface water and river water bed sediments of lagoons and estuaries along the coastal belt of Ghana. The study assessed the environmental pollution situation and evaluated their sources and distribution of these metals. The total concentrations of Al, As, Cd, and Hg were determined by the neutron activation analysis technique. Water and sediment samples were collected from the Benya, Fosu, and Narkwa lagoons in the Central Region and from the Pra estuary in the western part of Ghana. Some indices, such as contamination factor, pollution-load index, contamination degree, and geoaccumulation index, were used to assess eco-environmental quality of the sampling sites. The analysis indicated that the Fosu lagoon was fairly polluted with Cd. The investigation indicated a highly localized distribution pattern closely associated with the two pollution sources (garbage/solid waste dumps and industrial activities) along the coastal belt. The resulting environmental deterioration required a concerted evaluative effort by all stakeholders.

Asabere-Ameyaw, A., Sefa Dei, G.J., & Raheem, K. (2009). Examination of Traditional Medicine and Herbal Pharmacology and the Implications for Teaching and Education: A Ghanaian Case Study. *The Alberta Journal of Educational Research*, 55, (3), 298-318.

ABSTRACT

This article presents the preliminary findings of a pilot study of the practice, uses, and effectiveness of traditional medicine in Ghana. Based on in-depth interviews with local key practitioners and users of traditional medicine, the article points to some of the educational significance of local cultural knowledge on the environment and the relevance of such knowledge for science education in Ghana. In the discussion the authors briefly highlight general themes relating to local understandings of traditional medicine, the distinctions between traditional and plant medicine, contestations between traditional medicine and orthodox medicine, local conceptions of health and a healthy individual, the economics of health, and the lessons of science and public education. Although the findings of the study are preliminary, the article argues that much is to be gained for educational purposes through the critical study of traditional medicine, particularly in terms of the promotion of science and community education in Ghana.

Adokoh, C. K., Obodai, E. A., Essumang, D. K., Serfor-Armah, Y., Nyarko, B. J., Asabere-Ameyaw, A. (2010). Levels of platinum group metals in selected species (*Sarotherodon melanotheron*, *Chonophorus lateristriga*, *macrobrachium vollenhovenii* and *Crassostrea tulipa*) in some estuaries and lagoons along the coast of Ghana. *Scientific World Journal*, 10, 1971-1987.

ABSTRACT

*The use of some biota as bioindicators of heavy metal pollution has been demonstrated as particularly adequate due to their capacity of bioconcentration. This study evaluated the levels of platinum group metals (PGMs) in some selected species along the coastal belt of Ghana, using the neutron activation analysis (NAA) method. The result was processed to evaluate pollution indices in order to map the distribution of the metals in those species in the lagoons and estuaries along the coastal belt of Ghana. The analysis showed significant levels of all PGMs in blackchin tilapia (*Sarotherodon melanotheron*: Cichlidae), brown goby (*Chonophorus lateristriga*: Gobiidae), shrimp (*Macrobrachium vollenhovenii*: Palaemonidae), and mangrove oysters (*Crassostrea tulipa*: Ostreidae) in the lagoons and river Pra estuary. However, the oysters showed an elevated mean concentration of 0.13 ug/g (dry weight) Pd. From the pollution indices, most of the sampling sites registered mean contamination factor (CF) values between 1.20 and 3.00 for Pt, Pd, and Rh. The pollution load index (PLI) conducted also gave an average pollution index between 0.79 and 2.37, indicating progressive contamination levels. The results revealed that anthropogenic sources, industrial and hospital effluent, etc., together with vehicular emissions, could be the contributing factors to the deposition of PGMs along the Ghanaian coast.*

Sam, A., Dodoo, D. K., Essumang, D. K., Adokoh, C.K., Doe Doe Nutifafa, G., & Ameyaw, Y. (2010). Assessment of levels of cadmium and mercury of two estuaries in two regions of Ghana. *Research Journal of Applied Sciences*, 2, 40-46.

ABSTRACT

Instrumental Neutron Analysis by Americium-Beryllium radioisotope neutron source was employed for the determination of mercury and cadmium from eight different sites of the Pra and Ayensu estuaries in Ghana. Mercury and cadmium were identified in $\mu\text{g g}^{-1}$ levels and values correlated with the pH values of water column and soil samples. Substrates like the Blue Tilapia and the European Green Crab were used as bioaccumulation indicators for the mercury levels in the various samples. A summary of the mean, minimum and maximum soil/water mercury and cadmium concentrations detected for the 8 sites with the widest geographical distribution; river bank at Beposo showed a maximum of $3.95 \times 10^{-3} \mu\text{g g}^{-1}$ of mercury which is far below the Environmental Protection Agency's permissible limit of $0.134 \mu\text{g g}^{-1}$. Insignificantly low levels of mercury concentrations were analyzed in shoulder soils and water samples over the period of the study. A significantly high levels of concentrations of mercury existed in the riverbed sediments as compared to that for the riverbank sediments, water and the shoulder soils. The degree of concentrations of mercury showed that mercury and cadmium concentrations decreased significantly and gradually as one moved from Beposo to the Shama beach through Bosomdo and Krobo. Mercury and Cadmium residues were also recorded in both European green Crab and blue tilapia. The levels of the two elements were slightly high in the Crab as compared to the Blue Tilapia. The differences could be attributed to the fact that the Crab is a bottom-dweller and predator. The concentrations of the two elements were far below the world permissible levels.

Ameyaw, Y., & Adu-Asare, S. (2010). Improving soil waste disposal in a basic school in the Greater Accra region of Ghana. *Research Journal of Pharmaceutical, Biological & Chemical Sciences*, 1 (4), 231-239.

ABSTRACT

The investigation looked at improving solid waste disposal in Potential Skills Academy, a Junior High School at Kwashieman in the Ablekuma-North District of the Greater-Accra Region of Ghana. In all two hundred and fifty one (251) individuals were sampled for the study. Out of the sampled population, a hundred and twenty-seven (127) were males and hundred and twenty-four (124) females. The instruments used were questionnaire, interview, and observation. Although there were enough dustbins on the school compound, the students were not making use of them. The solid wastes they generated were thrown randomly on the ground. The study review that this unpleasant attitude of the pupils were due to the removal of environmental science from the Junior High School (JHS) curriculum due to the new educational reform. It was also realised that teachers were not leading exemplary life for the students to emulate, and again pupils at the crèche, and nursery were not introduced to environmental cleanliness. Therefore, the students' right from the nursery has little knowledge about good sanitation practices, and hence, show careless and lazy attitudes towards cleanliness in general. These improper ways of managing the environment were corrected by providing series of lectures on environmental cleanliness and also posting posters on the walls of the school compound and their classrooms, which always reminded them of the need to maintain environmental cleanliness. Environmental science study should be reinstituted into the science curriculum for Basic Schools by the Ghana Education Service.

Ameyaw, Y. (2010). A sample survey of the population of some communities in the Winneba Metropolis in the Central Region of Ghana. *International Journal of applied Environmental Sciences*, 5 (4); 651 – 657.

ABSTRACT

The study investigated the population of seven communities, namely: European cemetery, Kwadwo-Badu, Nkwantanang, Zongo, Breku, Osekam and Abasraba in the Winneba Metropolis. A total of hundred and forty houses were targeted with twenty houses in each of the studied communities. Questionnaire and interviews

were used to solicit information. Individuals in each house were counted, and classified under pre-reproductive, reproductive and post-reproductive. The data were analyzed using percentages, pie charts and schematic pyramid. The results gathered show that the population in the reproductive group outstrips both the pre-reproductive and post-reproductive groups. Again, it was noticed that the youthful group (Age ranges 0 – 10 to 41 – 50) formed a greater percentage (80%) of the studied population as compared to the matured group (20%). Finally, the study showed that the population growth of the suburbs to be very rapid, and therefore preventive measures should be put in place to avoid competition for social and economic mishaps in the years ahead.

