

PROGRAMME & **BOOK OF ABSTRACTS**

3DAYS SEMINAR

Theme:

**PROMOTING STAFF DEVELOPMENT THROUGH
COLLABORATIVE RESEARCH AND QUALITY TEACHING
IN EDUCATION**

TIME

8:30AM - 5:00PM GMT, EACH DAY

DATE

Tuesday 17th - Thursday 19th January, 2023

VENUE

**JOPHUS ANAMOAH-MENSAH CONFERENCE CENTRE,
UNIVERSITY OF EDUCATION, WINNEBA**



**Prof. Mawutor Avoke,
Vice Chancellor, UEW, Ghana**



Prof. U. K. Amoa, Council
Chairman-IUCDS, President-UCLM,
Abijan, Côte D'Ivoire



Prof. Victor Antwi, Dean,
School of Graduate Studies,
UEW, Ghana



Prof. D. S. Y. Amuzu,
Executive Secretary, **IUCDS**,
UEW, Ghana



Prof. M. A. Ilupeju,
Head of Scientific Unit, **IUCDS**,
UNILAG, Lagos, Nigeria

WELCOME AND PRIMARY AIMS OF THE CONFERENCE

On behalf of the Vice Chancellor of the University of Education, Winneba, we are pleased to welcome you to the Seminar for Doctoral Students, which is scheduled to take place at the JOPHUS ANAMOAH-MENSAH CONFERENCE CENTRE, University of Education, Winneba, Ghana, from Tuesday 17th to Thursday 19th January, 2023, under the auspices of the Inter-University Conference for Doctoral Studies (IUCDS), working in collaboration with the all departments offering PhD programmes and the School of Graduate Studies, University of Education, Winneba, Ghana.

The theme for the Seminar is: ***Promoting Staff Development through Collaborative Research and Quality Teaching in Education.***

The Inter-University Conference for Doctoral Studies is an academic body and partnership framework, composed of Sister Institutions in Ghana and in the West African sub-region – public and private universities and institutions, located in Ghana, Togo, Nigeria, Côte d'Ivoire, Liberia and Burkina Faso – whose primary aims are to:

- Create a system whereby students of member institutions will be able to register and pursue doctoral degree programmes in any of the institutions concerned, while respecting the existing regulations in each institution.
- Create a pool of experts for the supervision and assessment of doctoral theses/dissertations, since these measures would enhance staff development through facilitation of movement of researchers from various member institutions.
- Facilitate doctoral studies and promote collaborative research, thereby helping to address the acute shortage of motivated and well trained academic staff in Partner Institutions/Universities

ORGANISING COMMITTEE

Contact:
The Secretariat

Postal Address: Inter-University Conference for Doctoral Studies
University of Education, Winneba
P. O. Box 25, Winneba – Ghana

Email: iucds@uew.edu.gh
Tel.: +233 24 473 9842/+233 20 863 1456

PARTNER UNIVERSITIES/INSTITUTIONS

1. University of Education, Winneba – Ghana
2. University of Ghana, Legon, Accra – Ghana
3. Kwame Nkrumah University of Science and Technology, Kumasi – Ghana
4. University of Cape Coast, Cape Coast – Ghana
5. University of Lagos, Akoka, Lagos - Nigeria
6. Université Charles Louis de... Montesquieu, Abidjan – Côte d'Ivoire
7. Université de Lomé, Lomé – Togo
8. Centre Internationale de Recherche et d'Etude de Langues, Lomé – Togo
9. Université du Faso, Ouagadougou – Burkina Faso
10. Kano University of Science and Technology, Kano – Nigeria
11. Ignatius Ajuru University of Education, Port Harcourt – Nigeria
12. University of Liberia, Monrovia – Liberia



» **Date of Arrival of all Participants: Monday, 16th January, 2023**

DAY 1: Tuesday, 17th January, 2023

PART I: 10:00am - 12:00 noon

Opening Ceremony

10:00am - 10:25am

- » **Opening Prayer** by Rev. Fr. Dr Anthony Adawu, Department of English Education, UEW, Winneba.
- » **Welcome Remarks** by Prof. Andy Ofori-Birikorang, Pro-Vice Chancellor, UEW, Winneba
- » **Introduction of the Chairman** by Mrs. Christabel Awuku, Principal Administrative Assistant, IERIS, UEW, Winneba
- » **Chairman's Remarks**
- » **Welcome Address** by the Vice Chancellor, UEW, Winneba

10:25am - 10:45am

Goodwill Messages from Vice Chancellors, Presidents, Heads and Representatives of all Partner Institutions and Invited Institutions.

10:45am - 11:05am

Summary on activities of the Journal of Inter-University Conference for Doctoral Studies (JoReFi).

- » **Prof. M. A. Ilupeju**, Head of Department of European Languages and Integration Studies, University of Lagos, Lagos, Nigeria and Head of Scientific Unit, IUCDS.

11:05am - 11:15am

An Overview presentation on activities of the Inter-University Conference for Doctoral Studies.

- » **Prof. D. S. Y. Amuzu**, Executive Secretary, IUCDS, UEW, Winneba.

11:15am - 11:25am

An Overview presentation on the main theme of the Seminar: Promoting Staff Development through Collaborative Research and Quality Teaching in Education

- » **Professeur Urbain K. Amoa**, Président, Université Charles Louis de ... Montesquieu, Abidjan, Côte d'Ivoire, Council Chairman, IUCDS & Representative of Vice Chancellors and Heads of Partner Institutions on the Conference.

11:25am - 11:35am

Appraisal of Doctoral Studies programmes at UEW

- » **Prof. Victor Antwi**, Dean, School of Graduate Studies, UEW, Winneba.

11:35am - 11:45am

Chairman's Closing Remarks

11:45am - 12:00noon: Tea-Break**PART II****Plenary Session I: 12noon - 05:00pm****Paper Presentation by Experts/Resource Persons****12:00noon - 12:30pm***Choice of Thesis Title in Relation to Identification and Statement of Problem, Objective, Research Questions and Hypothesis*

- » **Prof. Victor Antwi**, Dean, School of Graduate Studies, UEW, Winneba
- » **Prof. D. S. Y. Amuzu**, Executive Secretary, IUCDS, UEW, Winneba.
 - o Chairman: Prof. Avea Nsoh, Director, IERIS, UEW, Winneba
 - o Co-Chairman: Prof. Charles K. Assuah, Dean, CIP, UEW, Winneba

12:30pm - 01:00pm*Group Work, Discussion and Interactive Session with PhD Students on how to frame Research Topics*

- o **Chairman: Prof. Avea Nsoh**, Director, IERIS, UEW, Winneba
- o **Co-Chairman: Prof. Charles K. Assuah**, Dean, CIP, UEW, Winneba

01:00pm - 01:30pm*Theoretical Frame Work and Literature Review*

- » **Dr. Akwasi Amoako-Gyampah**, Vice Dean, School of Graduate Studies, UEW, Winneba
 - o **Chairman: Prof. Samuel Asiedu-Addo**, Department of Mathematics Education, UEW, Winneba
 - o **Co-Chairman: Dr. M. Adjrankou-Glokpo**, Ancien Directeur Général du Centre International de Recherche et d'Etudes et de Langues, Lomé–Togo
 - o **Co-Chairman: Dr Peter Eshun**, Department of Educational Foundations, UEW, Winneba

01:30pm - 02:00pm*Group Work, Discussion and Interactive Session with PhD Students on how to Review their Literature*

- o Chairman: Prof. Samuel Asiedu-Addo, Department of Mathematics, UEW, Winneba
- o Co-Chairman: Dr. Peter Eshun, Department of Educational Foundations, UEW, Winneba.

02:00pm - 03:00pm: Break for Lunch

03:00pm - 05:00pm

Parallel Sessions: PhD students' presentations followed by critiques from Resource Persons/Experts according to specialized areas

» **Group A – Special Education – Venue: Faculty of Educational Studies Room 102, North Campus, UEW, Winneba**

- o Chairman: Vice Dean, Faculty of Educational Studies, UEW, Winneba
- o Co-Chairman: Head, Dept. of Special Education, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of Special Education, UEW, Winneba
- o Secretary: Graduate Coordinator, Department of Special Education, UEW, Winneba

» **Group B – Counselling Psychology – Venue: Faculty of Educational Studies Room 121, North Campus, UEW, Winneba**

- o Chairman: Dean, Faculty of Educational Studies, UEW, Winneba.
- o Co-Chairman: Head, Dept. of Counselling Psychology, UEW, Winneba.
- o Supervisors/Examiners for PhD Students in the Department of Counselling Psychology, UEW, Winneba.
- o Secretary: Graduate Coordinator, Department of Counselling Psychology, UEW, Winneba

» **Group C – Educational Leadership/Administration and Management – Venue: IERIS Conference Room, UEW, Winneba**

- o Chairman: Vice Dean, School of Graduate Studies, UEW, Winneba
- o Co-Chairman: Head, Dept. of Educational Administration and Management, UEW, Winneba.
- o Supervisors/Examiners for PhD Students in the Department of Educational Administration and Management, UEW, Winneba.
- o Secretary: Graduate Coordinator, Department of Educational Administration and Management, UEW, Winneba

» **Group D – Applied Linguistics – Venue: SLT 8, South Campus, UEW, Winneba**

- o Chairperson: Dean, Faculty of Foreign Languages Education, UEW, Winneba
- o Co-Chairman: Head, Dept. of Applied Linguistics, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of Applied Linguistics
- o Secretary: Graduate Coordinator, Department of Applied Linguistics, UEW, Winneba

» **Group E – English Education – Venue: Faculty of Social Sciences Education Room 202, North Campus, UEW, Winneba**

- o Chairman: Vice Dean, Faculty of Foreign Languages Education, UEW, Winneba
- o Co-Chairman: Head, Dept. of English Education, UEW, Winneba.

- o Supervisors/Examiners for PhD Students in the Department of English Education, UEW, Winneba
- o Secretary: Graduate Coordinator, Department of English Education, UEW, Winneba.

» **Group F – French Education – Venue: Department Conference Room, Language Block, South Campus, UEW, Winneba**

- o Chairman: Dean, School of Graduate Studies, Université de Lomé, Lomé, Togo
- o Co-Chairman: Head, Department of French Education, UEW, Winneba, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of French Education, UEW, Winneba
- o Secretary: Graduate Coordinator, Department of French Education Department, UEW, Winneba

» **Group G – Communication and Media Studies – Venue: School of Communication and Media Studies Seminar Room, South Campus, UEW, Winneba**

- o Chairperson: Dean, School of Communication and Media Studies, UEW, Winneba
- o Co-Chairman: Vice Dean, School of Communication and Media Studies, UEW, Winneba
- o Supervisors/Examiners for PhD Students in all the Departments of the School of Communication and Media Studies, UEW, Winneba.
- o Secretary: Graduate Coordinators, School of Communication and Media Studies: Communication and Instruction, Strategic Communication, Journalism and Media Studies, UEW, Winneba.

» **Group H – Science Education – Venue: Seminar Room 04, Faculty of Science Education Block, South Campus, UEW, Winneba**

- o Chairman: Vice Dean, Faculty of Science Education, UEW, Winneba
- o Co-Chairman: Ag. Head, Department of Science Education, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of Science Education
- o Secretary: Graduate Coordinator, Science Education, UEW, Winneba

» **Group I – Mathematics Education – Venue: Lecture Hall 03, South Campus, UEW, Winneba**

- o Chairman: Dean, Faculty of Science Education, UEW, Winneba
- o Co-Chairman: Head, Department of Mathematics Education, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of Mathematics Education
- o Secretary: Graduate Coordinator, Mathematics Education, UEW, Winneba

» **Group J – Social Studies Education – Venue: Faculty Block Room 305, North Campus, UEW, Winneba**

- o Chairman: Dean, Faculty of Social Sciences Education, UEW, Winneba
- o Co-Chairman: Vice Dean, Faculty of Social Sciences Education, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of Social Studies Education, UEW, Winneba
- o Secretary: Graduate Coordinator, Department of Social Studies Education, UEW, Winneba

» **Group K – Arts & Culture/Music – Venue: SCA Conference Room, Central Campus, UEW, Winneba**

- o Chairman: Dean, School of Creative Arts, UEW, Winneba
- o Co-Chairman: Vice Dean, School of Creative Arts, UEW, Winneba
- o Supervisors/Examiners for PhD Students in all the Departments of the School of Creative Arts offering PhD programmes
- o Secretary: Graduate Coordinators of all the Departments in the School of Creative Arts offering PhD programmes, UEW, Winneba

05:00pm: End of the Day's Session

DAY 2: Wednesday, 18th January, 2023
Plenary Session II: 08:30am - 12:00noon

Research Design/Paradigm & Methodology

08:30am -09:00am

Research design/Paradigm: qualitative, quantitative, mixed or cross-sectional in collection mode with justification

- » **Prof. Samuel Asiedu-Addo**, Department of Mathematics Education, UEW, Winneba.
- » **Dr. Paul K. Effriem**, Department of Educational Foundations, UEW, Winneba.
- o Chairman: Dr. Akwasi Amoako-Gyampah, Vice Dean, School of Graduate Studies, UEW, Winneba
- o Co-Chairman: Dr. Martin Wiredu Agyekum, Research Fellow, IERIS, UEW, Winneba.

09:00am - 09:30am

Methodology: Population sampling procedures & techniques, data collection techniques/tools with justification

- » **Dr. Peter Akayure**, Department of Mathematics Education
 - o Chairman: Dr. Paul K. Effiem, Department of Educational Foundations, UEW, Winneba
 - o Co-Chairman: Dr. Seth Ansah, Department of Educational Foundations, UEW, Winneba

09:30am - 10:00am

Comparative study of the different methods of data collection and guidelines for constructing questionnaire /tests items and interviews

- » **Dr. Seth Ansah**, Department of Educational Foundations, UEW, Winneba
 - o Chairman: Prof. Martin Dossou Gbenouga, Directeur Général, CIREL, Lomé-Togo.
 - o Co-Chairperson: Dr. Regina Caesar, Vice Dean, Student's Affairs, UEW, Winneba
 - o Co-Chairman: Mr. Cosmos Dzikunu, Senior Research Fellow, IERIS, UEW, Winneba.

