

Inuusah Mahama

Department of Counselling Psychology
Faculty of Applied Behavioural Sciences in Education
University of Education, Winneba
North Campus
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Career Objective

To become a seasoned and globally celebrated Psychologist/Educationist

Competency

An intelligent young man with a versatile personality, who has mastered excellent communications skills, good human relations and many glorious pursuits of diverse ingenuity. I have the innate ability for sustained hard work, results-oriented, innovative, and always ready to pick up challenges and learn new things. I have the ability to use Microsoft Office applications without difficulties.

Research Interests

Adolescence, Academic Engagement, Autism, Curiosity, Creativity, Metacognition, Resilience, Motivation, Sex Education, Self-Regulation, and Diversity in Education.

Education

- 2018-2021** **Doctor of Philosophy**, Department of Education and Psychology, University of Cape Coast, Ghana; **Field:** Educational Psychology; **Topic:** Relationship between curiosity, creativity, motivation and academic performance of students in senior high schools in the central region Ghana (Unpublished doctoral thesis) University of Cape Coast, Ghana. **Supervisors:** Drs. Bakari Yusuf Dramanu and Kenneth Asamoah-Gyimah
- 2021** **Postgraduate Diploma in Teaching and Learning in Higher Education (PGDTLHE)**, Institute of Teacher Education and Continuing Professional Development, University of Education, Winneba, Ghana.
- 2015-2017** **Master of Philosophy**, Department of Education and Psychology, University of Cape Coast, Ghana; **Field:** Educational Psychology; **Topic:** Adolescent students' perception of sex education and its effect on their social lives in the Wa Municipality (Unpublished master's thesis) University of Cape Coast, Ghana. **Supervisors:** Profs. Mark O. Amponsah and K.Y.A Etsey
- 2010-2014** **Bachelor of Science**, Department of Education and Psychology, University of Cape Coast, Ghana; **Field:** Psychology; **Topic:** The impact of teenage pregnancy on victims' education: A case study of Akotokyir and Adisadel communities in the Cape Coast Metropolis (Unpublished undergraduate project work). University of Cape Coast, Ghana. **Supervisor:** Dr. Rita Holm Adzovie

Work Experience

2020- **Lecturer**, Department of Counselling Psychology,
University of Education, Winneba

Courses Taught

CPSY 121: Introduction to General Psychology (64 students)
MCPD 712: Human Lifespan Development (10 students)
CPSY 122: Systems and Theories of Psychology (64 students)
CPSY 225: Introduction to Basic Educational Statistics (64 students)
EDCR 241: Psychology of Human Development and Learning (5,891 students)
EGCR 361: Psychology of Adolescence (92 students)
EGCR 413: Educational Social Psychology (92 students)
EGCR 434: Abnormal Child Psychology (74 students)

Other Responsibilities

- ❖ Designed exams, assessments and course content, including lecture material and writing assignments.
- ❖ Varied teaching strategies, catering to educational needs of young adults and mature students.
- ❖ Offered academic and remedial support to students requiring additional help.
- ❖ Engaged, motivated and inspired students to develop thirst for knowledge.
- ❖ Organised educational activities and events to drive learning objectives and promote engagement.
- ❖ Advised students on academic paths, providing holistic support throughout degree learnings.
- ❖ Encouraged students to develop skills in reflection, critical thinking and analysis.
- ❖ Tailored teaching styles to teach students with Special Educational Needs (SEN).

2017- Tutor, Institute of Education, University of Cape Coast, Ghana

Courses Taught

EPS 101A: Educational Psychology (3,351 students)
EPS 351: Research Methods in Education (3,351 students)
EPS 499SW: Project Work Supervision (891 students)

Other Responsibilities

- ❖ Tailored tutoring to suit individual competencies, enabling suitably paced academic progression.
- ❖ Taught students remotely through live video sessions on Google meet.
- ❖ Promoted academic success and enhanced learning experiences for students of varying capabilities.
- ❖ Tracked student progress through regular assessments, promptly addressing knowledge and skills gaps.
- ❖ Offered complete instructional support for students unable to attend regular classes.

2017-2020 Tutor, College of Distance Education, University of Cape Coast, Ghana.

Courses Taught

ECE 311: Child Development and Learning
ECE 113: Learning and Instruction
EPS 101D: Educational Psychology
EPS 351D: Research Methods in Education
EPS 221D: Motivational Psychology

Other Responsibilities

- ❖ Assigned homework assignments and special projects for students to demonstrate knowledge of subject material.
- ❖ Promoted perseverance and determination as key components of student success.
- ❖ Developed in-depth lectures on subject-specific theories, foundational concepts and advanced topics.
- ❖ Implemented proven methods to overcome common barriers to learning.
- ❖ Used illustrative activities to help students explore concepts.
- ❖ Provided in-depth feedback and constructive criticism on students' work.
- ❖ Personalised instruction and personal mentoring based on individual strengths and abilities.
- ❖ Offered counselling to help students deal with academic, personal, or behavioural issues.
- ❖ Taught students important points to prepare for examinations and assessments.