Duncan, A. E., Awuah, E., Doodoo, D. K., Sam, A., & Ameyaw, Y. (2010). Assessing the potential of a natural wetland in grey water treatment (A case study in Cape Coast – Central Region of Ghana. *International Journal of applied Environmental Sciences*, 5 (5); 699 – 705.

ABSTRACT

Grey water has been discharged onto this wetland for more than thirty years without any measurement of the quality of the influent and effluent. The effluent eventually joins a stream (Kakum River) which is a source of water for recreation, farming, drinking and fishing. The quality of the effluent which enters the receiving water as well as the potential of the wetland in the treatment process has not been determined. The purpose of this research is to assess the potential of the wetland in grey water treatment. Three communities in Cape Coast, the formal capital of Ghana were selected for this work. The wetland under study has an area of about 17,928m² and hydraulic loading rate of 0.016m/d. Field studies were conducted to demarcate the borders as well as to confirm the communities which discharges into the wetland. The results indicate that the wetland has very high potential in treating grey water; which suspended solids showing high removal efficiency. It was also inferred from the results that the wetland's treatment is influenced by the precipitation pattern of the area and this is clearly shown in the removal efficiency of manganese. The findings will help decision makers to make proper laws concerning wetland use in Ghana. It will inform decision makers to officially consider wetlands as alternatives for grey water treatment. This pattern assesses the potential of natural wetland and makes recommendations on its proper use as well as its limitations.

Assafuah, T., Eminah, J. K., & Ameyaw, Y. (2010). The assessment of chemistry teachers' perceptions in balancing of chemical equations through the application of stimulation games; *International Journal of Chemistry and Applications*, 2 (1), 167-177.

ABSTRACT

This study investigated the perceptions of chemistry teachers about balancing of chemical equations (BoCEs) using simulation games approach (SGA). This is in view of the fact that the traditional trial and error approach (TA) employed in teaching this concept makes it difficult for students to comprehend it. The study employed a developmental research approach in which SGA and materials were developed. The SGA was implemented and evaluated using 30 chemistry teachers in the Central Region of Ghana. A day workshop on the rationale and procedure for using SGA in teaching BoCEs was organised for the 30 teachers who participated in the study. The teachers were interviewed to find out their perceptions about BoCEs using SGA after the implementation. The findings showed that teachers were of the view that the SGA intervention was very helpful in the teaching abstract concept and also provided an analogical situation for the teaching and learning of balancing chemical equations.

Assafua, T., Ameyaw Y., & Eminah, J. K. (2010). Students' conceptions on balancing chemical equations; *International Journal of Chemistry and Applications*, 2 (1), 179 - 188.

ABSTRACT

Many senior high school (SHS) students experience difficulties in the learning balancing of chemical equations. This study was designed to explore the kinds of conceptions (thinking and understanding) a SHS

chemistry student bring to the balancing of chemical equations with the intent of identifying and isolating their possible alternative conceptions. Eighty-four (84) second year chemistry students of 2 intact classes from a selected SHS in Agona West Municipality in the Central Region of Ghana were used in the study. An adapted interview schedule from Haidar (1995) was used in the form of survey to explore the kinds of conceptions these students had on the concept under study. Types of subjects' conceptions of balancing chemical equations concept were evaluated with a scheme originally developed by Piaget. The frequencies and percentages of the students who had various misconceptions were calculated. The findings indicated that the students' conceptual understanding of the concept spanned from partial understanding to no understanding. Ten (10) common patterns of misconceptions were identified among the students. The presence of such misconceptions indicated that the students did not understand the principle behind balancing of chemical equations concept which is based on the principle of the conservation of matter.

Assafua, T., Eminah, J. K. & Ameyaw, Y. (2010). Students' performance in balancing chemical equations using stimulation games approach (SGA) in a Senior High School in Ghana; *International Journal of Chemistry and Applications*, 2 (1), 189-200.

ABSTRACT

This study investigated students' performance towards balancing of chemical equations in a Senior High School (SHS) in Ghana. This is in view of the fact that the traditional trial and error method employed in teaching this concept makes it difficult for students to grasp the concept. Eighty-four (84) second year chemistry students of two intact classes from a SHS in Agona West Municipality in the Central Region of Ghana were used for the study. The study adopted a non-randomised control group pretest / posttest of the quasi - experimental design. The experimental group was instructed with SGA while the control group was instructed with the TA for two weeks. The two groups were subjected to a pretest before and posttest after the interventions. The instrument used for data collection (pretest and posttest) has a correlation coefficient of 0.75 and 0.78 respectively using Kuder-Richardson formula 20 (KR -20). Data analysis involved descriptive analysis using means and standard deviations. For inferential statistical analysis, an independent sample 2-tailed t- test was used to analyse the data at 0.05 level of significance. The results showed that there was statistically significant difference in performance between students exposed to the SGA and their counterparts exposed to the TA towards chemical equation balancing. The implications of the findings were discussed and recommendations made.

Mereku, D. K. (2010). Five Decades of School Mathematics in Ghana. *Mathematics Connection*, Vol. 9, 73-88. Available at www.ajol.info/journal/mc.htm.

ABSTRACT

In this paper, an attempt had been made to provide a historical background to the development of school mathematics in Ghana since the nation's independence from British rule in 1957 and how these have influenced current practice in teaching mathematics and the culture of learning the subject. Some recommendations have been made to improve students' performance in the subject.

Wilson, K. B., Ayebi-Arthur, K. & Tenkorang, E. (2011). ICT integration in Teacher Education: A study of University of Education, Winneba. *Journal of Science and Mathematics Education*, University of Cape Coast, 5 (1), 138-150.

ABSTRACT

This paper generally sought to investigate the integration level of ICT in the training of teacher trainees at University of Education, Winneba. All level 100 students were purposive targeted in particular since they were registered to take the ICT course. One hundred of the Level 100 students were randomly selected in class to perform tasks in ICT. As part of information gathering for this research work, set tasks were prepared for the students to perform and an observation checklist was used to collect data. All these activities were done

both before the intervention and after the intervention. In order to determine if the observed differences in performance of activities were statistically significant, the chi square test of independence was used. There were statistically significant relationship between the success of the tasks before or after the intervention was made. It was established that the interventions had resulted in the improvement of the ability of the respondents to undertake various ICT tasks. It is therefore recommended that the university should continue with the integration of ICT in the programmes offered in the university

BOOKS

Wilson, K. B. (2011). *Perception of Senior High School Teachers on Educational Reforms in Ghana: A case study of Winneba Senior High School*. Saarbrücken, Germany: VDM Verlag.

ABSTRACT

The nature of reform varies across countries due to unique combinations of historical, cultural, institutional and political factors. When education is reformed, some changes occur and these affect curriculum, teacher development, school plant and structures among many others. The study was to determine the causes of educational reforms, what should be done to make the reforms successful and how the reforms should be implemented. The research design used for the study was a case study. In all, forty-five (45) teachers, made up of thirty-three (33) males and twelve (12) females were involved in the study. The respondents were purposively and randomly selected for the study. The purposive sampling method was used to select the Assistant Headmaster, Housemasters/Housemistresses and Heads of Department, as well as teachers who had stayed in the school for at least a year. It was concluded that reforms in education are necessary when some problems or challenges are noted to be retarding the development of education in Ghana and that there is the need for the implementers of such educational reforms to be made aware, educated and involved in the planning and decision making processes of such reforms. It is recommended that frequent and sustainable in-service training should be organised for teachers. Teachers should be assisted financially to develop Teaching and Learning Materials to support teaching and learning and there should be extensive education on reforms and its expected outcomes to the stakeholders of education and the citizenry.

Asabere-Ameyaw, A. (2011). Foreword, In G. J. S. Dei, (Ed.) *Indigenous philosophies and critical Education*. New York. 476pp. ISBN 978-1-4331-0814-3pb.