10:00am - 10:30am

Techniques of preparation for data collection, processing, analysis and Interpretation

- » **Mr. Cosmos Dzikunu**, Senior Research Fellow, IERIS, UEW
 - o Chairman: Dr. Kofi Adu Many, Department Modern Languages, KNUST, Kumasi
 - o Co-Chairperson: Dr. Regina Caesar, Vice Dean, Student's Affairs, UEW, Winneba.
 - o Co-Chairman Prof. Kwasi Adomako, Department of Akan-Nzema Education, , UEW

10:30am - 11:00am: Tea-Break**11:00am - 11:30am**

Sampling fundamentals in relation to the theory of estimation and statistical inferences

- » **Dr. Jones Apawu**, Head, Department of Mathematics Education, UEW, Winneba
 - o Chairman: Prof. Kwasi Adomako, Department of Akan-Nzema Education, UEW, Winneba
 - o Co-Chairman: Dr. Rogers Asante, Department of Applied Linguistics, UEW, Winneba

11:30am - 12:00noon

Group Work, Discussion and Interactive Session with PhD Students on Research Design/Paradigm & Methodology

- o Chairman: Dr. Mrs Yvonne A. Ollenu, Ag Head, Department of Ga-Dangme Education, UEW, Ajumako
- o Co-Chairman: Dr. E. K. Kaizer, Department of French, University of Ghana, Legon, Accra.

Plenary Session III:

Documentation, Defence of Thesis, Publication of Main Findings & Dissemination of Knowledge

12:00noon - 12:30pm

Documentation: APA Referencing Style and the use of Software for Referencing

- » **Mr. Viscount B. Buer**, University Librarian, UEW, Winneba.
- o Chairperson: Prof. Christiana Hammond, Head, Department of Communication Instruction, UEW, Winneba
- o Co-Chairman: Dr. Lucas K. Assoti, Directeur de la Recherche et de la Formation, CIREL, Lomé-Togo.

12:30pm - 01:00pm

Preparation, Defence of Thesis and Format for Thesis Presentation

- » **Prof. Charles K. Assuah**, Dean, CIP, UEW, Winneba
- » **Prof. D. S. Y. Amuzu**, Executive Secretary, IUCDS, UEW, Winneba
- o Chairman: Dr. Mawuloe K. Kodah, Head, Department of French, University of Cape Coast, Cape Coast, Ghana
- o Co-Chairman: Prof. Ayi-Adzimah, Department of French Education, UEW, Winneba

01:00pm - 01:30pm

A. Managing your Students for Effective Supervision

- » **Prof. Samuel Asiedu-Addo**, Department of Mathematics Education, UEW, Winneba

B. Managing your Thesis Supervisor

- » **B. Rev. Fr. Dr Anthony Adawu**, Department of English Education, UEW, Winneba
- o Chairman: Prof. Mawuloe K. Kodah, Head, Department of French, University of Cape Coast, Cape Coast, Ghana
- o Co-Chairman: Dr. Theresa Antwi, Director, Counselling Unit, UEW, Winneba

01:30pm - 02:00pm

Guidelines for Statement of Main Findings and Discussion (Coherence in development of ideas to reflect the results based on data in the context of the problem, relevant research questions, hypotheses or propositions)

- » **Prof. Mawuadem Koku Amedeker**, Department of Science Education, UEW, Winneba
- o Chairman: Prof. Charles Owu-Ewie, Department of Akan-Nzema Education, UEW - Ajumako
- o Co-Chairman: Prof. Issah Alhassan, Dean, Faculty of Ghanaian Languages Education, UEW, Winneba

02:00pm - 02:30pm

Techniques for indicating Contribution to Knowledge (Originality in approach and contribution to dissemination of knowledge)

- » **Prof. Charles Owu-Ewie, Department of Akan-Nzema Education, UEW – Ajumako Campus.**
- o Chairperson: Prof. Fofu Lomotey, Dean, School of Communication and Media Studies
- o Co-Chairman: Prof. Issah Alhassan, Dean, Faculty of Ghanaian Languages Education, UEW, Winneba

02:30pm - 03:00pm: Break for Lunch**03:00pm - 05:00pm**

Parallel Sessions: PhD students' presentations followed by critiques from Resource Persons/Experts according to specialized areas

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 - o Secretary: Graduate Coordinator, Department of Counselling Psychology, UEW, Winneba

» **Group C – Educational Leadership/Administration and Management – Venue: IERIS Conference Room, UEW, Winneba**

- o Chairman: Vice Dean, School of Graduate Studies, UEW, Winneba
- o Co-Chairman: Head, Dept. of Educational Administration and Management, UEW, Winneba.
- o Supervisors/Examiners for PhD Students in the Department of Educational Administration and Management, UEW, Winneba.
- o Secretary: Graduate Coordinator, Department of Educational Administration and Management, UEW, Winneba

» **Group D – Applied Linguistics – Venue: SLT 8, South Campus, UEW, Winneba**

- o Chairperson: Dean, Faculty of Foreign Languages Education, UEW, Winneba
- o Co-Chairman: Head, Dept. of Applied Linguistics, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of Applied Linguistics
- o Secretary: Graduate Coordinator, Department of Applied Linguistics, UEW, Winneba

» **Group E – English Education – Venue: Faculty of Social Sciences Education Room 202, North Campus, UEW, Winneba**

- o Chairman: Vice Dean, Faculty of Foreign Languages Education, UEW, Winneba
- o Co-Chairman: Head, Dept. of English Education, UEW, Winneba.
- o Supervisors/Examiners for PhD Students in the Department of English Education, UEW, Winneba
- o Secretary: Graduate Coordinator, Department of English Education, UEW, Winneba.

» **Group F – French Education – Venue: Department Conference Room, Language Block, South Campus, UEW, Winneba**

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- o Co-Chairman: Head, Department of French Education, UEW, Winneba, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of French Education, UEW, Winneba
- o Secretary: Graduate Coordinator, Department of French Education Department, UEW, Winneba

» **Group G – Communication and Media Studies – Venue: School of Communication and Media Studies Seminar Room, South Campus, UEW, Winneba**

- o Chairperson: Dean, School of Communication and Media Studies, UEW, Winneba
- o Co-Chairman: Vice Dean, School of Communication and Media Studies, UEW, Winneba

- o Supervisors/Examiners for PhD Students in all the Departments of the School of Communication and Media Studies, UEW, Winneba.
- o Secretary: Graduate Coordinators, School of Communication and Media Studies: Communication and Instruction, Strategic Communication, Journalism and Media Studies, UEW, Winneba.

» **Group H – Science Education – Venue: Seminar Room 04, Faculty of Science Education Block, South Campus, UEW, Winneba**

- o Chairman: Vice Dean, Faculty of Science Education, UEW, Winneba
- o Co-Chairman: Ag. Head, Department of Science Education, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of Science Education
- o Secretary: Graduate Coordinator, Science Education, UEW, Winneba

» **Group I – Mathematics Education – Venue: Lecture Hall 03, South Campus, UEW, Winneba**

- o Chairman: Dean, Faculty of Science Education, UEW, Winneba
- o Co-Chairman: Head, Department of Mathematics Education, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of Mathematics Education
- o Secretary: Graduate Coordinator, Mathematics Education, UEW, Winneba

» **Group J – Social Studies Education – Venue: Faculty Block Room 305, North Campus, UEW, Winneba**

- o Chairman: Dean, Faculty of Social Sciences Education, UEW, Winneba
- o Co-Chairman: Vice Dean, Faculty of Social Sciences Education, UEW, Winneba
- o Supervisors/Examiners for PhD Students in the Department of Social Studies Education, UEW, Winneba
- o Secretary: Graduate Coordinator, Department of Social Studies Education, UEW, Winneba

» **Group K – Arts & Culture/Music – Venue: SCA Conference Room, Central Campus, UEW, Winneba**

- o Chairman: Dean, School of Creative Arts, UEW, Winneba
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- o Secretary: Graduate Coordinators of all the Departments in the School of Creative Arts offering PhD programmes, UEW, Winneba

DAY 3: Thursday, 19th January, 2023
Plenary Session IV: 08:30am - 12:00noon

08:30am - 10:30am

Application of Microsoft Teams, Information Retrieval and Plagiarism

- » **Mr. Daniel Essel**, Department of Information and Communication Technology Education, UEW, Winneba
- o Chairman: Prof. Mawuadem Koku Amedeker, Department of Science Education, UEW, Winneba
- o Co-Chairman: Dr. Mohammed Ali, Department of Mathematics Education, UEW, Winneba
- o Co-Chairman: Dr. Philip Siaw, Department of Management Sciences, School of Business, UEW, Winneba

10:30am - 11:00am: Tea-Break

11:00am - 11:30am

Thesis Planning and Time Management

- » **Prof. Rebecca Akpanglo-Nartey**, Dean, Faculty of Foreign Languages Education, UEW, Winneba.
- o Chairman: Prof M. A. Ilupeju, Head of Scientific Unit, IUCDS & Head, Department of European Languages and Regional Integration, University of Lagos, Lagos, Nigeria.
- o Co-Chairman: Dr Emmanuel Dogbe, Head, Department of Ewe Education, Ajumako Campus, UEW, Winneba
- o Co-Chairman: Dr Pascal Kpodo, Department of Ewe Education, Ajumako Campus, UEW, Winneba.

11:30am - 12:00noon

Financing Thesis and Sources of Funding PhD Programmes

- » **Mr. Bruno B. Chirani**, Deputy Finance Officer, IERIS, UEW, Winneba
- o Chairman: Dr. Theophilus Ackorlie, Finance Officer, UEW, Winneba
- o Co-Chairman: Prof M. A. Ilupeju, Head of Scientific Unit, IUCDS, IUCDS & Head, Department of European Languages and Regional Integration, University of Lagos, Lagos, Nigeria

12:30pm - 02:00pm: Break for Lunch

02:30pm - 03:30pm

Closing Ceremony

- » **Opening Prayer** by Rev. Fr. Dr Anthony Adawu, Department of English Education, UEW, Winneba.
- » **Introduction of the Chairman** by Mrs. Christabel Awuku, Principal Administrative Assistant, Institute for Educational Research and Innovative Studies, UEW, Winneba.
- » **Chairman's Remarks**
- » **Reports on IUCDS Activities & Theme for 2023** Inter University Conference for Doctoral Studies at UNILAG, Lagos, Nigeria.
- » **Updates** on Inter University Conference for Doctoral Studies Journal for Research Findings (JoReFi).
- » **Report on the Seminar** by Rapporteurs.
- » **Resolutions and Communiqué on the Seminar**
- » **Presentation of Certificates to participants**
- » **Chairman's Closing Remarks**
- » **Vote of Thanks** by Mrs. Bliss Acheampong, Department of English Education, University of Education, Winneba
- » **Closing Prayer** by Mr. Peter Kofi Afful, Department of English Education, University of Education, Winneba

MCs

- › Mr. Peter Afful, Department of English Education, UEW
- › Mr. Bismark Odum, School of Communication and Media Studies, UEW, Winneba.

RAPPORTEURS

- › Dr. Emmanuel K. Afari, Head, Department of French Education, UEW, Winneba (Coordinator)
- › Dr. Joana Portia Sakyi, Department of Applied Linguistics, UEW, Winneba
- › Mr. N. Dordzeavudzi, Department of French Education, UEW, Winneba.
- › Mr. John Kazari, Department of French Education, UEW, Winneba

TRANSLATORS/INTERPRETERS

- › Dr. Benjamin A. Afanvi, German Unit, Department of French Education, UEW, Winneba (Coordinator)
- › Ms. E. A. Adjeoda, German Unit, Department of French Education, UEW, Winneba
- › Dr Theophilus K. Atonon, Department of French Education, UEW, Winneba.
- › Mr Antwi Yaya Kwaku, Department of French Education, UEW, Winneba

LOCAL ORGANIZING COMMITTEE MEMBERS

- › Prof. Victor Antwi, Dean, School of Graduate Studies, UEW, Winneba (Host)
- › Prof. D.S.Y. Amuzu, Executive Secretary, IUCDS, UEW, Winneba (Chairman)
- › Prof. Fofo Lomotey, Dean, School of Communication and Media Studies, UEW, Winneba
- › Prof. Rebecca Akpanglo-Nartey, Dean, Faculty of Foreign Language Education, UEW, Winneba
- › Dr. Albert Worniyoh, Vice Dean, Faculty of Foreign Languages, UEW, Winneba
- › Dr. Emmanuel K. Afari, Acting Head, Department of French Education, UEW, Winneba.
- › Dr. Joana Portia Sakyi, Department of Applied Linguistics, UEW, Winneba
- › Mr. Felix Odonkor, Graduate Studies Coordinator, Department of French Education, UEW, Winneba
- › Mr. Samuel E. Armah, Assistant Registrar, IUCDS, UEW, Winneba
- › Ms. Irene Jackson, Principal Accounts Officer, IERIS, UEW, Winneba

BOOK OF ABSTRACTS

APPLIED LINGUISTICS

LANGUAGE & TVET IN GHANA

Fidelia Aning
 aningfidelia@gmail.com

Abstract

The thrust of this paper is to examine the role of language as an effective tool in training students under the Technical Vocational Education and Training (TVET) programme and on the job arena. In the context of Ghana, attention is directed at effective communication skills in English language as it is the official language in educational institutions and the professional world. The study adopts quantitative methodology to collect primary data through structured interviews. The sample comprises twenty (20) students and five (5) lecturers on the Takoradi Technical University TVET programme as well as five (5) industrial personnel in the Hospitality and Engineering sectors. The findings reveal that language and effective communication skills are indeed vital for the TVET programme and the mastery of its application will combine to help learners engage and interact effectively during lectures and attachment sessions, to ensure better assimilation and dissemination of course content, and help transition students smoothly onto the job arena to infuse their skills into the industrial sector in order to attain the desired accelerated development. The study therefore recommends that content subject teachers and Communication Skills teachers collaborate to make this enterprise a success by positioning language and effective communication skills at the heart of the TVET agenda to enhance its attractiveness.

Keywords: TVET education; effective communication skills; English language; Technical Universities.

ASYNCHRONOUS STUDY OF BÊ- IN AKAN, EFFUTU AND KYEREPONG

Joana Portia Sakyi

Abstract

The study mainly employs semantic and pragmatic correlations in analysing the affix bêt- ‘may’, ‘must’, ‘should’ synchronically in Akan and two South Guan languages - Effutu and Kyerepong (all belonging to the Kwa sub-family of the Niger Congo phylum). Empirical data was drawn from books and articles, students’ essays, radio discussions, and focus group discussions. The versatility and practicality of this form is demonstrated in four different contexts, viz, as a marker of future tense, as a motional prefix as a prospective marker, and as a

modal marker see (Dolphyne 1988, Saah 2003, Osam 2004; 2008, Boadi 2005, Sakyi 2019). Regarding its use as a modal marker, we have identified its expression of epistemic possibility, deontic, and dynamic meanings in these three languages. As a comparative study, the paper highlights some significant features of these languages that will be of typological relevance.

Keywords: Be, Akan, Effutu, Kyerepong, modality

SYLLABLE STRUCTURE OF GHANAIAI ENGLISH: AN ANALYSIS OF STUDENTS FROM A PUBLIC UNIVERSITY IN GHANA

Gifty Osei-Bonsu

Abstract

The diffusion of English around the world has led to a variety of contacts and Ghana is among such contacts. English however has a syllable structure different from the local languages spoken by these contacts. There exist several studies in other world Englishes that have investigated the English syllable structure and have found that speakers employ varied simplification strategies in producing English syllables. Meanwhile, there is rarely any study in Ghanaian English phonology which primarily centers on the English syllable. This study thus explores how Ghanaian speakers of English produce English syllable types and examine the processes they employ to produce them. Using a snowball sampling technique, 30 students are sampled from two faculties of a public university in Ghana and are presented with 50 words of different syllable structures to produce and audio-taped. The study has shown that Ghanaian speakers of English sometimes produce syllable structures that are expected in inner circle Englishes, but they most of the time differ from them. The differences in syllable structure result because their L1 syllable structure differs from that of English. They thus resort to some simplification strategies such as epenthesis, deletion, metathesis, substitution, and yod-dropping which are also found in other studies in their attempt to produce English syllables. These give rise to syllable structures that might not be expected by the native speaker and as result may cause communication challenges. However, communication among Ghanaian speakers of English does not seem to pose such a challenge.

“‘RIGHTING’ THE WRONG”: TEXT REVISION IN STUDENTS’ COMPOSING PROCESSES IN SENIOR HIGH SCHOOLS IN GREATER ACCRA

Emmanuel Lauren Oblie

Revision is a fundamental strategy in text composition among second language learners primarily because it guarantees congruence between these learners’

translated texts and their pre-task and online plans as they effortfully compose in a language other than their mother tongue. As such, the current research explored the revision behaviours of learners in English composition in senior high schools in Greater Accra. Following a case study design, twenty-four participants were purposively sampled to write a timed argumentative essay under think-aloud conditions. Analyses of the protocols were based on Rostamian et al.'s (2018) taxonomy of self-repair and Conijn et al.'s (2021) tag set of revision while the resulting essays were analysed using Barkaoui's (2016) and Johnson's (2017) schemes of text quality and the West African Examination Council's Marking Scheme. The findings showed that very few participants engaged in content-related revisions such as different-information- and appropriacy-repair. Also, for language-based revisions, the participants generally employed insubstantial pre-textual, pre-contextual, contextual and post-textual single-sequence revisions triggered by errors, reading and evaluation. These revisions involving deletion, insertion and substitution were at the sub-word, word and clause levels and targeted semantic changes mainly from errors to non-errors. The results also revealed that the less substantial the revision, the more linguistic and non-linguistic infelicities characterized the texts produced. Based on the foregoing findings, it is recommended that teachers in English language classrooms in Ghana train their students on the effective use of revision strategies in essay writing as well as develop the students' overall writing-related cognitive and metacognitive skills.

Keywords: Revision, self-repair, self-regulation, cognitive strategies, argumentative essay writing, ESL writing

CONJUNCTIVE DEVICE IN UNDERGRADUATE STUDENTS' ESSAYS IN A GHANAIAN PUBLIC UNIVERSITY

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Abstract

Writing plays a crucial role in academic life of students. It gives writers the opportunity to present their thoughts and ideas in a logical manner. This study examines conjunctive devices in undergraduate students' argumentative essays in a Ghanaian Public University. The study sought to answer two research questions: What are the conjunctive devices in students' essay? and What are the variations in the use of the conjunctive devices in the students' essays? The research approach is qualitative and the design is content descriptive analysis.

Twenty essays were randomly selected from the Engineering and Information Technology undergraduate students in a Ghanaian Public University. In this study, the research instrument that I used for data collection were the 2021/2022 students' end of semester examination scripts. The framework adopted for this study was Halliday and Hasan (1976) cohesion theory. The framework provided an in depth analysis of the data collected. The outcome of this study revealed different conjunctive devices which created cohesion in the students' essays. The Engineering students used varied conjunctive devices than the Information Technology students. The study concluded that the appropriate incorporation of conjunctions enhanced the writing quality and resulted in comprehensive texts.

Keywords: Cohesion, conjunctive devices, essay

DEALING WITH COMMUNICATION BREAKDOWN: CONVERSATIONAL REPAIR IN SENIOR HIGH SCHOOL CLASSROOMS IN UPPER EAST REGION

Francis Bukari

The study's objectives were to explore conversational repair strategies employed by teachers and students in ESL classroom interaction in Senior High Schools in the Upper Region using Conversation Analysis (CA) theory as a framework and methodology. One ESL teacher and a class of students each from eight senior high schools participated in the study. The data were individual class sessions collected using video and audio-tape recording. The data were transcribed and analysed inductively. The findings showed that while engaging in individual activities, students used self-initiated self-repair strategies due to their limited command of the English language. The repair was mainly initiated using lexical, quasi-lexical and non-lexical initiators. Also, the teachers and students used a variety of strategies to restructure parts of their interactions that they perceived as incorrect or causing communication breakdown. These strategies included same information repair, error repair, appropriateness repair, message replacement repair, different information repair, and back-to-error repair. In terms of using repair practices, the participant teachers are diverse. They employ repair-initiation strategies such as 1) interrogatives; 2) unspecified initiators; 3) understanding checks; 4) partial repeats; 5) clarification requests; 6) code-switching; 7) partial repeats plus questions; and 8) non-verbal cues. ESL teachers employed them for a variety of purposes.

Keywords: Conversation Analysis, Repair Strategies, ESL Classroom, Classroom Discourse, Self-repair, Other-repair

WRITING WITH LEXICAL BUNDLES IN THE EDUCATIONAL RELATED POST-GRADUATE THESES IN A GHANAIAN UNIVERSITY

Alberta Dansoah Nyarko Ansah

Abstract

Utilizing lexical bundles, or word combinations frequently used in English, is crucial in academic writing (Karabacak & Qin, 2013). The main features that differentiate lexical bundles from other formulaic sequences are their ranges and overall frequencies. Considering the significance of bundles for academic prose, the current study examines the use of LBs in post-graduate theses written by students who received their education in environments where English was spoken as a second language. These texts were sampled from # education-related programmes. The goal of this study was to examine and compare various N-gram lexical bundles that were taken from two significant part-genre corpora. A sample of 19344 different word types from a much larger corpus being examined as part of an ongoing investigation was taken for the study's object. The investigation was based on Cortes' (2004) analytical approach to lexical bundle study. The results showed that these post-graduate theses had enough lexical bundles of academic prose for acceptance. Additionally, it was found that, across all fields, the discussion genre had a significantly higher number of targeted bundles than the literature review genre. Furthermore, the results showed that in both parts of the genre examined for this study, targeted bundles used in science education were more common than those used in arts education. Based on these findings, students and their supervisors are encouraged to ensure the use of lexical bundles for comprehensive and successful academic communication.

Keywords: Academic writing, lexical bundles, part-genre, post-graduate writing, second language writing, targeted bundles.

AN ANALYSIS OF CLASSROOM INTERACTION IN THE LANGUAGE CLASSROOM: THE CONVERSATION ANALYSIS PERSPECTIVE

Rosemary G. Addo-danquah

Abstract

Classroom Interaction is the interaction between the teacher and learners, and amongst the learners in the classroom (Cazden, 2001; Gardner, 2019). It includes all forms of talk that are realised in the classroom (Ingram & Elliott, 2020) and focuses on face-to-face techniques which could be verbal or non verbal (Zulkifly et al., 2021).

In classroom interaction, interactional organisations like turn taking, adjacency pairs and preference organisation among others are used and these play a key role in having an effective communication (Rohan, 2020). As part of a broader study, this paper examines how students engage in classroom interaction through their contributions to the discussion in class using conversation analysis which is concerned with sequential organisation, adjacency pairs, and turn taking. Following a case study design, 5 lessons and 10 hours of audio recordings of communication skills classroom interactions were used in the analysis. Conversation Analysis as a theoretical framework (Schegloff & Sacks, 1973) which has the potential to reveal naturally occurring practices in teacher-student interactions served as the theoretical foundation for this study. Through the recording of audio, qualitative data were gathered. They were then written down and given a descriptive and qualitative analysis. The findings of the study demonstrates that the classroom discourse of students of the Technical University understudy shared striking similarities with how face-to-face conversation has been perceived to function in terms of the arrangement of conversational turns.

Keywords: Classroom Interaction, Turn Taking , Adjacency Pairs, Preference Organisation

A SOCIOLINGUISTIC STUDY OF LEXICAL VARIATION IN NZEMA

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Abstract

Despite the fact that Nzema communities in three different districts of Western Region use the same language, the people within these districts demonstrate different lexical items to express the same meaning. The purpose of this study was to investigate lexical variation in Nzema language. The study was guided by two objectives which sought to: identify the factors responsible for lexical variation in Nzema and also, investigate the consequences of lexical variation in Nzema. The study was guided by the variationist theory proposed by Labov (1972). The target population consisted of all the speakers of Nzema language living in the three districts (Jomoro, Ellembele and Nzema East) of Western Region of Ghana. In the selection of sample, the researcher used non probability sampling to select 40 respondents from two different age groups which comprised of 20 respondents from each group. These groups were Nzema speakers aged from 15 to 30 years, representing the young speakers of Nzema and 65 years and above, representing the old speakers of Nzema. Descriptive survey research design was used to carry out this study. . The data of the study were collected using interviews. The data were analysed in line with the variationist theoretical framework.

The findings of the study revealed that the responsible factors that contributed for the lexical variation in Nzema language were geographical location of the speakers, education and age. The findings of the study also revealed that the variation in the Nzema language had resulted to communication breakdown between the old and the young speakers of Nzema.

CLASSROOM DISCOURSE: A STUDY OF SILENCE FACTORS IN COLLEGES OF EDUCATION ENGLISH LANGUAGE CLASSROOM

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Abstract

Introduction: Silence in the classroom has become a typical occurrence and an obstacle to the teaching process, which has attracted the attention of academics and educators. It has become an impediment to teacher-student contact, which not only hinders the achievement of classroom teaching objectives but also hinders the development of students' language skills. **Focus:** This study explores the primary determinants of classroom silence from three perspectives, namely student factors, teacher factors, and cultural factors, as well as the possible strategies to breaking the silence in the colleges of education ESL classroom for enhanced teaching environment and English proficiency of students. **Methods:** Using a convergent parallel mixed methods design, the study sampled a total of 171 and 8 student-teachers from four (4) colleges of education in the Volta Region to respond to a qualtrix survey questionnaire and an interview respectively. **Results:** Results put students' factors of peer attitudes of ridicule, laughing, contempt towards the responses of their classmates, self-inferiority, timidity and shyness as the leading variables that deter students from participating in the ESL classroom conversation. This is followed by teacher factors including teaching methods and teacher attitude towards learner responses while home-related factors appeared the least to hinder students' classroom discourse. The study also found out that students used home-related silence as politeness strategy to avoid insults, conflict and anger of the tutor and peers. **Conclusion:** The study suggests classroom implications to boost learner participation and improve students' classroom discourse.

TUTOR PERCEPTION AND KNOWLEDGE OF TASK-BASED LANGUAGE TEACHING METHODOLOGY IN GHANAIAN COLLEGES OF EDUCATION ENGLISH LANGUAGE CLASSROOM

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Abstract

Introduction: Task-Based Language Teaching (TBLT) has developed as an integral feature of curriculum in language pedagogies around the globe and endorsed by major SLA scholars and ELT practitioners. Practice has shown that hesitancy to speak English can be because pupils have weak speaking abilities, since they do not utilize the language in real-life circumstances. **Focus:** In this paper, we examined the perception that tutors hold about TBLT methodology in Ghanaian Colleges of Education (CoEs) and how this view affects their choice of TBLT in their classroom. The aim was to reveal the reasons for their choice or otherwise of task-based approaches in their English language teaching in the colleges. **Methods:** Thirty (30) English language teachers sampled from across ten (10) public colleges of education participated in the study which employed a mixed methods approach to assess closed and open-ended qualitative survey questions online. Findings revealed that most CoE English instructors (55.5%) have favourable awareness towards TBLT execution, based on its relevance of enhancing learners' interaction skills, supports learners' intrinsic motivation and provides a collaborative learning environment. A significant number (44.5%) of them reported having very little awareness of TBLT theories and implementation strategies, but rated the pedagogy as the preferable alternative over lecture approaches. To this category of tutors, large-sized classes and very little expertise of task-based teaching were recognized as the most troubling impediments to adoption of TBLT at the colleges. **Conclusions:** The study recommends, among others, the necessity to divorce test-achievement from task performance to enable tutors to integrate the real world into the language classroom and prepare learners for the job market.