BOOK SYNOPSIS

An important academic goal is to understand ongoing contestations in knowledge in the search to engage everyday social practice and experiences, as well as the social barriers and approaches to peaceful human coexistence. This reader pulls together ideas concerning Indigenous epistemologies (e.g., worldviews, paradigms, standpoints, and philosophies) as they manifest themselves in the mental lives of persons both from and outside the orbit of the usual Euro-American culture. The book engages Indigenous knowledges as far more than a “contest of the marginals”, thereby challenging the way oppositional knowledges are positioned, particularly in the Western academy. Subsequently, this book is a call to recognize and acknowledge Indigenous knowledges as legitimate knowings in their own right, and not necessarily in competition with other sources or forms of knowledge. The project offers an opportunity for the critical thinker to continue on a de-colonial/anti-colonial intellectual journey in ways informed by Indigenous theorizing.

Caurie, M., Adams, M. L., Adigbo, E. C., Barnes, C. A., Madah, K. C. & Panyin, E. (2010). *Endangered Ghanaian dishes and cassava products*. Accra, Yemens Press Ltd.

CONFERENCES WORKSHOPS AND SEMINARS

M. K. Amedeker

22nd International Conference for Society for Information Technology & Teacher Education Conference – Nashville, Tennessee, USA, March 07 – 11, 2011.

Paper presented:

Teaching with technology: Aiding science teacher trainees' conceptual understanding through collaborative teaching and use of computer data logger.

ABSTRACT

The growing diversity in capabilities among students being admitted into teacher training programmes in Universities calls for a multi-faceted approach to solving their special needs. To help every student to maximise their potentials, modern approaches to teaching that use collaborative effort of teachers and a datalogger are deployed to provide opportunities for students to express themselves and explore learning opportunities. In this study, first year physics major teacher-trainees studying Mechanics were taught jointly by three teachers who taught selected topics in mechanics by the use of a computer and a datalogger. The results of this study indicate that students' answers and their explanations of mechanics concepts improved greatly. This study indicates that the use of technology and collaborative teaching are important ingredients that help students to develop self-confidence in learning and enhancing their understanding of scientific concepts.

M. K. Amedeker

ED-MEDIA 2010 World Conference on Educational Multimedia, Hypermedia & Telecommunications (ED-MEDIA), Toronto, Canada, June 28 – July 02, 2010.

Paper presented:

Science teacher trainees' perceptions about Information and Communication Technology skills in the University of Education, Winneba, Ghana.

ABSTRACT

This study examined the perceptions of first, second and third year undergraduate science teacher-trainees of the University of Education, Winneba about their strengths and weaknesses in Information and Communication Technology skills. A total of 448 participants comprising 118 first year, 187 second year and 143 third year teacher trainees took part in the research. The opinions of participants were sampled through a 41-item questionnaire. A year later, the trainees were surveyed to find out their ICT efficacy and the challenges they experienced during their online self-registration of their academic programmes. The findings reveal that their ICT efficacy was not related to their self-acclaimed ICT perceptions as over two-thirds of the trainees experienced problems in the online self-registration of their academic programmes. Further, the findings suggest ways in which a teacher-trainee's ICT practice capabilities may be motivated.

I. K. Anderson

XIV IOSTE SYMPOSIUM-(Social-culture and Human values in Science and Technology Education) - Bled, Slovenia (June 13-18, 2010).

Paper presented:

Ghanaian urban and rural junior secondary school pupils' opinions of the role of science and technology in society: Implication for science, technology and society education.

ABSTRACT

The paper probes into how Junior Secondary School (JSS) pupils in the Central Region of Ghana perceive the role and function of science and technology in society. In the year 2003, 613 and 414 final year pupils from urban and rural schools respectively were used for the study. Subjects responded to one of the themes of a standardized Relevance of Science Education (ROSE) survey questionnaire of which the items are statements about some aspects of science and technology issues, all on 4-point Likert-type scale. An independent sample two-tailed t-test was used to determine the differences in the items' mean values between the two groups at $p \leq 0.05$. Findings were that urban and rural pupils expressed almost similar views about issues of science and technology. However, very few differences in opinions between urban and rural pupils were found to be statistically significant. The paper concludes that the emotional disposition of pupils towards the role and function of science and technology in society might translate into high motivation in pupils for any sound science, technology and society (STS) education.

I. T. Tachie Young

International Organization for Science and Technology Education (IOSTE) Conference in Ljubljana Slovenia. 13th - 18th June, 2010.

Paper presented:

Learning Style Preferences as Predictor of Performance in Science in Public Junior Secondary Schools in Ghana.

ABSTRACT

The study aimed at determining the learning style preferences of students in the Junior High Schools and their influence on students' performance in science. An exploratory survey was conducted with the collection of mainly quantitative data using two instruments, Tachie-Young Learning Styles and Performance in Science Test. The learning styles instrument assessed three types of students' learning style preferences based on sensory modalities while the performance test examined students' cognitive knowledge in science. A sample of 1334 JHS students drawn from three districts in the Greater Accra Region of Ghana responded to the survey. The Statistical Package of Social Sciences (SPSS) was used in the analysis of data input. Data were statistically analysed using descriptive statistics, correlation statistics, t-test and multiple regression techniques. Some of the key findings of the study were:

- The dominant learning style preference of students in the JHS is auditory (65%), followed by kinesthetic (25%) and visual (10%). Generally, the students had multimodal learning styles that tend to indicate that students do not rely on only the higher preference to learn.*
- Female students were more auditory in their learning style preferences than male students while the male students were more visual in their learning style preferences than the female.*
- Correlation between performance and auditory learning style was negative but positive for kinesthetic learning styles. The indication is that increase in students' auditory preferences lowers performance, but performance increases with increased kinesthetic preferences.*
- Only auditory styles significantly contributed to the variance in students' performance though low effect size.*
- Jointly, 12.7% of the variance in performance is accounted for by grade level, age, sex, and auditory learning style of students with best contribution by students' grade level 6.4% and age, 4.5%.*
- The dominance of auditory style preference in the present study could be attributable to cultural influences where much is learned by auditory means at home and further perpetuated by teacher practices where classroom teachers present little or no visual stimulation and activity. Students' learning styles, therefore when matched against cultural practices clearly show how important culture can influence the children's way of life and for which teachers need to consider even in a*

science classroom.

It is recommended that teacher training institutions, must introduce teachers-in-initial training to the concept of learning styles. Students in basic, secondary and training institutions need awareness of their strengths and weaknesses and exposure to variety of learning activities that may or may not match with their preferred learning style. The study could be replicated in other regions of Ghana to determine learning style preferences of Ghanaian children and teaching style of teachers that could be considered in educational policy making.

J. Nana Annan

Faculty of Science Education Seminar, University of Education, Winneba, 9th February 2011.

Paper Presented:

Analyzing Quantitative Data Using Microsoft Excel.

ABSTRACT

Microsoft office software is common on almost every computer and it includes Microsoft Word, PowerPoint, Excel, Publisher, Access, Outlook, OneNote and InfoPath. Most individuals use Excel as a data base, to perform arithmetic operations such as BODMAS, average, sorting and ranking data, making tables and plotting of graphs. For statistical analysis, statistical software like SPSS, SAS, Minitab or SYSTAT is often used. These statistical programmes are expensive and not common as compared to Microsoft office. The purpose of the presentation is to explain and demonstrate how some quantitative analysis could be performed using Microsoft Excel. It includes how to install the "Data Analysis Tool Pac" component which is part of Excel but usually not found in the toolbar; using Excel Add-In. Using Microsoft Excel to perform T-test (paired and unpaired), Analysis of variance (ANOVA), Simple Correlation and Regression and Chi square is explained and demonstrated. The limitation in the use of Excel in analyzing quantitative data such as not being able to carry out a multiple comparison test after ANOVA has indicated a significant difference is also mentioned.