Keywords: Task-based language teaching, second language, college of education, language pedagogy

ARTS AND CULTURE

“CONSOLING THE SOUL” through figure painting Exhibition

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Abstract

This paper discusses visual display of manual paintings with little computer aids of Level 100 Diploma Students of the Department of Art Education, at the University of Education, Winneba. It seeks to demonstrate the evolution of artistic philosophy, talent, and visual cultural approaches in relation to the department's figure painting course. The study also explains why academic manual figure painting was seen as an important phenomenon and how its authors, critics, and public audience perceived it. This examination of academic art is based on the aesthetic theories and creative subgenres that dominated discussions about how to interpret this visual presentation. In addition, the paper also looks into the ways in which manual figure painting among Level 100 Diploma Students and its visual culture are revived and appropriated in contemporary art-arena to produce works that bear both socio-cultural identity of art and profound artistic qualities that define contemporary art in the realms of art, specifically, figure painting approach. The search's results elevate the philosophy and visual representation of human anatomical structure through manual figure painting, which is found in sustainability of nature vegetarianism nature and can be appropriated to serve as a multifaceted form of contemporary art because it allows manual figure painting to be reinvented for rich visual culture in contemporary art practices and techniques. The display of these intriguing paintings is also intended to help more people in Ghana who are grieving during these challenging economic times. The student body at the university is not unique. Therefore, the purpose of the exhibition of the works is to cool the anger of those impacted, especially those who are part of the art world and its surroundings.

Keywords: Figure painting, contemporary art, visual culture, consoling the soul.

DOCUMENTATION OF TRENDS IN CHIEFS REGALIA WITHIN KWAHU TRADITIONAL AREA FROM 1950-2022

Henry Ofosu Ameyaw

Abstract

This study explored dress codes of the Kwahu traditional chiefs from the 1950 to 2022. It aimed at establishing fashion trends of the royal costumes and dress codes of the Kwahu chiefs to document their ethnic symbolisms.

Study espoused the ethnographic approach using the narrative inquiry tools in qualitative research to obtain data through archival document, semi-structure interviews and critical observation. 20 participants consisting of four chiefs, six elders from the royal family, four youths and the six elders from the from the Kwahu traditional area were purposively sampled for the study and engaged in a focused group interaction to ensure reliability of quality data. Findings reveals that the symbolisms of the dress codes of the Kwahu chiefs from 1950 to 2022 has been the same. Dress code for the Kwahu chiefs were influenced per the occasion, colour and duties attached. The dress codes won currently by the Kwahu chiefs reflect the historic past of the people as well as depicting power and wealth. Some of the dress codes used in the past have been abandoned by current chiefs. Traditional cultural festivals of the Kwahus have been replaced with a popular culture of Easter celebration which resulted in Kwahus especially the youth lacking interests in the traditional knowledge (dress code). It is recommended that the Kwahu traditional council takes vital steps to reintroduce traditional festivals to complement the Easter celebrations whereas a royal museum should be established to help portray and preserve the culture of the Kwahus.

AESTHETIC DRESS DETAILS OF ASHIN YOO KPOJEI-HESAAMOI: THEMATIC TREND ANALYSIS

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Abstract

The paper is a descriptive qualitative study motivated by an African adage on the need to “celebrate our African culture.” It is part of a larger study on designing dress influenced by a feminine subculture of Temamei. The goal is to contribute to ongoing conversations on putting African culture in the spotlight of world fashion. Thematic trend analysis is used as a method in reviewing ten unique dress details of female initiates that define an Ashin Yoo observed during their nobility rite. The period is between the 1960s and 21st century. The article further interrogates the value of those features discovered, appraising their implication for dress fashion design practices for an African brand.

Keywords: Ashin Yoo, Aesthetic dress details, Kpojei-Hesaamoi, Themes, Emerging trends.

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

THE ESSENTIAL RELEVANCE OF PROFESSIONAL LEARNING COMMUNITIES TO TEACHER ATTITUDE TO EDUCATIONAL CHANGE AND CLASSROOM EFFECTIVENESS IN GHANAIAAN BASIC SCHOOLS

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Abstract

Professional Learning Communities (PLCs) model of continuous professional development was introduced into Ghanaian basic schools in 2019 educational reforms to enhance professional competencies of teachers. However, empirical studies into the effectiveness of PLCs in schools is at teething stages worldwide. Therefore, this study sought to test the hypothesis that effective PLC affects teacher attitude towards educational change (TAC) which ultimately affects teacher classroom effectiveness (TCE). Kennedy's (2005) community of practice theory guided the study. Working within the positivist's philosophy, the study employed the quantitative research approach using the causal-comparative research design. The census and proportionate stratified random sampling techniques were used to select 87 headteachers and 339 teachers respectively for the study. Olivier et al.'s (2010) PLCA-R, Prakash et al.'s (2020) TCE, and Dunham et al.'s (1989) TAC questionnaires were used to collect data. The data was analysed using descriptive statistics such as mean and standard deviation and structural equation modelling (SEM) with the aid of SPSS and AMOS version 28. The findings established that PLCs had significant positive effect on TAC and TCE. The findings further discovered that TAC fully mediated the effect of PLCs on TCE. Therefore, the study confirmed the hypothesis that PLC affects TCE through TAC in Ghanaian basic schools. The study contributes to the field of educational leadership in understanding the networks through which PLCs impact classroom effectiveness of teachers. Hence, the study recommended that the Ghana Education Service should promote attitudinal change among teachers to enhance the effect of PLCs on TCE.

LEADERSHIP MENTORING AND SUCCESSION PLANNING AMONG CHARISMATIC CHURCHES IN TEMA-GHANA

Prince Nii Dodo Offei

Abstract

The crust of this study was to examine leadership mentoring and succession planning in charismatic churches in Ghana as a whole, using charismatic churches situated within the Tema Metropolis as study population.

For the purpose of this study, the qualitative approach was adopted. The study population comprised of all charismatic churches located within the Tema Metropolis. The findings of this study revealed that only two out of the six charismatic churches that were interviewed for this study had some systems in place when it comes to leadership mentoring and succession planning in charismatic churches. The rest did not have formal leadership mentoring and succession planning structures and systems in place. Again, when it came to Leadership mentoring and Succession Planning processes in the Charismatic Churches, there were no well-defined processes of leadership selection. For some of the churches who have theological schools, the only process of ascending to leadership positions is by going through the theological school. For other churches, the general overseer relies on direction from the Holy Spirit when it came to appointing leaders for the church. The study concluded that due to the lack of mentoring programs, Charismatic Churches in Ghana usually splits or winds up when the founding leader passes on. The study recommended that Leaders of charismatic churches must pay critical attention to the development of a viable and elaborate leadership mentoring and succession planning mechanisms for the selection of leaders for the church.

**FACTORS INFLUENCING EMPLOYEE TURNOVER IN PRIVATE
UNIVERSITIES AND STRATEGIES FOR EMPLOYEE RETENTION:
A CASE OF FOUNTAINHEAD CHRISTIAN UNIVERSITY COLLEGE,
TEMA, GHANA**

Sylvia Agyeman Addai

Abstract

The efficiency and success of an organization depends mainly on its capacity to retain its employees. High employee turnover may result in an organization not being able to meet its objectives, loss of business and also spoil the good reputation of an organization. This research aims to explore the factors responsible for employee turnover and retention strategies in educational institutions. Fountainhead Christian University College (FCUC), Tema was chosen as the case study for this research. The target population for the study were the employees of FCUC. This included both the present and past employees of the institution which was fifty (50) employees. The study is grounded in the interpretivist (nominalist) paradigm. The study employed a descriptive research design and qualitative research approach. The study adopted snowballing sampling technique for the past employees and simple random sampling method for the present employees. The sample size for the study was thirty (30). The study employed both primary and secondary data. Semi structured questionnaires were the instruments employed to elicit information from participants. Microsoft excel was used to analyze the data. Regarding the findings, it was concluded that low salary level, poor retirement benefits, perceived alternative employment opportunities and job security were the major causes of employee turnover.

Also, the study recommended that good leadership style and reasonable employee compensation and benefits were the factors that would influence the employee's loyalty and retention. The study concluded that employee turnover affects the quality of teaching and learning to a very large extent.

Keywords: Employee Turnover, Employee Retention, Strategies, Performance

AN EXPLORATION OF WATER, SANITATION AND HYGIENE SYSTEMS (WASH) PROGRAMME IN PUBLIC BASIC SCHOOLS: A CASE OF A MUNICIPALITY AND A DISTRICT

Wasila Yakubu
&
Sethina Annang Danquah

Abstract

Safe and learner-friendly water, sanitation, and hygiene (WASH) in schools contribute significantly to improving health, school attendance, and promoting gender equity. Therefore, this study sought to explore the Water, Sanitation and Hygiene Systems (WASH) Programme in public basic schools in the Ga South Municipality and Kassena-Nankana West District-Paga. The study adopted the intrinsic case study design and qualitative research approach. The expert sampling technique was used to select a sample size of fourteen made up of (two school health education programme (SHEP) coordinators, four headteachers, four school-based health coordinators, and four students). Data was collected using a semi-structured interview guide and an observational guide. Data collected was analysed using line coding and content analysis. The findings of the study indicated that the WASH programme has brought enormous benefits to public basic schools. It has ensured the provision of potable water, improved sanitation, and appropriate hygiene practices in schools. Additionally, it has improved enrolment, punctuality, and the regularity of students. Despite these benefits, the water and soap availability, and the WASH facilities' maintenance were the challenges the schools faced. The study, recommends the need for the NGOs and other stakeholders to financially support the WASH programme.

Keywords: Water, Sanitation, Hygiene, Public Basic Schools, Ga South Municipality, Kassena-Nankana West District

AN EXPLORATION OF THE EFFECTIVENESS OF THE WATER, SANITATION, AND HYGIENE PROGRAMME IN THE PROVISION OF FACILITIES IN PUBLIC BASIC SCHOOLS IN THE KRACHI NCHUMURUN DISTRICT

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Abstract

This study explored the effectiveness of the Water, Sanitation, and Hygiene (WASH) programme in the provision of facilities in public basic schools in the Krachi Nchumurun District and identified ways of improving the mobilization of facilities to enhance the health of teachers and learners in the district. It was qualitative research underpinned by case study research design. Semi-structured interview guide was employed to collect data for the study and the purposive homogenous sampling technique was used to select six (6) teachers from each of the six (6) Circuits in the Krachi Nchumurun District for the study. The qualitative data collected was analyzed thematically. The study showed that, facilities provided under the WASH programme in basic schools in the district were woefully inadequate, hence, many of the schools in the district still practice open-defecation. However, with the intervention of the provision of tippy tap handwashing facilities, which are predominantly used in all schools due to the outbreak of the corona virus pandemic in 2019, the study revealed that, the outbreak of diseases such as diarrhoea, cholera and typhoid have reduced mainly due to the availability of the tippy taps, which teachers and learners are encouraged to wash their hands regularly under close supervision from GES with an enforcement of an award and punishment system for that purpose. Also, the study ascertained that, available facilities such as boreholes and latrines were not disability friendly especially for persons with mobility challenges. In addition, the few latrines available are not user-friendly to adolescent female children in school for ensuring privacy and hygienic conditions during their menstrual periods, thereby, contributing to high school absenteeism, and poor academic performance of these learners including the adolescent female children and children with disability. The study therefore, recommended that, GES at the Regional level must swiftly intervene to solicit for more facilities to schools in the district and empower the newly created District Education Office (DEOC) in the Krachi Nchumuru District with human, material and financial resources to enable the DEOC to support schools to play their roles more meaningfully in the provision of accessible facilities to all teachers and learners to enhance sanitation issues and improve school attendance and academic performance in the schools.

Keywords: Effectiveness, Water and Sanitation Health programme (WASH), public basic schools, Krachi Nchumurun District.

AGE LIMIT TO ADDRESSING MISCONDUCTS OF STUDENTS THROUGH USE OF JUSTIFIABLE FORCE IN GHANA: THE CASE OF APAM SENIOR HIGH SCHOOL

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Abstract

This was a study that examined the knowledge of teachers, school authorities and students on the sixteen years of age limitation to justifiable use of force for correction that section 41(1)(a) of the Criminal and other Offences Act, 1960, Act, 29 of Ghana imposes. The research approach employed was qualitative study grounded in the interpretive research paradigm. Purposive sampling method was adopted to select ten (10) students (two each from every department), the headmaster, chairman of the disciplinary committee, five teachers (one from each department) making a total of seventeen participants. Interviews guide with semi structured questions was the main instrument for data collection. The results that emerged were thematically analyzed guided by the research questions. The study revealed that even though the school authorities and teachers use force to correct student misconduct, they are not fully abreast with the sixteen-year limitation imposed by section 41 of the Criminal and other Offences Act, 1960, Act, 29. Consequently, they ignorantly breach that provision anytime they apply force to correct students' misconduct. The students, who are the recipients of violations of use of force, are also ignorant about the sixteen-year limitation imposed by Act 29. The study among others recommended that issues of student discipline and their legal implications should be included in the school curriculum for training teachers at the universities and Colleges of Education. Secondly, students must also be educated not only on their responsibilities but also their rights, especially, their legal rights so they can invoke them when breached without fear of victimization. Finally, the age limitation in the justifiable use of force for correction must be considered in the development of discipline policies for schools.