D. K. Mereku

e-Learning Africa 2011: 6th International Conference on ICT for Development, Education and Training, Mlimani City Conference Centre, Dar es Salaam, Tanzania, May 25-27, 2011.

Paper presented:

Congruence between the intended, implemented and attained ICT curricula in Sub-Saharan Africa

ABSTRACT

This paper describes the differences and similarities in ICT curricula in six African countries (Cameroon, Côte d'Ivoire, Ghana, Kenya, Senegal and South Africa). The national research teams sampled schools/institutions, educators and learners from their countries according to given guidelines. The study combined document analysis and survey techniques using structured questionnaire, class observation checklists and interview schedules to collect data which were used to create an open online observatory at www.observatoiretic.org. The analysis used a three dimensional analytical framework - intended, implemented and attained ICT curricula - to examine qualitative and quantitative data extracted from the PanAf observatory. In the six participating countries, the analysis revealed that there was an over emphasis on deployment of ICT equipment with teachers receiving little or no training. The national curriculum documents on ICT and teachers classroom practice show the intended and implemented ICT curricula emphasise ICT 'as the subject of learning' rather than 'as a means of learning'. It is recommended therefore that African governments should review their curricula to assure ICT pedagogical integration in their implementation and make available sufficient resources for ongoing training and support for teachers to model the new pedagogies and tools for learning.

D. K. Mereku, M. J. Nabie, J. Appiah & E. Awanta

Workshops on the use of Child-friendly Pedagogies in mathematics instruction; Workshops organized by Plan International's Ghana at Windy Lodge, Winneba, for JHS mathematics teachers, head masters and circuit supervisors, February 7 to March 25, 2011.

Paper presented:

Report on the workshop on use of child friendly pedagogy in teaching JHS mathematics

ABSTRACT

The Ghana Transition and Persistence project (TAP) has the main focus of assisting community schools to improve their overall learning environment in under-served 13 districts and 156 schools that have poor completion rate among the school going population with an estimated pupil population of 18,720. One of the objectives of the project is to increase junior high school enrolment in the under-served districts by improving teacher quality, strengthening district level GES oversight, providing more diverse and innovative educational opportunities for children for improving their performance. In order to achieve this objective, in February 2011, Plan International Ghana TAP Project (a USAID support project for the Ghana Education Sector) asked lecturers from the Department of Mathematics Education, University of Education, Winneba, to provide in-service training for 470 head teachers, teachers and circuit supervisors in the teaching of Mathematics. At the workshop, participants were given a test to assess their non-traditional problem solving abilities, questionnaires to find out their positions on certain classroom practices in, and beliefs about, teaching mathematics, as well as assess the effectiveness of the various aspects of the workshop. The analysis of the data obtained indicate that most head teachers, teachers and circuit supervisors, and for that matter district education officers, believe that the major aim of teaching mathematics is to cover the content of the syllabi and not necessarily to make each learner achieve academic success and become good problem solvers. This has made some District Education Directorates to force teachers each term to use District Prescribed Schemes of Work (DPSW) and administer District End of Term Tests (DETT) in their schools. This practice was found to be educationally incorrect because they prevent the schools from using assessment tools (including the SEA) and teaching strategies (including differentiation) that will assure individual students' academic success. The results also show that teachers, head teachers and District Education Directorate officials know very little about school-based assessment (SBA), which was introduced into the curriculum in the last curriculum review in 2007 to replace what used to be called Continuous Assessment (CA) as well as the innovations the SBA has brought to the curriculum. The participants evaluation of the various aspects of the workshop including the relevance of its content, process and presentation, and venue and administration indicated that the workshop was very valuable and successful. The participants also reported teaching mathematics through games, group work and project work and reintroducing the conducting of mental drills as the most popular innovations they anticipated implementing in their schools as a result of the workshop.

FACULTY OF SOCIAL SCIENCES EDUCATION

Ayaaba, D. A. (2010). Teaching Social Studies: A Pedagogical Review. *International Journal of Education Leadership*, 2 (2), 262 – 267.

ABSTRACT

This position paper discusses the role of Social Studies as citizenship education. It explains how the subject prepares learners for ethical commitment and active participation in the civic life of their communities and the nation at large. It enjoins the Social Studies teacher to ensure that the tenets of democracy and social ideals are imbibed by learners emerging from the Social Studies programme. The paper identifies some of the bottlenecks in the programme such as the subject teachers' failure to acknowledge the foundation of ethical commitments at the enduring content of the subject and their inability to engage with the Social Studies curriculum, failure to explore the causes and effects, the roots of conflicts and controversies in society, and their inability to examine multiple perspectives on problems.

Abotsi, A. K. (2010). Cost Efficiency in Producing Primary Health Services in Public Health Facilities – The Case of the Accra Metropolis. *African journal of interdisciplinary studies*. 3, 40-52

ABSTRACT

The object of the paper is to establish the cost efficiency in the production of primary health care in the Accra Metropolis through first, obtaining a measure of the cost efficiency of producing a desired level of quantity and quality of primary health services, secondly determining the sources of cost inefficiency in the production of primary health services and finally, providing policy recommendations. The study covered all the public hospitals, polyclinics and health centres in the Accra metropolis. Stochastic frontier analysis was the advanced econometric method used to estimate a stochastic frontier equation. The method used, constructs a best-practice cost frontier from the data in the production of health care services and compares individual producers with that frontier. The paper modelled the hospital as a multi-product firm, which utilizes labour, capital, supplies, and sizes measured by the total number of hospital beds, to produce a certain level of output. The first point about the results involves general observations that were made about cost inefficiency in the health facilities in the Accra Metropolis. The overall inefficiency in the health facilities in the Accra Metropolis is in the range of 1.7 to 33.3 percent. It was realized that the number of medical personnel are inadequate relative to the number of patients. On the average, the ratio of doctors to nurses is 1 to 19, that of doctor to patients is 1 to 11,822 and the ratio of nurses to patients is 1 to 625. It is therefore recommended that, the number of nurses should be increased but less than proportionate to the number of medical officers and medical assistants. To achieve this, long-term human resource needs must be included in national strategic planning of the country. Since given specified levels of output, an increase in the price of nurses is not likely to raise costs, it is recommended that the salary structure of nurses should be critically analyzed and if possible reviewed upwards.

Esther Yeboah Danso-Wiredu, E. Y. (2010). Accessibility for Female Farmers in Off-Road Areas: A Case Study of Owurakesim and Odjarde in West-Akim District, Ghana. *African journal of interdisciplinary studies*. 3, 128-138.

ABSTRACT

The study is on rural transportation problem in Ghana and its consequences on the rural people, especially those who live in off-road villages. The study specifically discusses the failure of the existing road transport network to provide sufficient services to rural people. The study was on rural farmers, in particular the female farmers. Female farmers are seen as marginalized farmers in Owurakesim and Odjarde. The study also reveals that the various transport roles played by these women also put much of the transportation

burdens on them. The relationship that exists between farming and transport systems in these villages is well explained in the study. The primary information was gathered in the field qualitatively using methods such as focus group discussions and interviews. Quantitative methods like questionnaire were also used. In addition, secondary sources of data from books, internet and Departmental reports were also used to support the primary data collected in the field. The information gathered from the field work was analyzed mainly qualitatively, with a few quantitative tools also used..

Frimpong, S. P. (2010). Child Neglect and Women's Attitudes Towards the Child Maintenance Law: Views of Rural Women in Ashanti. *International Journal of Educational Leadership*, 3 (3), 156 – 164.

ABSTRACT

The study examined the attitude of women towards the child maintenance law passed in 1977 to allow women claim maintenance payments from the biological fathers of their extramarital children. Formal interviews and conversations with 50 women purposely selected from two rural communities in the Amansie-West District of the Ashanti region indicated that women did not make use of the child maintenance law for a variety of reasons. Among these was the fear of that the children would completely lose their social bonds with their biological fathers. There was also the fear that if a woman sought legal redress, she might lose the prospect for courtship and eventual marriage to the biological father or another man. Among the recommendations made was that family laws should take account of these concerns and therefore be made to fit within rather than being imposed upon the cultural framework of the people they intend to help.

Attom, E. L. (2011). Challenges Confronting Women in Educational Leadership in Effutu Municipality of the Central Region of Ghana. *International Journal of Educational Leadership*, 3 (3), 202 – 210.

ABSTRACT

This research is a case study of women in educational leadership positions in the Effutu Municipality of the Central Region of Ghana. The study investigates the challenges that confront them in the performance of their responsibilities. The qualitative research model was used, and thirty participants were sampled for the study. The researchers used interview and observation and the data was analysed on the thematic basis. The findings of this study indicate that women in educational leadership are facing a lot of challenges due to the nature of their working environment. It shows that the organizational culture in some institutions does not favour women leaders, while many subordinates and superiors do not co-operate with them for various reasons. The study demonstrated that there is the urgent need for additional change toward women in educational leadership.

Ofosu-Kusi, Y. & Mizen, P. (2010). 'Unofficial truths and everyday insights: Understanding voice in visual research with the children of Accra's urban poor', *Visual Studies*, 25, (3), 255-267

ABSTRACT

The article draws upon the use of photography to research the lives of children living in Accra, Ghana. Its aim is to consider method in visual research and to reflect upon those modes of explanation and understanding that any consideration of method must require. It suggests a role for photography as a 'vector', as something capable of connecting our knowledge and understanding of the everyday experiences and reality of others. Drawing upon the photographs and spoken testimonies of children who live and work on the streets, and of children who live in a large informal settlement, the article advances an intimate connection between photography and knowledge of the everyday reality of children's lives, most evident in the capacity of children's photographs to surprise and highlight the fallibility of our understandings.

Mizen, P. & Y. Ofosu-Kusi (2010). 'Asking, giving, receiving: Friendship as survival strategy among Accra's street children', *Childhood*, 17, (4), 441-454.

ABSTRACT

This article considers friendships among street children in Accra. Drawing upon the findings of a three-year qualitative research project, the article argues that friendship is a neglected element of research yet cooperation, mutuality and exchange between friends are essential to street children's survival. Living within the extremities of the urban informal sector, the article considers the existence of a strong ethos of 'help' between friends and how street children go about the (re)creation of friendships around those aspects of their lives essential for their daily survival.

Abotsi, A. K. (2010). Cost burden of infant malaria treatment on households and health institutions: A case study of the Upper East Region” In Jim-Weiler (Ed). *First Social Science Conference Proceedings. Bringing the Gown to Town: Reflection on Contemporary Issues in the Development.* 137- 152

ABSTRACT

The paper estimates the economic cost burden of infant malaria treatment on households and institutions in the Upper East Region of Ghana, West Africa. It uses two methods to determine the costs of infant cases of malaria: institutional costing in order to represent overheads directly attributable to hospital service for cases of infant malaria and household costing of malaria treatment for infants in order to represent the sum of all out-of-pocket expenses made by the caregiver, plus the costs representing loss of potential household productivity. Upon these bases it arrives at both the cost of contracting malaria and its treatment and discusses the implications for the nation.

Danso-Wiredu. E. (2010). Consensual union: A worrying trend among “low class” urban couples: A case study of new Botianor-Accra. In Jim-Weiler (Ed). *First Social Science Conference Proceedings. Bringing the Gown to Town: Reflection on Contemporary Issues in the Development.* 39-50

ABSTRACT

The paper examines consensual union and its prevalence, especially among the poor in Ghanaian society, and its socio-economic effects. Using data collected from a newly developing area in Accra (New Botianor), where many of such couples live in uncompleted houses, the paper concludes that women and children in such relationships suffer most since the men usually quit whenever they wish because they are not under any obligation to remain in them.

Asante B. (2011). 'Monitoring Attendance in the University Setting'. *International Journal of Pedagogy, Policy and ICT in Education*, 1 (2) 72-84

BOOKS

Attom, E. L. & Ngaaso, C. K. (2010). *Gender Issues and Development in Ghana: Some Policy Implications.* Accra: Yamens Press. ISBN: 978-9988-1-4681-8

DESCRIPTION

The concern about gender is being pursued by various countries, institutions and gender activists with some level of growth and development. Various policies have been implemented in Ghana and these include the Structural Adjustment Programme (SAP), the African Alternative Frame work to Structural Adjustment Programme (AAF - SAP), Programmes of Action to Mitigate the Social Cost of Adjustment (PAMSCAS) and the Highly Indebted poor countries (HIPC) initiative. The book clearly explains these policies and their effects on the socio-economic and political life of Ghanaians especially women. There are other issues that are address in the book which include Historical Perspectives of Gender Issues and Development, Origin of

the Status Differences, Situational Analysis of Gender Issues in Ghana. Other factors such as equal inheritance system, socialization process, patriarchal ideology, cultural practices which serve as barrier to the achievement of sustainable development for Ghanaians and women in particular were addressed.

Attom, E. L. & Quashigah, A. Y. (2011). *Teaching and Learning Guide to Social Studies Education on Reproductive Health and Family Life Education*. Cape Coast: Yaci Publications. ISBN: 9988-621-80-9

DESCRIPTION

The book was prepared for student teachers with the aim of helping them to develop and improve on their knowledge, attitudes and practices towards teaching about issues relating to reproductive health and family life. The course book puts emphasis on the issues of human growth, reproduction and family life and provides a means of educating the individual about the stages of growth and maturation. Growth and maturation include emotional, social and physical maturation. Topics discussed include childhood, physical growth of the human body, the individual changing appearance, reproductive system, pregnancy and birth, HIV and AIDS and Sexually Transmitted Diseases.

Ayaaba, D., Ngaaso, C. & Odumah, L. (2010). *Instructional Guide for the Basic Social Studies Teachers*. Winneba: Institute for Educational Development & Extension.

DESCRIPTION

The book is designed to acquaint learners with the methods, techniques, skills, resources and assessment made for the effective teaching of social studies. This will help the learners to become competent professional social studies teachers. The book is made up of six units, and each unit comprises six sections. Unit 1 deals with planning to teach social studies unit 2 focuses on the methods and techniques of teaching social studies. In unit 3, we have discussed in detail the essential skills required for teaching social studies while Units 4, and 5, respectively, deals with the requisites skills for grouping students for effective learning in social studies and the use of instructional technology in teaching social studies. Since assessment is an integral part of teaching, unit 6 introduces learners to the meaning and purposes of assessment and the various assessment tools used in assessing social studies learning.

Obeng, I. J. & Frimpong, S. P. (2010). *Government, Politics and Stability*. Winneba: Institute for Educational Development and Extension.

Okunloye, R. W., Raufu, S. A., Zuru, G. A. A. & Okunamiri, R. U. (2011). *Civic Education for Senior Secondary Schools (Book 1)*. Ikeja: Longman Nigeria Plc

Okunloye, R. W., Raufu, S. A., Zuru, G. A. A. & Okunamiri, R. U. (2011). *Civic Education for Senior Secondary Schools (Book 2)*. Ikeja: Longman Nigeria Plc

Okunloye, R. W., Raufu, S. A., Zuru, G. A. A. & Okunamiri, R. U. (2011). *Civic Education for Senior Secondary Schools (Book 3)*. Ikeja: Longman Nigeria Plc

Okunloye, R. W., Raufu, S. A., Zuru, G. A. A. & Okunamiri, R. U. (2010). *Civic Education for Junior Secondary Schools (Book 3)*. Ikeja: Longman Nigeria Plc

Obeng, I. J. & Frimpong, S. P. (2010). *Government, Politics and Stability*. Winneba: Institute for Educational Development and Extension.