Keywords: Misconduct, Students, School Authorities, Justifiable Use of Force

HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEE RETENTION IN ORKMAN GHANA LIMITED IN THE GREATER ACCRA REGION

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Abstract

This study investigated human resource management (HRM) practices and employee retention in Orkman Ghana Limited to identify challenges facing HRM practices and strategies for supporting human resource managers to play their roles more meaningfully in the company. The study was quantitative research and the descriptive survey research design was adopted for the study. Ninety-eight (98) employees of Orkman Ghana Limited were selected using simple random sampling technique and questionnaire was employed for the collection of data. The quantitative data was analyzed using SPSS version 20 Descriptive Statistics, mean, standard deviation and standard multiple regression. The study established a statistically significant relationship between HRM practices and employee retention [$r = .000$, $n = 98$, $p < .0005$]. The study revealed that, HRM functions in Orkman Ghana Limited covered all the six (6) main functions of HRM. Among these functions, the company performed better in staffing ($M = 4.54$, $SD = .932$), health and safety ($M = 4.41$, $SD = .553$) and employee and labor relations issues ($M = 3.96$, $SD = .994$). However, unsatisfactory performance was recorded in areas of compensation ($M = 2.23$, $SD = 1.003$), performance management ($M = 2.13$, $SD = 1.207$), and employee development ($M = 2.19$, $SD = 1.352$). The study identified among other things that, even though, most employees were passionate about their jobs and achieved their monthly objectives, they were however, not being promoted and their salaries did not commensurate their efforts, neither were there any annual reward schemes and overtime bonus for work done and so, a majority of the employees indicated the possibility of resigning if they get another job opportunity elsewhere. The study therefore, recommended that, pragmatic efforts should be taken by management to re-evaluate the job descriptions and performance appraisal of workers in order to fairly rank their jobs to bring about equity in the compensation of the employees to enhance their performance, development and retention to increase productivity in the company.

Keywords: Human resource management, employee retention, Orkman Ghana Limited.

THE CAPITATION GRANT IMPLEMENTATION DELAYS AND SCHOOL ADMINISTRATION IN AFADZATO SOUTH DISTRICT

Esther Adzo Yeboah-Adzimah

Abstract

This research sought to examine the capitation grant implementation delays and school administration in Afadzato South District of Ghana. It looks for the causes of the capitation grant delays and how these affect school administration in the district. The research shows that government bureaucratic procedures in payment, mismanagement and overspending of state funds by government itself and poor economic situations prevailing in the country lead to the capitation grant implementation delays. The study further examines how the delays affect school administration and academic performance in Afadzato South District and looks for ways of enhancing the early payment of the grant for better management of schools in the district. The objectives of the study are to investigate the cause of delays in payment of capitation grant to the schools, effects of delays payment of the grant on school administration, assess if there is a relationship between teaching and learning activities and the delays in payment of capitation grant and the strategies to facilitate the early payment of capitation grant to the school in the district. A qualitative approach was used for the study which involved the use of interview guides and focused groups collect primary data from the respondents.

WRandom, lottery and purposive sampling techniques were employed in selecting a sample size of thirty respondents for the study. The findings revealed that cause of delay in the payment of the capitation grant to schools were due to bureaucratic nature of conducting activities in the government sector accounts for the delay in the payment of capitation grant. Another cause of the delay identified was high government budget deficit and this affects budgetary appropriations to the schools on time. The findings further revealed poor management of state resources and over spending on the part of administrative arm of the government accounted for the delay in the payment of the capitation grant. The activities of school administration are time bound and delay in capitation grant payment may distort the activities of the curriculum. The study therefore recommends that Government should set a special funds for capitation grant just like the GET fund to make the implementation of the policy effective and curbs the decay in payment of the capitation grant. Parents should subsidizes by paying for the grant. Government should set its priorities right by placing premium on education; hence making sure that monies meant for educational purposes should be released on time so as to the running of the schools effective

CHALLENGES FACING HUMAN RESOURCE DEPARTMENT OF GOMOA EAST EDUCATION DIRECTORATE IN PROCESSING PROMOTIONS AND SALARY UPGRADING OF TEACHERS

Ernest Osei

Abstract

The major purpose of this study was to find out challenges faced by the Gomoa East District Education Directorate in processing promotions and upgrading the salary of teachers. The sequential explanatory design was used for the study. The population of the study comprised teachers and officials of the human resource departments of the Gomoa East District Education Directorate. The simple random and purposive sampling techniques were used to select 86 teachers and 2 officials of the human resource departments, Gomoa East District Education Directorate respectively. The study used questionnaires and interview guides to collect data. A number of significant challenges were encountered by human resource departments in processing promotions and salary upgrading. These were large number of teachers due for promotion, ineffective implementation of promotion leading to number of complaints from teachers, low funding for processing promotions and salary upgrading, poor record management of promotions and salary upgrading as well as unfairness and corruption. The further revealed that good promotion policy, adequate information on promotion opportunities, adequate provision of funds for processing promotions and salary upgrading, proper record management on promotions and salary upgrading are measures that could be adopted to solve problems of promotion and salary upgrading of teachers. The study recommended that all teachers who are due for promotion should be promoted and have their salaries upgraded on time. Proper records of teacher must be kept by the Gomoa East District Education Directorate and Ghana Education Service to ease the promotion process.

Keywords: Challenges, human resource department, promotions, salary upgrading

EXPLORING THE DIFFERENCE IN ACADEMIC PERFORMANCE DETERMINANTS BETWEEN PUBLIC AND PRIVATE JUNIOR HIGH SCHOOLS

Francis Justice Kwesi Agbofa

Abstract

Despite improvements in basic education accessibility in public schools throughout time, there are worries regarding the lower Basic Education Certificate Examination (BECE) performance of students in public schools when compared with the performances of private schools. The current study sought to establish if there is, the differences in academic performance indicators between private and public junior high schools (JHS). The study focused on the Effutu Municipality following the establishment of the lower performance of public JHS students in literature. The study employed a quantitative approach with a cross-sectional survey design to sample JHS teachers in the Municipality. The study used a questionnaire to collect data from a sample of 385 teachers who were chosen by quota sampling. Teacher professional practice (TP), schools' resource endowment (SR), instructional supervision (IS), school time usage (ST), teacher motivation (TM), and parental support (PS) were considered as the determinants of academic performance in the study. It was revealed that private schools scored higher in terms of the indicators of academic performance, except for ST where equal variances were established for either school type. Statistically significant differences between established with the Mann Whitney U test were found for all indicators except as well for ST. the study recommends that there should be efforts to boost-motivate public Junior High Schools teachers, and also consider subsidization over free public schools to generate funding for school resourcing.

Keywords: Public school, private school, academic performance, Effutu Municipal, statistical differences

FRENCH EDUCATION

CONTRAINTES D'EMPLOI DU CONNECTEUR ARGUMENTATIF MAIS EN FRANÇAIS LANGUE ETRANGERE : LE CAS DES APPRENANTS DE T.I.AHMADIYYA SENIOR HIGH, POTSIN

Adzoko Moses

Abstract

This study analyses the inconsistencies of the different schools of thought on the use of argumentative connector but, in textual French grammar. It identifies how the inconsistencies affect users (T.I. Ahmadiyya SHS learners) of French as foreign language and proposes appropriate means to overcome them. Questionnaires, interviews and tests will be used to collect data, both qualitative and quantitative analysis will be used in data analysis. Appropriate recommendations will then be suggested as contribution to the teaching and learning associated with connectors. It is further hoped that the study will help teachers and learners of French to overcome these difficulties in the use of this connector.

EMPLOI DU PASSÉ COMPOSÉ DANS L'ÉTRANGER D'ALBERT CAMUS

Gadze Patrick Yaw

Abstract

The proposal is to research into the usage of present perfect in L'étranger of Albert Camus which focuses on three principal values: accompli du présent, antérieur du présent and temps du passé (Riegel et al. 2018). These values cause difficulties to some of us, users, and was revealed on an open ended pre-test conducted to the Winneba SHS2 Learners. The objective is to identify the difficulties and their causes and to propose solutions to surmount them. Those difficulties are depicted from the three principal values with regards to interval demarcation, confusion between lexical verb and co-relation between two activities, interval relation of an activity, and closure of interval of an activity. On effect, the objective, the research questions and the hypotheses are deduced from the cognitivists' theories of Chomsky (1968) and constructivism of Piaget (1936). The methodological approach focuses on the perspective pragmatic theories of Charles Sanders Pierce. The research design will be based on mixed method with systematic sampling of the corpus's data composed of 32 of 96 from their test or grammar books.

As well, we will recommend measures which will help surmount the difficulties through pedagogical activities and workshops with an integration of technology (Kuupole et al. 2008) and (MoE/NACCA 2019), to ameliorate the usage of present perfect in oral and in writing communications as depicted in *L'étranger*. Finally, descriptive concept of analysis will be used to explain the errors of the users.

Résumé

Le projet a pour objet l'emploi du passé composé dans *L'étranger* d'Albert Camus au sein d'aspect verbal des trois valeurs principales : accompli du présent, antérieur du présent and temps du passé (Riegel et al. 2018). La préoccupation de ce sujet port sur les valeurs du passé composé, qui posent des difficultés à certains usagers, basées sur le pré-test de questions ouvertes faite aux apprenants de Winneba SHS2. L'objectif est d'identifier les difficultés et les causes et de proposer des solutions pour les surmonter. Ces difficultés sont dues aux principes des valeurs par rapport le bornage de l'intervalle du procès, la confusion entre le lexique verbal et le rapport entre deux procès, la notion de durée, et le chevauchement d'intervalle du procès. En effet, l'objectif, des questions de recherches, et des hypothèses sera déduit des théories cognitivistes de Chomsky (1968) et constructivisme de Piaget (1936). La démarche méthodologique sera basée sur les théories perspectives pragmatiques de Charles Sanders Pierce. La méthode mixte avec l'échantillonnage systématique du corpus composé de 32 sur 96 apprenants proviendront de leurs livres de grammaires. En fait, nous recommanderons des mesures pour surmonter ces difficultés telles que les activités pédagogiques et les séminaires avec l'intégration d'informatique (Kuupole et al. 2008) and (MoE/NACCA 2019), pour améliorer l'usage du passé composé en communication orale et écrits comme Camus le démontre dans *L'étranger*. Finalement, le concept d'analyse descriptive démontrera les erreurs des usagers

DU DISCOURS IRONIQUE COMME VECTEUR DU FÉMINISME MODÉRÉ CHEZ KEN BUGUL ET AMA ATA AIDOO

Norvianyo Dordzeavudzi

Abstract

This thesis which is both comparative, stylistic and thematic examines irony as a tool of moderate feminism in selected works of two African women writers, a Francophone and an Anglophone. These are *Riwan ou le chemin de sable* and *De l'autre côté du regard* of the Senegalese-Beninese novelist Ken Bugul, and *Anowa* and *Changes*: a love story of the Ghanaian writer Ama Ata Aidoo. The investigation is based on the premise that both writers use irony as a discursive technique in their contributions to issues of women's oppression. The use of this style requires the reader to use his or her critical thinking skills in order to interpret accurately the vision that these authors project on feminist doctrines in Africa

The study then sets itself the task of exploring and explaining the ironic representation of feminist discourse in the selected texts of the authors. It then analyses and interprets irony as an expression of moderate feminism through the selected texts. The data, mainly collected from the four books, were subjected to a hermeneutic study in the light of Firestone (1972)'s theory of radical feminism and a combination of the various tendencies of African feminism. The study concludes that the feminism projected by Bugul and Aidoo is a fusion of Western feminist theories based on the demand for women's rights and freedom through revolt and the spirit of velvetiness and solidarity characteristic of Afrocentric feminism.

Keywords: Characterisation, discourse, feminist, moderate feminism, hermeneutics, radical feminism, irony

Resumé

Cette thèse qui se veut à la fois comparative et stylistico-thématique étudie l'ironie comme véhicule du féminisme modéré dans les œuvres sélectionnées de deux auteures africaines, francophone et anglophone. Il s'agit de Riwan ou le chemin de sable et De l'autre côté du regard de la romancière Sénégal-béninoise Ken Bugul, et Anowa et Changes : a love story de l'écrivaine ghanéenne Ama Ata Aidoo. L'enquête est fondée sur la prémisse que ces deux auteures utilisent l'ironie comme technique discursive dans leurs contributions aux problématiques de l'oppression de la femme. L'emploi de cette figure d'ironie requiert le lecteur d'user de la finesse de son esprit critique afin de pouvoir interpréter avec justesse la vision que projettent ces auteures sur les doctrines féministes en Afrique. L'étude se donne alors la tâche d'explorer et expliquer la représentation ironique du discours féministe dans les textes sélectifs des auteures choisies. Ensuite, elle analyse et interprète l'ironie comme expression du féminisme modéré à travers les textes retenus. Les données, principalement recueillies des quatre ouvrages, seront soumises à une étude herméneutique à la lumière de la théorie du féminisme radical de Firestone (1972) et un amalgame des divers modèles du féminisme africain. L'étude conclut que le féminisme que projettent Bugul et Aidoo est une fusion des théories féministes occidentales basées sur la revendication des droits et de la liberté de la femme à travers la révolte et l'esprit de velouté et de solidarité caractéristique du féminisme afro-centrique.

Mots Clés: Caractérisation, discours, féministe féminisme modéré, herméneutique, féminisme radical, ironie.

ETUDE DES NOMS COMPOSES EN FLE : PERSPECTIVES MORPHOSYNTAXIQUE ET ORTHOGRAPHIQUE

Sananika Libarbore

Résumé

Cette recherche vise une étude morphosyntaxique et orthographique des noms composés en français langue étrangère chez les étudiants de troisième année en français à University of Education, Winneba- département de français. Pour étudier ce problème des noms composés en FLE, nous tenons à déterminer les difficultés d'identification orthographique des noms composés en FLE et analyser les difficultés des étudiants au niveau leur genre et de leur nombre. Le pré-test administré à notre population cible ont montré que les noms composés constituent un domaine de difficultés du point de vue de leur forme, leur genre et de leur orthographe. Un nom composé peut prendre la forme d'un mot simple ou la forme d'un groupe de mots séparé par un trait d'union ou un blanc graphique. L'analyse des données recueillies à partir des items du test utilisant l'approche de Catach et al (2012) a confirmé que la plupart des étudiants rencontrent des difficultés à écrire et employer correctement les noms composés. Nous avons suggéré que l'enseignement soit axé sur les relations sémantiques et grammaticales qui révèlent la véritable identité orthographique des noms composés.