Kankam, G. & Weiler, J. (2010) *A Guide to Action Research for Colleges of Education and Universities*. Accra: Readwide Publishers.

Nketiah, E. S. (2010). *A History of Women in Politics in Ghana, Vol. I, 1957-1992*, Central Milton Keynes: AuthorHouse UK Ltd.

CONFERENCES/WORKSHOP/SYMPOSIA/SEMINAR

H.R.K. Darkwah

The Colonial Institute, University of Hamburg, Germany; Public Lecture delivered on November 23, 2010

Paper presented:

Human rights and historical learning: A post-colonial perspective in a globalised world

ABSTRACT

The first part of the paper discusses the historical evolution of the International Human Rights Movement as well as the evolution of the idea/concept of globalisation and examines some of the ways in which these concepts have enhanced the operation of each other. The second part advocates intensive research into human rights issues during the colonial period focusing on the colonial political, social and economic policies and the implementation practices of the colonial regimes to see how they measure on human rights scale. The third part focuses on the universality of human rights and cultural relativism. Using the Akan society in Ghana as a case study the rest of the paper discusses manifestations of human right in traditional Sub-Saharan Africa as reflected in the language, customs traditions and cultural practice of the Akan and other African societies.

Y. Ofosu-Kusi

University of Fribourg/Kurt Bosch University College Advanced Masters of Children's Rights Seminar, May 22nd – 25th, 2011, Fribourg, Switzerland.

Paper presented:

The relevance of childhood sociology for studying children and childhood in the Global South

ABSTRACT

Contemporary theoretical and empirical evidence on childhood suggest building blocks that are extremely useful in the appraisal and study of childhood in the Global South. These building blocks are that childhood is socially constructed; children are worthy subjects that ought to be studied in their own right; children are competent social actors who can construct meanings, have their own ideas and perspectives. Though this is the preponderant view in the West and among child advocacy communities in the south, it is less so in general sociological studies. The paper therefore argues for an incorporation of these new ideas on childhood into mainstream sociology and the adoption of the new social studies of childhood in the Global South.

Y. Ofosu-Kusi

The Council for the Development of Social Science Research in Africa (CODESRIA): Child and Youth Studies Institute 2010, 5th -10th September, 2010, Dakar, Senegal.

Paper presented:

The informal economy, social disorganization and street life as labour in Accra, Ghana.

ABSTRACT

The paper argues that the failure of the state to regulate social and economic activities in the streets and markets reinforces the perception of Accra's streets as a free zone where any child could easily gain employment. This in turn elevates the potential of children as free or cheap labour to be exploited in the quest

to minimize operational costs in the highly competitive informal economy. The paper draws upon narrative evidence from a qualitative research in the streets and markets of Accra, to show that street children in exploring their agency to live and work in that environment negotiate the uncertainties of the highly informalised economy to the best of their abilities.

E. A. T. Lartey

Faculty of Social Science Seminar series; Social Studies Conference Room, University of Education, Winneba. January 19, 2011.

Paper Presented:

Approaches to third party intervention in conflict resolution in Africa: An assessment of ECOWAS

ABSTRACT

As the sub-regional body with the mandate to integrate the sub-region economically, ECOWAS did not initially take into account the relevance of security, yet economic development cannot be achieved without peace. It is in line with this that the ECOMOG was formed in the 1990s to intervene in the Liberian civil war. Since the first intervention in Liberia, ECOWAS has been involved in Sierra Leone, Guinea-Bissau and lately in Cote d'Ivoire as a third party. ECOWAS in dealing with the problems adopted a number of strategies; soft realism, hard realism and governance-based approaches. Its successes have demonstrated that there could be African solutions to African problems thus paving the way for the rest of Africa.

B. Asante

Faculty of Social Science Seminar series; Social Studies Conference Room, University of Education, Winneba. November, 2010

Paper presented:

A biology of ideas on the security problem in Ghana.

ABSTRACT

This paper examines the security situation in Ghana, especially in the past couple of years. Whilst many theories and approaches have been canvassed in the peace/security equation, the paper takes a radical view that the manufacture, sale and availability of guns is the greatest threat to the peace and security of Ghana. It discusses the scale of gun manufacturing in the world, the nature of guns and arguments for their private possession and asserts that gun possession by private persons accounts for the upsurge of murders, robberies, contracts killings and the like in Ghana is the chorus of the paper. It argues that so long as gun and weapons manufacturing is permitted in the world, violence of the type indicated will increase. It concludes on the controversial recommendation that Ghana should not register weapons but make their possession illegal for all with the exception of the security agencies and also move heaven and earth to retrieve those in private hands and monitor the activities of blacksmiths in the same way the police monitor the cultivation of Indian Hemp in farms. Failure to do this will make the country a Brazil, a Switzerland, a Mexico and US, as far as peace and security are concerned and posterity will live in constant fear.

R. W. Okunloye & I. J Obeng.

3RD Biennial National Conference of Home Economics Research Association of Ghana (HERAG), University of Education, Winneba, Ghana, 1st – 4th February, 2011

Paper Presented:

Developing Entrepreneurial Mindset through Curriculum Innovation in the Ghanaian School System

ABSTRACT

This paper examines the concepts of curriculum innovation and entrepreneurial mindset. It explains the

problem of graduate unemployment as a global phenomenon that needs to be tackled by every educational system through the instrument of curriculum innovation. The paper further highlights some methodological and related curriculum transaction elements in the existing school system that are inhibitive to the cultivation of entrepreneurial mindset in students exposed to it at different levels of education. The paper advocates curriculum innovation in the dysfunctional elements towards ensuring that the educational system becomes functional for the production of graduates possessing entrepreneurial mindset who are potentially instrumental to addressing graduate unemployment by becoming job-creators and/or self-employed. The paper recommends the integration of entrepreneurial education into the existing school curriculum at all levels of education, the retraining of teachers and teachers' trainers and complementary instructional strategies for transacting the curriculum to produce the intended result.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT AND EXTENSION

Essuman, S. O. (2010). Developing teaching and learning videos for distant learners at University of Education, Winneba: issues and challenges. *African Journal of Interdisciplinary Studies*, 3, 61-66.

ABSTRACT

The steady growth of technology usage in classroom teaching and learning has been of enormous benefit to teachers and students. Information Communications Technologies (ICTs), which embrace technologies that span across audio visuals to computers and internet continue to unfold a host of technologically-based learning initiatives. Videos, as one such tool, can communicate complex information to students by creating a motivating, memorable and an inclusive learning experience. The process of producing videos to support teaching and learning can be a complex one that may involve the expertise of a number of people. The interaction among these people and the need to keep the purpose of the video in mind are two important factors that can determine the value of the product. This paper highlights the experiences involved in the production of videos/CD-ROMs as an educational resource in a postgraduate distance education programme at the University of Education, Winneba, a teacher preparation institution. The video/CD-ROMs are supposed to be short clips of real-life demonstrations based on TESSA open educational resources (OERs) that offer easy-to-understand tutorials on some teaching strategies, counseling sessions and mentoring scenarios for teacher-mentor trainees. The video clips are to be used as part of texts interfacing with each other to create a virtual classroom for the teacher-mentor and the mentee. The paper also looks at some potential benefits and challenges associated with preparing the video materials in teaching and learning at a distance.