Mots clés: Noms composés, morphosyntaxique, orthographe, relations sémantiques, genre.

SOCIAL STUDIES EDUCATION

CONFLICT RESOLUTION MECHANISM OF THE MANHYIA PALACE COURT OF THE KUMASI TRADITIONAL COUNCIL

Anderson Oppong Twumasi

Abstract

It is common knowledge that many Africa societies are faced with different forms of conflict, including ethnic, land, chieftaincy, marital and interpersonal conflicts. Contemporary conflicts in Africa appear to defy several attempts that are based on the imposed legal systems in resolving them. However, Ghana, in this turbulent African continent, has to a large extent, been spared violent conflicts at the national level. Ghana has a number of ethnic conflicts, most of which are protracted mainly because of the type and the nature of conflict resolution mechanisms that are used in finding solutions to them. However, while many conflicts remain protracted in their regions, in the Ashanti Region and Kumasi to be precise, most of the conflicts are

either resolved or sufficiently managed owing to the structures or mechanisms of the Manhyia Palace Court. Despite considerable progress made in resolving conflict in Kumasi by the Manhyia Palace court, there remain challenges and failures. Therefore, the present study seeks to fill the gap by critically examining the conflict resolution mechanism of the Manhyia Palace in the Kumasi Traditional Council. To achieve this goal, the qualitative research approach with case study design was employed for the study. The study used purposive sampling technique to select participants with strict inclusion criteria. The researcher adopted semi structured interviews and observation instruments as tools for gathering data for the study. Based on the results of the study, the paper will make recommendations on how the challenges of the Manhyia Palace Court can be resolved

**JUGGLING MOTHERHOOD AND EDUCATION:
A PHENOMENOLOGICAL STUDY OF EXPERIENCES OF STUDENT-
MOTHERS AT SENIOR HIGH SCHOOLS IN THE GA WEST
MUNICIPALITY OF GHANA**

Barbara Amoako Kissi

Abstract

This research sought to explore the lived experiences of student-mothers at the senior high schools in the Ga West Municipality of the Greater Accra Region of Ghana. The study focused on the demographic characteristics, challenges, motivation and support systems available to student-mothers in the senior high schools. Talcot Parsons' (1971) Role Conflict Theory, Norman Garmezy's (1991) Resilient Theory and Homer Stryker's (1968) Identity Theory formed the theoretical foundations for the study. The philosophical perspective of the study was drawn from the interpretative paradigm which falls within the constructivism theoretical perspective of world view. The study was based on a qualitative approach to discovery which is focused primarily on the experiences and understanding within a participant's world. The phenomenological research design was utilized to further develop the qualitative setting. The purposive sampling and snow balling methods were used to select eighteen (18) student-mothers from three (3) senior high schools in the Ga West Municipality. The methods for data collection were semi-structured interviews and observation. The Axial coding technique was employed in comparing emergent themes in data collected. Lincoln and Guba's (1985) criteria were used to evaluate and ensure the trustworthiness of the study. The study is expected to bring to the fore that although student-mothers face nerve-racking challenges in their pursuit of formal education, they usually defy the odds and strive for academic excellence.

EDUCATIONAL PHILOSOPHICAL ORIENTATIONS AND INSTRUCTIONAL PRACTICES OF SENIOR HIGH SCHOOL SOCIAL STUDIES TEACHERS IN THE CENTRAL REGION: MEDIATING ROLE OF MOTIVATION

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Abstract

The educational philosophical perspectives of teachers have proven to contribute to the demonstration of change and the formation of new perspectives in pedagogy, instructional practices, learning process and assessment practices. Whether teacher's educational philosophy takes on a latent or manifest functioning, it invariably influences the kind of approach, method, and technique teachers adopt because every teacher comes to classroom with a unique set of principles, ideas, views and orientations that affects students' learning and performance. The study adopted the positivist paradigm, quantitative approach and across sectional survey design to examine how the educational philosophical orientations of SHS Social Studies teachers influence their instructional practices and how this effect is mediated by motivation of Social Studies teachers. Senior High School Social Studies teachers' within the Central region for the 2022/2023 academic year were the target population. The study used the purposive and census approach to include all senior high school Social Studies teachers in the Central Region of Ghana. The data collection instruments were adapted from the Educational Philosophical Orientation Scale (EPOS-35), Instructional Practices Questionnaire, and Teacher Motivation Inventory (TMI-16). The validity and reliability of the data collection instrument will be ascertained and ethical consideration ensured. It is envisaged that the findings of the study will Bring to light the educational philosophical orientation(s) of SHS Social Studies teachers. This will direct Ministry of Education, Ghana Education Service, and the National Council for Curriculum and Assessment on the kind of philosophical orientations awareness, education and seminars to organize for SHS Social Studies teachers in order to ensure effective teaching and learning of the subject.

Keywords: Educational Philosophical Orientations; Instructional Practices; Motivation; Social Studies

SENIOR HIGH SCHOOL SOCIAL STUDIES TEACHERS' SELF EFFICACY BELIEFS AND JOB PERFORMANCE: INVESTIGATING THE MEDIATING ROLE OF EMOTIONAL INTELLIGENCE IN AN ERA OF CURRICULUM REFORM IN GHANA

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Abstract

To cope with the contemporary demands on teachers occasioned by the rapid changes and reforms in educational systems around the world, tacit teacher effectiveness variables like self efficacy beliefs (SEB) and emotional intelligence (EI) is increasingly gaining prominence in assessing teacher job performance (TJP). However, empirical studies on the influence of Social Studies teachers SEB and EI on their TJP has been hugely unexplored within the context of Ghana and much less even among Social Studies teachers across the globe. In view of this dearth in literature, this study sought to test if EI mediate the influence of SEB on TJP among Social Studies teachers in public senior high schools within the Central Region of Ghana. Bandura's (1976) social cognitive theory guided the study. Following the positivist's paradigm, the study utilized the cross-sectional descriptive survey design with quantitative research approach where through census sampling technique, 380 Social Studies teachers were sampled and participated in the study with the main instrument being questionnaire. The collected data will be analysed using descriptive statistics such as mean and standard deviation and structural equation modelling (SEM) with the aid of version 28 SPSS and AMOS. The envisaged findings would help in obtaining contextual data to shed more light on the level of SEB, EI, and TJP as well as ascertain if EI mediate the influence of SEB on TJP. This would help to either confirm or disconfirm the applicability of the self efficacy beliefs and emotional intelligence inventory in the context of the study in improving social studies teachers' job performance.

PERSONAL SECURITY THINKING AND PRACTICES AMONG RESIDENTS' OF AGONA SWEDRU TOWNSHIP

Vida Amankwaah Kumah

Abstract

Security thinking has shifted significantly since the end of the Cold War with Human security as a major issue across the world. Personal security has emerged as a strong dimension of human security. However, personal security risk is a major concern exacerbated by conflicts and proliferation of arms in most African countries of which Ghana is no exception

Adding to the different challenges that most African states face, conflict contributes immensely towards destabilizing human security. As such, this thesis addresses the destabilized personal security situation in Agona Swedru. Although personal security is a major concern, there is a dearth of knowledge on the various dynamics related to personal security awareness and measures individuals adopt. By this focus, the study adopts a broader view of personal security, satisfying both the governance and development prerequisites of the concept, which has underpinned insecurity in Agona Swedru; examine threats to the fulfilment of personal security; review various measures to curb personal insecurities. Mixed method approach and sequential explanatory design were employed in this study. The Philosophical assumptions begin from postpositivism for the quantitative phase, then shift to constructivism for the qualitative phase. A total of 398 participants were selected to respond to questionnaire and five individuals selected through expert purposive sampling technique to be interviewed.

SPECIAL EDUCATION

THE ROLE OF TEACHER, CLASSMATE, AND PARENTAL SUPPORT IN THE ENGAGEMENT OF LEARNERS WITH DISABILITY IN BASIC SCHOOLS

Mary Sima Nkatiah

Abstract

Ghana as a country has made several efforts to institutionalise the education of learners with disabilities. However, despite all the effort the Government and the Ministry of Education have made to ensure the provision of quality education to learners with disabilities, little attention has been paid by researchers to the engagement of learners with disabilities in Ghana even though, they form a significant proportion of the school going age population. This is an ongoing study which draws on the ecological systems theory to develop insight into how teacher support, classmate support, and parental support influence the emotional and behavioural engagement of learners with disability. The study focuses on public basic schools in the Central Region of Ghana. It is conducted from the interpretivist perspective through the development of a single case study, drawing on primary sourced data within a qualitative methodology. Data collection for the study is designed to utilise semi-structured interviews and observation to collect qualitative data from seven (7) Junior High School (JHS) pupils with disability (deaf learners) at the University Practice Inclusive South JHS. Their class teacher, parents, and selected classmates are also proposed to be interviewed to collect relevant data. The data would be coded and analysed thematically using NVivo software. The study makes significant contributions to the literature on the emotional and behavioral engagement of learners with disability as well as policy making on learners with disability.

COUNSELLING PSYCHOLOGY

UNEMPLOYMENT IN GHANA: ITS DETERMINANTS AND EFFECTS ON PSYCHOSOCIAL EXPERIENCES AND COPING STRATEGIES OF YOUTH IN GREATER ACCRA

Alice Emmanuela Dogbey

Abstract

The general objective of the study is to investigate the unemployment situation in Ghana by establishing its determinants as well as effects on the psychosocial experiences and coping strategies of Youth in the Greater Accra Region of Ghana. The study employs the pragmatist research paradigm for the mixed methods design, combining it with interpretivism/constructivism for the Qualitative Component and Positivism for the Quantitative Component. The convergent parallel mixed methods design is employed, with quantitative and qualitative data collected concurrently and followed up with interpretation and the mixing of the findings. The quantitative component deploys a non-experimental, cross-sectional, descriptive-analytical survey, and correlational designs. the quantitative data collection method is survey questionnaires administered to a sample size of 384 respondents selected using a purposive, multi-stage sampling framework, representing unemployed youth living in the municipal capitals of the six selected clusters. The quantitative data analysis methods employed are; i)ordered logistic regression, used to address research objectives 1-10; ii) multivariate regression, applied to research objectives 11 and 12; and; iii) bar charts, employed to address research objectives 13 and 14. The qualitative component, on the other hand, involves the application of three methods. The first is the multiple case study, which involves investigating different cases/ units of analyses (unemployed youth within the same time frame) across six municipal capitals. The second is phenomenological research, in which the researcher describes the lived experiences of respondents. The third is action research which implies that the study aims at suggesting some practical solutions to the problem of youth unemployment as well as its effects on the psychosocial experiences and coping strategies of the unemployed. The qualitative data collection method is interviewing, whereas the qualitative data analysis method is directed qualitative content analysis used to address Research Objectives 1-12.

Keywords: Unemployment, Psychosocial Experiences, Coping Strategies, Youth, Greater Accra

SEXTING AND ANXIETY, ITS EFFECT ON ADOLESCENT PSYCHOSOCIAL WELLBEING

Mary Braimah

Abstract

Sexting, the act of sending, receiving and or forwarding of sexually explicit contents (text messages, photos and videos) through technological devices such as smartphone, using various social media platforms have received crescent attention in the Western worlds and now taking a global trend due to the increase adolescent engagement in this behaviour. Anxiety among adolescents on the other hand is reported to be on the rise and this is known to have links with sexting. The gap identified is that the relationship between sexting and psychosocial wellbeing is unclear. The present study aims to investigate the effects of sexting and anxiety on the psychosocial wellbeing of the adolescent in the Tamale Metropolis. With particular interest on examining how the associations between sexting, and anxiety may differ by gender, student residential status, family type, marital status of parents etc. on the psychosocial wellbeing of the adolescent. A deductive approach to investigating and a descriptive survey design will be adopted for the study. A sample of 400 adolescents will be selected to self-complete a sexting survey. To assess the level of adolescent psychosocial wellbeing, a Youth Outcome Questionnaire (Y-OQ) with its range of disorder domains such as Somatic, Social Isolation, Conduct Problems, Aggression, Hyperactivity or Distractibility and Depression or Anxiety would be used. A multivariate regression analysis will be conducted to compare the results of sexting and these 6 domains within the Y-OQ. The findings and implications will provide empirical evidence for development of programs to support adolescent behavior towards this rising trend.

PARENTING AND ITS PSYCHOSOCIAL EFFECT ON FUTURE PARENTING

Aku Edzui Hayfron

Abstract

The aim of this study was to find out whether the kind of parenting a mother had as a child affects the kind of parenting she gives to her children or dependants. The study of parenting styles has become an important part of parenting. Even though there is an increased prevalence of parenting styles being well documented especially in the western literature, very little is known about places like West Africa. Hence my interest in doing this research. Diana Baumrind (1966) states that parenting is a combination of two factors: Responsiveness - how well parents respond to their children's needs and Demandingness - the level of maturity or responsibility parents expect from their children at different points of development. The parenting styles are really based on various combinations of these factors. In other words, how responsive or how demanding you are will determine which category applies to your parenting approach.

Baumrind

(1966), states that there are three types of parenting styles which include authoritarian parenting, authoritative parenting and permissive parenting. It was realized that culture also plays an important part in parenting. In other words, one's environment has a role to play in the kind of parenting they give to their children. The quantitative method was used in collecting data. The population consisted of mothers in Accra with the stratified sampling size being about a hundred (80) mothers. The only problem with this sampling method is that even though there are more females in Ghana, due to the time and financial limit, the numbers were few.