Essuman, S. O. (2010). A Process Evaluation of the Mentorship Programme at the University of Education, Winneba. *Academic Leadership Online Journal*, 8 (4)

ABSTRACT

The University of Education, Winneba adopted the model of teacher preparation where in the final year of the programme students embark on a one academic year school-based internship in schools to practice what they have learnt in theory and to be exposed to diverse experiences of the profession. This article is an extract from an evaluation conducted in 2009 in fulfillment of a postgraduate diploma programme in monitoring and evaluation methods. The study sought to explore issues and lessons learned from the field by mentor-teachers in the schools who supervised the student-teachers (mentees). A qualitative method of interviews using a semi-structured interview guide was used in collecting data from purposively sampled mentors who were among the first batch engaged in that model. Results indicate that over all, both mentors and mentees/students benefit enormously from the arrangement. Mentors indicated they gained professionally and personally from organized training workshops to build their capacities. They had had positive orientations toward teaching and learning on the whole and had received adequate support from the university. However, there were challenges such as lack of frequent visits by university supervisors, inadequate remuneration and sometimes unprofessional behaviours from students. It was suggested that there should be frequent upgrading of mentors' skills and knowledge and other forms of motivation.

Essuman, A. & Essuman S. O. (2010). A pilot study of the effects of fee-free universal basic education in a rural school in Ghana. *International Journal of Educational Leadership* 2, (2), 20-30.

ABSTRACT

To increase access for all children of school going age and to achieve the Fee-Free Universal Basic Education policy, Ghana introduced the Capitation Grant Scheme (CGS) in 2004/2005 academic year. Though the outcomes seem to be positive with increase in access, the process seemed fraught with challenges especially in rural areas. The purpose of this study is to categorise and document views of some stakeholders

on the CGS from a rural school perspective. The study employed qualitative methods of interviews and focus group discussion to collect data from purposively sampled stakeholders in education in a rural school community. Inductive data analysis and interpretation were used in discussing the responses from interviewees. The findings indicate that among the benefits derived from the scheme are: admission of children into school throughout the year; increased enrolment; non-interruption of academic work by children sent home for fees; transparency and accountability with monitoring of funds; availability of funds for procurement of teaching and learning materials and many more. Challenges encountered include: having to manage large class sizes; delays in sending funds to schools; lack of resources because of large classes; cumbersome and bureaucratic procedures during release of funds; lack of accounting skills by heads and many more. Among the suggestions for policy are that adequate planning and provision of resources should be critically considered as well as intensifying public education in all rural communities for greater awareness on the requirements of the scheme.

Ofosu-Dwamena, E. (2010). Interns' perception towards students' internship programme of the University of Education, Winneba. *African Journal of Interdisciplinary Studies*, 3, 97 – 101.

Abstract

The study examined the perceptions of student interns in the Student Internship Programme (SIP). The aim of the study was to discover strengths and challenges of the programme, the experiences the interns found beneficial, and the trends in performance of the interns on the SIP. Data were collected through an open-ended interview plan with a purposively selected sample of 35 interns who had completed their internship programme for the 2008/2009 academic year. The findings show that the SIP provides a powerful learning experience for interns and it assists them to work in the “real world” with the support and guidance of mentors who contribute immensely to their overall professional growth and experience. Issues and challenges identified include efficient communication among stake-holders, thorough training and retraining of mentors and regular monitoring of the SIP. Recommendations have been made regarding the sustenance of the SIP.

Ohene, J. B. (2010). Enhancing Distance Education in Ghana: Case study of the University of Education, Winneba. *African Journal of Interdisciplinary Studies*, 3, 67 – 74.

ABSTRACT

The purpose of the study was to find out the extent to which the social environment impacts female distance learners' learning. In this study, women were chosen as the unit of analysis because of the traditional barriers confronting them as they try to access higher education. The social capital framework understood as a way of theorizing the social benefits embedded in social environments served as the study's benchmark. This framework was adopted in assessing female distance learners' social environments (support from significant others) and how that impacted their studies off-campus. Further, qualitative interview with thirty distance learners generated the data for the study. It is clear from the study that the Distance Learning (DE) learners are well supported by their significant others, thus making it feasible for them to render effectively the triple roles as teachers – learners – and either mothers or spouses or both. Despite this positive revelation, however, it is recommended that counseling be placed at the disposal of DE learners to enable them cope well with the demands of distance learning.

Hordzi W.H.K (2011). Insects observed on cowpea flowers in three districts in the Central Region of Ghana. *African Journal of Food and Agriculture, Nutrition and Development*, 11 (3), 4880 – 4895. (www.ajfand.net).

ABSTRACT

This study was undertaken to verify the types of insects that visit cowpea flowers in three districts in the Central Region of Ghana. Insects that visited cowpea flowers on surveyed, and the researcher's own

established farms were observed on the petals, tip of the stigma and inside the flowers. Samples of insects collected were identified. Percentage frequency of occurrence of the insects on the various parts of the flowers was determined. Differences between total frequencies were determined using chi square analysis. The main insects observed on the cowpea flowers were bees such as *Apis mellifera*, *Ceratina* sp, *Megachile* sp, *Xylocopa calens*, *Xylocopa imitator*, *Brausepis* sp., *Lipotriches* sp., *Melecta* sp and *Amegilla* sp. and other insects, such as thrips, flies, butterflies / moths, beetles, and *Dysdercus* sp. Thrips were the insects most often observed on the cowpea flowers in the surveyed farms, followed by flies or dipterans, *Lasioglossum* sp and butterflies/moths. From the researcher's own established farm, during the minor rainy season, the most active insect observed on the tip of stigmas of the flowers was *Megachile* sp whilst thrips, butterflies / moths, *Lasioglossum* sp. and flies were active on the petals of the flowers. The differences between the total frequencies were highly significant ($\chi^2 = 154.61$; $P = 0.001$). Indications are that *Ceratina* is most likely to be cowpea flower pest rather than a pollinator. However, further research into the role of *Ceratina* on cowpea flowers is recommended.

Hordzi, W. H. K., Botchey, .M. & Mensah, B. A. (2010). Agricultural Extension Officers' knowledge about the role of cowpea flower insect visitors and the effects of pesticide control measures on the insects in the Central Region of in Ghana. *The Nigerian Agricultural Journal*, 41(1), 14-28

ABSTRACT

The study was undertaken to assess the knowledge of Agricultural Extension Officers about cowpea flower insect visitors and the effects of pesticide control measures on the insects in three districts in the Central Region of Ghana. Data were collected from 50 Agricultural Extension Officers of the Ministry of Food and Agriculture (MOFA) from three political districts by using questionnaire. The questionnaire which was developed using information from reviewed literature contained both open-ended and close-ended items on information pertaining to the personal data, knowledge on cowpea flower insect visitors and cowpea insect pest control measures. In each Ministry of Food and Agriculture (MOFA) district office, one officer was put in charge of administering and collection of the questionnaires. A random sampling technique was used. The Extension Officers considered bees (mean of 1.86) and lepidopterans (mean of 1.73) as the insects that most visited cowpea flowers. Also 90.91% (40) and 68.18% (30) of the Extension Officers considered bees and lepidopterans respectively as pollinators. Furthermore, 88.64% (39) of the respondents indicated that pollinators transfer pollen grains from the anther to the stigma. Majority of the respondents (mean of 1.95) considered increased fruit set/increased crop yield as the benefit of pollination. Almost all the Extension Officers had low personal knowledge of pollinators. Therefore, government should include introductory courses on pollination and pollinators involving pollinator identification and conservation at all levels of education.

UNIVERSITY LIBRARY

Larson, A. G. (2009). Training and development: A panacea to 21st century challenges confronting academic library staff. *African Journal of Interdisciplinary Studies*. 2, 45-50.

ABSTRACT

The paper discusses training and development as an essential tool in today's rapidly changing library profession. Many challenges are confronting libraries, particularly the academic libraries in developing countries as technology shapes the face of their libraries. Technology can be frightening without proper training. To successfully accommodate these technological innovations sweeping through the information profession would require vigorous training and development programmes by library managers. The paper emphasizes the importance of staff training and development as the only way to overcome the technological shocks sweeping through the profession. Developing academic librarians' skills, abilities and knowledge is therefore essential in today's evolving information industry. Suggestions made include close partnership with well advanced libraries, short courses outside the country, and exchange programmes with libraries in advanced economies among others.

Buer, V. B. (2010). Teaching of information literacy as a credit-bearing course at two Ghanaian universities: A comparative study. *Pakistan Journal of Library & Information Science*, 11, 44-65.

ABSTRACT

This study compares delivery of information literacy in two Ghanaian Universities by looking at the characteristics, similarities and differences between them. It is concluded that the contents of the two courses did not conform to any of the information literacy standards. Suggestions are made for further studies.

Buer, V. B. (2009). Awareness and use of electronic resources at a university campus in Ghana. *Ghana Library Journal*, 21 (1&2), 120-135.

ABSTRACT

This study looks into the use of electronic resources by the faculty members of the College of Technology Education, Kumasi of the University of Education Winneba, Ghana. Sixty-two copies of a questionnaire were sent to the entire faculty and 31 were returned which gave a response rate of 50%. The responses showed very low level of faculty awareness of the electronic resources. It was also found out that inadequate training in the use of the electronic resources was a major factor in the non-use of the electronic resources by the faculty. The paper then professes suggestions such as aggressive marketing of the resources and the need to train users to acquire skills to enhance their optimal utilization of the resources.

CONFERENCES/WORKSHOPS/SEMINARS

V. J. A. Bannerman

American Library Association Conference, New Orleans, USA June 23-28, 2011

Paper presented:

Initiatives promoting information access in Africa, with a special focus on Ghana: Issues and Challenges

ABSTRACT

In Africa, considerable progress is being made by governments, universities, and publishers to provide digital access to information for research. However limited resources and lack of adequate technical expertise continue to affect projects to digitize and provide access to information. There has also been a lot of progress achieving Internet connectivity with some development in Library Automation, Institutional

Repositories and Digitisation projects. Many of these initiatives have been provided with the assistance of donor organizations such as Partnership for Higher Education in Africa (PHEA), the Carnegie Corporation of New York (CCNY), the International Network for the Availability of Scientific Publications (INASP), Electronic Information for Libraries (eIFL), Network and the Royal Tropical Institute (KIT). This paper discusses the initiatives that have contributed to the progress made so far in Ghana to provide access to information for research. It focuses on how the Consortium of Academic and Research Libraries in Ghana (CARLIGH) has been supported to ensure that institutions have access to the needed information and also extend their information in the public domain. It also mentions the Ghana Library Association (GLA) and indicates its role to ensure all members realize the trend towards digital libraries and what it takes to implement one. It identifies challenges and suggests recommendations for the future.

V. J. A. Bannerman

Research Skills Workshop for Mentees organized by Gender Mainstreaming Directorate, UEW, Winneba, Ghana, March 24, 2010

Paper presented:

Accessing Databases and Online Journals

ABSTRACT

The paper discusses preparatory work prior to searching for information online. It takes participants through the selected databases and online journals, demonstrating access from the University's website. Each database has an alerting system and participants proceed through the registration process, after which journals of interest are selected for each participant to receive alerts when new issues of selected journals are published. It finally introduces them to the Citation Machine to facilitate referencing of sources consulted.

V. J. A. Bannerman

10th Anniversary celebration of Information Studies Students Association (ISSA) Department of Information Studies, University of Ghana, October 11, 2010.

Paper presented:

The Better Ghana Ideology, the Information Management component.

ABSTRACT

The essence of information management is to ensure that information is available ultimately, at the click of the button. Good Information Management is critical to national development. The paper demonstrates what Information Management is and how that can lead to a better Ghana. More importantly, it indicates the role the Ghana Library Association is playing to ensure that Library and information services remain on the agenda of government. It concludes that Information is the key to development and the Better Ghana Agenda can move forward faster with the establishment of the National Council on Libraries and Information which the Association is presently pursuing.

OFFICE OF THE REGISTRAR

Adrah, R. A. (2010). Lived experiences of workplace bullying at UEW, Ghana. *Ghana Journal of Higher Education Management*, 2, 13–23.

ABSTRACT

Bullying was traditionally associated with the playground, but it is becoming a real menace in the workplace in the new millennium. It is usually a complex problem which requires a pragmatic solution. This is because bullying as behaviour is not always obvious. It can be irrational, subtle and devious, taking place when there are no witnesses, inflicted on colleagues and subordinates to cause maximum humiliation. Bullying takes place in almost all workplaces; UEW is no exception. This research paper brings to the fore, lived experiences on “bullying in the workplace” of fifty (50) members of staff. It ends with suggestions to administrators to help reduce this behaviour at UEW. The writer has the conviction that there is no place for bullies in any well-run organization such as our universities.

Kutorglo, E. & Tompoli, S. (2010). User proficiency levels in three selected Microsoft packages among Senior Members in the Registrar's Department (Winneba Campus) of the University of Education, Winneba. *Ghana Journal of Higher Education Management*, 2, 7-12.

ABSTRACT

This report looks at the proficiency level of Senior Administrators of the Registrars Department at the University of Education, Winneba in MS Word, Excel and PowerPoint. Forty items grouped under Word, Excel and PowerPoint were used to collect data on personnel in the department. While 91% of personnel were proficient in basic skills in Ms Word, only 51% and 54% respectively were proficient in intermediate and advance Ms Word skills. 65% were proficient in basic excel skills and 33% proficient in intermediate skills in excel. For PowerPoint, 58% were proficient in basic skills with only 25% in the intermediate/advance skills. Looking at the important roles administrators play in the University system, it is recommended that, remedial programmes are planned to enable them update their knowledge in the areas they lacking in.

Kukubor, S. K. & Adrah, R. A. (2010). Comparing support services to distance students at the UEW and UCC, Ghana. *African Journal of Interdisciplinary Studies*, 3, 139–147

ABSTRACT

The research was to investigate the Support Services available to the distance learners at the University of Education, Winneba (UEW) and University of Cape Coast (UCC). This investigatory study was mainly on availability of Support Services, and how adequate is the provision of Support Services to the distance learner. The study adopted the descriptive survey design and covered five hundred and forty (540) students at the Study Centers of the two institutions in the Ashanti regional capital of Kumasi. The major data collection instrument used in the study was questionnaire. The main statistical methods used in presenting data collected in the study were frequencies and percentages. The main finding of the study was that support services are generally lacking in both institutions at their study centers. It was concluded that support services must be provided and improved to enhance the smooth running of distance education programmes in these institutions.

Anyan, J. A. (2010). The Impact of Staff Meetings on Supervision at the University of Education, Winneba. *Ghana Journal of Higher Education Management*, 2, 30-38.

ABSTRACT

Forty-eight junior and senior staff from faculties, departments and sections of the University of Education, Winneba were sampled to find out whether staff meetings were being held with them in their respective offices and whether it impacted on their work performance. The main instrument used was interview. The results showed that staff meetings were not being held with senior and junior staff in most offices and its absence affected the discharge of their work. A number of recommendations have been made to address the situation.

Twum-Ampomah, M. K. (2010). The Role of Public Relations in Higher Education Institutions in Ghana: The Case of University of Education, Winneba, Kumasi Campus through the University Relations Office, *Ghana Journal of Higher Education Management*, 2, 39-47.

ABSTRACT

The public relations sector of the University of Education, Winneba has embarked on a number of public relations roles to raise the profile of the University and also forestall any possible negative publicity. The paper outlined and discussed the role of public relations in higher education institutions in Ghana in general and the Kumasi campus of the University of Education, Winneba (College of Technology Education, Kumasi) in particular. For the purpose of this paper, the discussion focused on the following areas of PR; media relations, publications/publicity, reputations building, community relations, employee relations, expert communication (internal and external communications), event management, protocol and passages as practiced in College of Technology Education, Kumasi. Notwithstanding the achievements chalked in the areas of media relations, event management, protocol and community relations the PR office is not without a number of challenges.

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