POSITIVE DISCIPLINE TOOL KIT AS BEHAVIOUR MODIFICATION INTERVENTION IN GHANAIAN SENIOR HIGH SCHOOLS: A STUDY OF ITS IMPLEMENTATION AND EFFECT ON STUDENTS' INDISCIPLINE

Louisa Annang

Abstract

This study sought to examine the implementation and effect the positive discipline tool kit as behaviour modification intervention in Ghanaian senior high schools on students' indiscipline using the embedded mixed-mode as a design. Five hundred and thirty teachers form the target population. A sample of 228 participant comprising head teachers and teachers from three Senior High Schools in the Greater Accra Region were selected using stratified random sampling technique to participate in the study. Data was gathered through the use of both structured and unstructured questionnaires to obtain both quantitative and qualitative data. The qualitative data were analyzed using both descriptive and inferential statistics such as Pearson Moment correlation analysis, ANOVA and Ordered Regression analysis while the qualitative data were analysed by means of content analysis.

INTERSECTIONALITY OF GRIEVING, SPIRITUALITY, RELIGIOUS COMMITMENT, AND POST-TRAUMATIC GROWTH IN WIDOWHOOD

Alfred Dorgbetor

Abstract

This study examined the relationship between grief and post-traumatic growth (PTG), as well as the moderating effects of spirituality, religious commitment, and trauma on this relationship. The PTG domains of life appreciation, new possibilities, personal strength, spiritual development, and interpersonal relationships, as well as the PTG total score, were evaluated. 450 widows were selected from the North, Central, and South Tongu Districts of the Volta Region of Ghana. Data was collected using the PTGI Inventory, the Religious Commitment Inventory (RCI-10), the Brief Grief Questionnaire, and the Posttraumatic Checklist (PCL-5). A Correlation Matrix and descriptive statistics were used for inter-construct correlation among latent variables.

A Structural Equation Model was performed for each hypothesis based on independent and dependent variables. A path analysis was conducted for the effects of the variables. Grief and PTG were positively related. Positively, spirituality moderated the relationship between grief and PTG. However, religious commitment and trauma moderated the relationship between grief and PTG in a negative manner. It was suggested, among other things, that traditional widowhood administrators should also be schooled on the positive aspects of the widowhood practise that bring about a positive development in women.

Keywords: Post-traumatic growth, spatiality, religious commitment, trauma.

CURBING VIOLENCE IN SENIOR HIGH SCHOOLS IN NORTHERN GHANA: THE ROLE OF THE GUIDANCE AND COUNSELLING UNIT

Flora Pufaa

Abstract

The study was carried out in five selected Senior High Schools in the Northern Regions of Ghana to investigate the effectiveness of Guidance and Counselling in those schools. The study adopted the cross sectional survey design. Questionnaire and interviews were employed as the primary tools used to gather data for the study. A multi-stage sampling technique was used to select a sample of three hundred and fifty-seven (357) students from five sampled Senior High Schools. Purposive sampling technique was also used to select five counsellor-teachers for the study. Using the STATA 15.0 software, descriptive statistics (frequency and percentage distribution) were conducted as preliminary analysis whereas factor analysis, chi-square, and linear models were used for further analysis. The qualitative data was analyzed using the narrative approach. The study revealed that, majority of the students did not access the counselling units in their schools. Also, orientation and information services were the most accessed guidance services among the lot. Furthermore, there was no significant difference in the influence of guidance and counselling on the study habits of students in relation to their academic performance. It was evidenced that lack of variations in the mode of communication among school counsellors was considered a bigger challenge to effective delivery of guidance and counselling. Interestingly, opinions from the five schools selected varied regarding the various statements on effective delivery of guidance and counselling in their schools. Finally, some of the factors affecting guidance and counseling included lack of trained counselors, workload on counselors, no or poor sighting of the guidance and counselling units. The study findings and their implications for guidance and counselling are discussed and recommendations and suggestions for future studies are given.

It is recommended that (1) the Ministry of Education in collaboration with the Ghana Education Service take steps to formally engage professional counsellors in the senior high schools as well as providing proper office space for guidance and counselling to be effective; (2) there should be proper monitoring and evaluation of the guidance and counselling activities by the national guidance and counselling unit through the regional and districts to ascertain the needs of the guidance and counselling units in the various senior high schools; and (3) there should be a holistic program of activities from the national unit of guidance and counselling, to be incorporated into the SHS syllabus.

THE INFLUENCE OF GENDER, FAMILY STATUS AND WORK-RELATED STRESS BALANCE OF HEADS OF DEPARTMENTS IN COLLEGES OF EDUCATION IN GHANA

Mary Magdalene Awuku-Larbi

Abstract

The purpose of this study is intended to examine the prevalent sources of work-related stress and to assess its influence on the productivity and wellbeing of heads of department in public colleges of education in the Eastern-Greater Accra regions of Ghana. The investigation specifically would seek to explore the differences, the levels and socio-demographic indicators of work-related stress among the heads of departments in public colleges of education in the Eastern- Greater Accra regions of Ghana. The following objectives would be set out to guide the study. First of all, to identify the prevalent sources of work-related stress experience by departmental heads in public Ghanaian colleges of education in the Eastern- Greater- Accra regions. Secondly, to examine the levels of work-related stress among men and women heads of departments. Thirdly, to compare the differences of work-related stress among men and women heads of departments and finally to ascertain socio demographic predictors of work-related stress among the heads of departments and propose preventive measures and support systems to help in managing work-related stress among heads of departments in public colleges of education in the Eastern-Greater Accra regions of Ghana. The study population comprised of all heads of departments in four public colleges of education in the Eastern- Greater Accra regions, out of which simple random sampling would be used to select the participants for the study. The methodological inquiry intended for this study would be mixed-method approach; thus, both qualitative and quantitative methods would be employed to collect and analyse data. The research design intended for this study would be descriptive statistics at the quantitative phase and case study would be employed

for the qualitative phase. . The statistical analyses tools in the form of frequencies, percentages, charts, graphs and cross tabulation, for the quantitative analyses, whilst thematic analyses based on the second aspect that is the qualitative phase would be used to analyse the research questions. I would recommend that, for counselling implications, heads of departments should be allowed to visit professional counsellors' offices frequently for their wellbeing and for therapies. Again, recreational centers should be among facilities on campuses for them to relax and participate in exercises that relax the body and the brain. Finally, for further research, private colleges of education should be researched into for adequate comparison in the future.

EFFECTIVENESS OF ART FORMS IN COUNSELLING THERAPY

Samuel Ofori Danquah

Abstract

The principal aim of art therapy is to provide processes of change, development, and acceptance using various art forms like drawing, painting, collage, sculpting, theatre, photography etc in a purposeful and methodical way in the treatment of psychosocial problems and mental disorders. Various studies have provided significant data to proof the effectiveness of the various art forms and their therapeutic importance in treatment in the United States of America, Europe, Asia and some parts of Africa. Ghana has limited data on the use of art forms in therapy, hence this study. This study explored the perceptions of practising psychologists on the use of art forms in treatment and their effectiveness. Twelve psychologists selected from three public universities in Ghana were interviewed. Thematic evidence provided that, creative arts therapies are helpful in reducing depression and trauma-related symptoms such as dissociation, anxiety, nightmares and sleep problems. Other positive outcomes, provided that creative arts therapies increases emotional control, improves interpersonal relationships improving body image and assertiveness. However, the study came up with some challenges to the effectiveness of the use of arts in therapy. These are, lack of professional training in the various forms of art for therapy, infrastructural deficit and client perceptions of the forms of arts. The study recommends continuous professional development sessions for practising psychologists help improve the use of art forms in therapy and also psychological associations should accept the practice and promote it to ease client negative perceptions.

Keywords: Art therapy, effectiveness, perceptions, psychosocial, mental disorders

STRESS AND PSYCHOLOGICAL WELLBEING OF INFORMAL CAREGIVERS OF ELDERLY PERSONS IN GREATER ACCRA REGION

James Divine Danyoh

Abstract

Caring for the elderly is reported to be such demanding, difficult and stressful experience for caregivers. Caregivers who provide assistance to the elderly persons are themselves at risk of emotional, mental and physical health problems emanating from this care. There is the need to investigate whether or not stress associated with caring for the elderly will influence psychological wellbeing of the elderly persons in the Greater Accra region of Ghana. The study will therefore focuses on stress associated with caring for the elderly persons, predictors of caregiver stress, psychological wellbeing of caregivers, and the impact of stress on psychological wellbeing of caregivers caring for the elderly persons. The study will employ quantitative, non-experimental descriptive cross-sectional survey, targeting all caregivers who provide care and support for the elderly persons between the ages of 65+ years. Multistage sampling technique will be used to select 500 participants for the study. The data for the study will be collected using structured interview schedule. Both descriptive and inferential statistics will be used for the data analysis. Findings, conclusions, counselling implications and recommendations emanating from the data would be presented.

Keywords: Caregivers, Stress, Psychological Wellbeing, Elderly Persons

PATHWAYS TO SUICIDAL IDEATION: A STUDY FOR SUICIDE PREVENTION AMONG UNIVERSITY STUDENTS IN GHANA

Ficus Gyasi

Abstract

Suicidal ideation is a known precursor for suicide deaths, the third leading cause of death among tertiary students globally. Yet, there is, however, a scanty study on suicidal ideation in Ghana, particularly, among university students in the country. To fill this gap, this study aimed to explore the pathways to suicidal ideation among university students in Ghana. Specifically, the study explores the relationship among academic work-related stress, childhood adversity, mental health degradation (depression and anxiety), and suicidal ideation. The study hopes to test the following hypothesis. 1. These are higher academic work-related stress is significantly linked to suicidal ideation among university students in Ghana. 2. The influence of academic work stress on university students' suicidal ideation is due, partly/ mainly, to their depression, and anxiety disorders. Childhood adversity

relates positively to university students' suicidal ideation. 4. The influence of childhood adversity on students' suicidal ideation is due, partly/ mainly, to their depression, and anxiety disorders. 4. Depression and anxiety disorders play chain-mediating roles in the association between academic work stress, childhood adversity, and suicidal ideation among university students 5. Campus connectedness moderates the associations between academic workload, childhood adversity, and suicidal ideation. Structural Equation Modelling (SEM) approach to test the relationships between the variables. The findings of this study can support Counselors or Psychologists in universities in Ghana to plan and provide effective psychoeducation and counselling service to students.

Keywords: Pathways, suicidal ideations, depression, anxiety

A GUIDANCE AND COUNSELLING APPROACH TO INVESTIGATING THE PSYCHOSOCIAL NEEDS OF BASIC SCHOOL TEACHERS IN THE GREATER ACCRA REGION

Roland Takyi

Abstract

Basic school years constitute a critical period in children's physical, psychological and social development. Teachers at the basic level are considered experts responsible for the holistic education during the formative period of a child's development and also the primary models that pupils look up to in their socialisation process. It is therefore important to pay attention to the psychosocial needs of the basic school teacher. This study is to investigate the psychosocial needs of basic school teachers in the Greater Accra Region of Ghana. Four research questions will guide the study. The study will adopt a mixed method design in the data collection. The population for the study will comprise all basic school teachers in the Greater Accra Region. The sample of the study will be drawn from two educational districts in the greater Accra Region. Multiple sampling techniques will be used in selecting School Improvement Support Officers (SISOs), Guidance and Coordinators, head teachers and teachers. Different instruments will be developed for the collection of data among the different participants in the quantitative study while a structure interview guide will be used for the qualitative study. This will be used after soliciting the support of experts in establishing the technical adequacy of the instruments and trustworthiness of the interview guide.

PERSONALITY TRAITS AND SELF-EFFICACY AS PREDICTORS OF CAREER CHOICE AMONG PRE-SERVICE TEACHERS IN COLLEGES OF EDUCATION IN GHANA

Bernard Mensah Amoako

Abstract

Teaching as a profession plays a major role in every nation's development. The rationale behind choosing teaching as a career is motivated by several factors. This study aimed to ascertain the influence of personality traits and self-efficacy as predictors of career choice among pre-service teachers in Ghana. Using a cross-sectional design, 421 pre-service teachers were sampled from 10 out of the 46 Colleges of Education using multistage sampling techniques. The Big Five personality traits, teacher self-efficacy, and teacher career choice questionnaires were used to collect data for the study. Factor analysis was used to determine the factor structure of each questionnaire before analysis and all questionnaires showed/had good psychometric properties. Data was analysed using mean, Covariance-Based Structural Equation Model (CB-SEM), and MAVOVA. The study revealed that the dominant personality trait among pre-service teachers was agreeableness, and self-efficacy was moderate. Again, all the dimensions of personality and self-efficacy significantly predicted career choice. Lastly, there was no gender difference in the career choice of pre-service teachers in the Colleges of Education in Ghana. It is recommended that colleges of education pay attention to the personality traits and self-efficacy of pre-service teachers because they affect their career choices at the end of their training.

THE EFFECT OF A SIX-SESSION SOLUTION-FOCUSED BRIEF THERAPY ON PSYCHOLOGICAL FUNCTIONING OF NURSING-TRAINEES IN GHANA

Albright A. Banibensu

Abstract

This study examines the effect of a six-session Solution-focused brief therapy on psychological functioning of Nursing-Trainees in the Greater Accra Region of Ghana. It is an intervention study that utilizes the experimental research design. Based on outputs from the G*Power 3.1 tool, the population and effect sizes are determined. Using an Outcome questionnaire (OQ45.2), the respondents are assessed initially on symptom distress, interpersonal relationship, social role as well as their psychosocial risk levels. Six sessions of real therapy are provided by the researcher and two other trained and licensed Counselling Psychologists to an experimental group, whilst the control group receives only a placebo therapy. Specific techniques from the Solution-focused brief therapy are employed in an intervention for respondents whose scores are higher than the OQ45.2 cut off points.

The Counselling Psychologists follow the same treatment protocol, except for their personal characteristics, which cannot be controlled for. To cater for this, each of the therapists' (counselling psychologists') personality is determined by using the Big Five Inventory (Brief Version). All results are analysed to evaluate the level of symptom distress, interpersonal relation issues, social role and psychosocial risks among nursing training before and after treatment. Gender and educational level differences in psychological functioning are also analysed. The differences in the therapists' personality are analysed in relation to the outcome of the therapy. The overall effect of the Solution-focused brief therapy techniques is determined. The implications of these on tailoring counselling needs of nursing-trainees is discussed for recommendation to stakeholders in health and education.

CONTRACEPTIVE USE AMONG STUDENTS OF COLLEGES OF EDUCATION IN EASTERN AND GREATER ACCRA REGIONS: IMPLICATIONS FOR COUNSELLING PRACTICE

Doris Amoako Jnr

Abstract

The study used a mixed approach involving quantitative and qualitative methods to explore the perceptions, attitudes and knowledge of students from Colleges of Education in the Greater Accra and Eastern regions of Ghana on contraceptive use. Stratified, simple random and convenience sampling techniques were used to sample 434 students from the population for both the quantitative and qualitative approaches. A cross-section survey was initially conducted among 380 students from the Colleges of Education. Those who were engaged in the qualitative aspects were fifty-four. The study used semi-structured questionnaire with closed-ended questions for the survey. Semi-structured interview guides were also used for the interviews and focus group discussions. The quantitative data were analysed using descriptive statistics, reporting the means and their standard deviations. The independent sample t-test was also used to test the gender difference in contraceptive use among males and females. The qualitative data were analysed thematically. The findings from this study generally indicated that, the College of Education students had satisfactory perceptions, attitudes and knowledge on contraceptive use. More than half of the students had good knowledge on contraceptives and indicated their use in preventing pregnancies and STIs. The perception of students included the use of contraceptive to preventing pregnancy and sexually transmitted infections, affordability and availability perceptions of contraceptives. On attitudes towards contraceptive, some students adhered to using contraceptive due to the risk of unintended pregnancies and STIs.

This notwithstanding, there were identified gaps with regards to some of their perceptions and attitudes towards contraceptive use. Perception gaps included fears due to infertility and negative effects associated with the use of contraceptives, embarrassment from use and seeking contraceptive information, contraceptives as a foreign concept and contraceptive use as a woman's responsibility. The study also revealed students remarking the difficulty in reaching orgasm when using contraceptives and engaging in unprotected sexual intercourse in the absence of contraceptives. The study also noted significant difference between the use of contraceptives among males when compared with their female colleagues. Based on the findings, there is the need for pragmatic steps such as education, formation and strengthening health clubs in schools to provide accurate information to students. The need for adequate counselling and guidance support is critical to improve the perceptions, attitudes and knowledge of students from the Colleges of Education in the Greater Accra and Eastern Regions of Ghana.

ADVERSE CHILDHOOD EXPERIENCES AND ADJUSTMENT: EXPLORING THE MENTAL WELL-BEING OF COLLEGES OF EDUCATION STUDENTS IN GHANA

Gifty Nordzi

Abstract

Adverse childhood experiences (ACEs) portend future consequences on physical, mental and social wellbeing and all domains of individuals. ACEs are traumatic events that occur before age of 18 years of the individual. The impact of ACEs is amplified by stressors such as academic, physical, social and emotional events. This study seeks to explore the ACEs that first year students in three Colleges of Education in the Volta Region of Ghana experienced as children and their adjustment processes on campus and how these ACEs may influence their mental health. This study will be informed by the interpretivist-constructivist paradigm. It will employ the qualitative grounded theory design. The study will use the ACE-QN as an inclusion criterion to screen participants into the study and interview protocol and focus group discussions will be data collection instruments. Using the grounded theory design to interrogate the lived experiences, and meanings of first year students' ACEs and their coping strategies on college campus and how these affect their mental well-being in adjusting to campus life, the study will follow the grounded theory framework/paradigm designed by Strauss and Corbin for coding grounded data. The thematic analysis and concept mapping will be used to analyze data. Findings, conclusions will be drawn and implications for College counselling will be recommended when the study is completed.

ADVERSE CHILDHOOD EXPERIENCES AND CAMPUS ADJUSTMENT: EXPLORING INTRAPERSONAL AND INTERPERSONAL CONFLICT AMONG UNIVERSITY STUDENTS

Akua Bema Asante

Abstract

Childhood experiences have been documented to influence later life experience of individuals in terms of their intra-and-interpersonal wellbeing. Adverse Childhood Experiences (ACEs) are traumatic events that occur before a child gets to the age of 18 as described by the Centre for Disease Control and Protection (CDC). The purpose of this qualitative study is to explore the incidence of ACEs in the life of university students on their adjustment to their campuses and how these may influence their intrapersonal and interpersonal conflict. This study will align to the interpretivist paradigm which will inform the use of the hermeneutic phenomenological design to explore the multiple lived experiences and the meanings that the university students attached to their ACEs and their effect on their intrapersonal and interpersonal conflict on campus adjustment. Homogeneous purposive sampling technique will be used to sample 15 students from three public universities in the Greater Accra Region. Data emerging from the interviews will be analyzed thematically. Findings and recommendations will be obtained after completing the study

LIVED EXPERIENCES AND COPING STRATEGIES OF TRAUMATISED CHILDREN IN THE CENTRAL REGION: THE ROLE OF PLAY THERAPY

Veronica Esinam Egglely

Abstract

Researchers have suggested that people will experience some sort of trauma in their lifetime. Trauma can be thought of as an event or events that makes one feel threatened either physically or emotionally so much that it may override his or her ability to cope. The purpose of this study is to explore the lived experiences of traumatised children in the Central Region and examine how play can be used as a therapeutic technique to help such children to come out of trauma. This study will align to the interpretivist paradigm which will inform the use of the interpretive phenomenological analysis to explore the multiple lived experiences of the traumatic incidents they experienced as children and their coping strategies.

Homogeneous purposive sampling and snowball techniques will be used to sample 30 children from the Central Region. Data emerging from the interviews will be analysed thematically. Findings and recommendations will be obtained after completing the study.

CHALLENGES AND STRESSORS EXPERIENCED BY EARLY CAREER COUNSELLORS IN SELECTED SENIOR HIGH SCHOOLS IN THE GREATER ACCRA REGION OF GHANA

Gilbert Dadzie

Abstract

Roles of school counsellors are crucial as they help to facilitate the holistic development of students and ensure the achievement of educational goals. However, roles of counsellors appear to be unclear within the educational sector in most African countries, including Ghana. For example, roles performed by school counsellors are often misinterpreted by school heads. As a result, counsellors' unique skills such as problem-solving are not used properly. Further, they are compelled by school heads to do works other than their duty as school counsellors. For example, they are tasked to support in admitting Form one students or given subjects to teach and these roles are performed outside the counselling office. Therefore, this study seeks to investigate challenges and stressors experienced by early career counsellors in selected Senior High schools in the Greater Accra Region, Ghana. This study will use pragmatism paradigm together with mixed methods approach. Further, it will use sequential explanatory mixed methods design. Out of the 35 early career counsellors, 32 participants will be selected using purposive, lottery and convenience sampling techniques. Standardised questionnaires and semi-structured interview guide will be used to collect data in this study. Descriptive (frequencies, percentages, means and standard deviations) and inferential (Independent sample t-test and One-way between groups Analysis of Variance) statistics tools will be used to analyse the quantitative data. Also, thematic analysis will be used to analyse the interview data. It is anticipated that findings of this study will bring to near challenges and coping mechanisms these counsellors use.

ADVERSE CHILDHOOD EXPERIENCES AND PRE-RETIREMENT ANXIETY AMONG BASIC SCHOOL TEACHERS IN GHANA

John N-yelbi

Abstract

The right to be protected from any form of adversity is a fundamental human right for every child. Yet, this is not the case for every child. Some adults cope better with childhood adversities, while others find it traumatizing. This study will explore adverse childhood experiences (ACEs) and retirement anxiety among Basic school teachers in the three Northern Regions of Ghana. Objectives of the study will be to: explore the nature and forms of ACEs, coping strategies, the relationship between ACEs and retirement anxiety, and examine the effects of ACEs on retirement anxieties. Mixed methods approach will be suitable for this study. The study will be in two phases: a qualitative study using the grounded theory design will explore the nature, form and coping strategies and the relationship between pre-retirement anxiety and ACEs from about twenty participants aged 50 to 55 years basic school teachers who will be purposively selected. Through thematic analysis and concept mapping data will be analyzed. This first phase will help formulate hypotheses/assumptions for the second phase of quantitative study. 450 participants will be randomly selected for the second phase and data collection with questionnaires will be analyzed using correlation and regression analyses. It is expected that findings will reveal the relationship between ACEs and teachers' anxiety towards eminent retirement. Effective coping strategies used will help counsellors in designing best practices to assisting in pre-retirement counseling and trauma care.

Keywords: ACEs, retirement-anxiety, Basic school teachers, Ghana

PERCEPTION OF MALE EARLY CHILDHOOD EDUCATORS IN THE CENTRAL REGION OF GHANA: IMPLICATIONS FOR CAREER COUNSELLING

Prince Laryea

Abstract

The purpose of this phenomenological study is to investigate the perceptions of male early childhood educators in the Central Region, and its implications for career counselling in Ghana. Four (4) research objectives were formulated to guide the study. Interpretive paradigm was chosen using the qualitative approach.

The participants in this study were male early childhood educators working in public schools in the Central Region. There was a total of thirteen (13) participants from this demographic area. The procedure known as purposive sampling was chosen to be used as the method of sampling. A semi-structured interview guide was employed for this study, and it was based on the objectives and research questions of the study. Trustworthiness of the instrument were established using credibility, dependability, member checking and transferability. Data was analysed first with the preparation and organisation of the transcription, categorising into themes and participants' transcripts were searched to reduce the data at the conclusion of each interview. The ongoing study is gathering data for analysis, drawing conclusions and making recommendations as well as implications for career counselling.

PREDICTORS OF ATTRITION AND WORK-RELATED STRESS AMONG TUTORS IN COLLEGES OF EDUCATION IN GHANA

Alfred A. Anovunga

Abstract

In the education industry, teachers are seen as the pivot in achieving educational goals. Therefore, the success of a country's education policy depends on its ability to recruit and retain its teachers. Teacher attrition in the education sector has become a topical issue not only in Ghana but in Africa and in the global space. Colleges of Education in Ghana are unable to retain tutors as there appear to be a surge in the rate of tutor attrition in these institutions. The primary purpose of this study was to find out the predictors of tutor attrition and work-related stress among tutors in Colleges of Education in Ghana through a cross sectional survey design. A cross-sectional research design was used, with 400 (240 males and 160 females) tutors sampled for the study through a multi-state sampling. Structured questionnaire was used for data collection. As a result, the following objectives were formulated to guide the study; find out the predictive strength and direction of the predictors in determining tutor attrition in Colleges of Education in Ghana, examine the relationship among predictors of tutor attrition and work-related stress in Colleges of Education, find out whether geographical location of College has an influence on tutor attrition, assess the difference in gender in tutor attrition in Colleges of Education, assess the level of experience of tutors and how that influences the rate of tutor attrition in Colleges of Education, and finally, find out the psychological measures that can be put in place to assist tutors deal with work-related stress in Colleges of Education. Findings and recommendations will be provided when the work is completed.

Keywords: Attrition, work-related stress, tutors

AN ASSESSMENT OF PSYCHOLOGICAL WELLBEING IN ADOLESCENTS IN THE NORTHERN, CENTRAL AND GREATER ACCRA REGIONS OF GHANA

Victoria Tabiri Asare

Abstract

The study will investigate the psychological wellbeing in adolescents in the Northern, Central and Greater Accra regions in Ghana. The study will be set out to examine gender and location differences in anxiety, depression, social isolation, and conduct problems in adolescents. The study will also seek to understand differences in adolescents based on location in Ghana. A convenient sampling technique will be used to select adolescents who fit the inclusion criteria. A questionnaire will be administered to 80 adolescents across the three regions. The questionnaire will include personal data, assessment of mental health functioning, and characteristics of adolescents in general. Findings will be generalized for further studies by researchers. There will be recommendations for parents/guardians, counselors, clinicians and researchers. Also, teachers, stakeholders and the ministry of gender will have their role to play following the results and findings.

CARING FOR THE CARER: EXPLORING THE LIVED EXPERIENCES OF NURSES CARING FOR HIV/AIDS PATIENTS IN SELECTED HOSPITALS IN ACCRA, GHANA

Christian Kumah Yekple

Abstract

The study explored the lived experiences of nurses caring for HIV/AIDS patients in selected hospitals in Accra, Ghana. Objectives of the study included exploring the challenges encountered by nurses caring for HIV/AIDS patients, examining the effects of caring for HIV/AIDS patients on the nurses' work life, and exploring how the nurses cope with their work-related challenges. The study employed phenomenological design. The population were nurses who have worked for at least one year in the isolation wards of the 37 Military and Korle Bu Teaching hospitals in Accra. These hospitals were selected because they have wards specifically designated for HIV/AIDS patients. The sample was purposively selected, and the sample size of 13 was determined by data saturation. Using a semi-structured

interview guide, data were generated through in-depth face-to-face, audiotaped interviews. Data were analysed using thematic analysis. The findings revealed that the nurses experienced work-related challenges such as work-related stress, resource challenges, and lack of motivation. These challenges have negative effects on the nurses' work life, and have the potential to compromise the quality of care provided to the patients. The nurses adopted coping strategies such as rationing of care and PPEs, and religious coping, to deal with the work-related challenges. The study concluded that the nurses work-related challenges need to be mitigated to enable them provide adequate care to the patients. Recommendations aimed at mitigating the work-related challenges were made. These include nurse managers providing adequate resources, and counselling services for the nurses when necessary. It was suggested that similar studies be conducted in other hospitals.

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