2015-2020 Teaching Assistant, Department of Education and Psychology, University of Cape Coast, Ghana

Responsibilities

- ❖ Efficiently prepared teaching materials and audio-visual equipment, enabling prompt lesson start times.
- ❖ Helped lecturers with lesson plan development, class preparation and student mentoring.
- ❖ Taught courses related to psychology education and research methods to 613 undergraduate students.
- ❖ Organised and distributed learning materials, ensuring students received relevant homework, textbooks and classroom supplies.
- ❖ Developed and nurtured excellent relationships with students and staff, enhancing positive learning environments.
- ❖ Organised extracurricular activities to drive social, emotional and intellectual development.
- ❖ Maintained sensitivity towards students with additional needs, continually improving their development and confidence.
- ❖ Participated in Continuous Professional Development opportunities to optimise teaching support capabilities.
- ❖ Tutored students individually and in small groups to reinforce learning concepts from core subjects.
- ❖ Supported in assessment and examination processes for the department.

Sept. 2015 Teacher, Al-Fawz International School, Elmina, Ghana

Dec. 2015

Subjects Taught

Social Studies

Religious and Moral Studies

Other Responsibilities

- ❖ Prepared lesson content and delivery in line with curriculum guidelines.
- ❖ Planned inspiring extracurricular activities for well-rounded student socialisation and development.
- ❖ Implemented behaviour management strategies for optimised learning environment.
- ❖ Created and marked homework, exams and class activities to monitor individuals' progress.
- ❖ Identified student strengths and weaknesses, providing constructive feedback to improve results.
- ❖ Assessed student performance, behaviour and class engagement.
- ❖ Delivered informative progress reports aiding student development.
- ❖ Reported on students' progress and attitude to learning at parent-teacher meetings.
- ❖ Supported department development plans to meet new national curriculum requirements.
- ❖ Established clear learning outcomes and targets for different abilities.
- ❖ Used varied resources and technologies to maximise student engagement and understanding.
- ❖ Set academic targets for students, communicating constructive feedback to address obstacles to learning.

- ❖ Engaged students with lesson materials by building positive rapport.

Sept. 2014 Client Attendant-National Service, National Health Insurance

Aug. 2015 Scheme

Responsibilities

- ❖ Facilitated performance tracking, entering membership details.
- ❖ Registration of 2,435 citizens and refugees onto free Health Insurance Scheme in Ghana.
- ❖ Enabled efficient day-to-day running of facility by assisting in operational tasks including cleaning.
- ❖ Welcomed new and returning clients, cultivating inclusive space.
- ❖ Guided clients on proper nutrition and exercise habits for optimum results.
- ❖ Built positive relationships with clients to encourage continued renewal of their membership for free health care.

2015 Field Officer, Innovations for Poverty Action, Ghana

Responsibilities

- ❖ Engaged in research data collection.
- ❖ I helped in entering data into SPSS.
- ❖ I helped in managing the data.
- ❖ I often report team leader on every situation recorded on the field.

2013 Intern, Public Health Department, Cape Coast Teaching Hospital, Ghana

Responsibilities

- ❖ Answered telephone to assist callers and take messages.
- ❖ Coordinated files, spreadsheets and reports for staff.
- ❖ Facilitated client events and engagement to build strong rapport.
- ❖ Outreach to educate the public about good health.
- ❖ Assisted in nationwide vaccination of children to prevent the six killer diseases.

Research Awards and Grants

2022	Association of Commonwealth Universities (ACU) Early Career Conference Grant
2019	Butler-Emelia Brew Research Grants
2018	Most Outstanding Elderly Statesman for GRASAG, University of Cape Coast, Ghana
2016	Butler-Emelia Brew Research Grants

Research Publications

- Mahama, I.**, Asamoah-Gyimah, K., & Dramanu, B. Y. (2024). Examining the interrelationships among curiosity, creativity, and academic motivation using students in high schools: A multivariate analysis approach. *Open Education Studies*, 6(1), 20240001.
- Mahama, I.**, Baidoo-Anu, D., Eshun, P., Ayimbire, B., & Eggley, V. E. (2023). ChatGPT in academic writing: A threat to human creativity and academic integrity? An exploratory study. *Indonesian Journal of Innovation and Applied Sciences (IJIAS)*, 3(3), 228-239. <https://doi.org/10.47540/ijias.v3i3.1005>
- Mahama, I.**, Eshun, P., Amos, P. M., Antwi, T., Amoako, B. M., & Eggley, V. E. (2023). Psychological precursors of entrepreneurial intentions among higher education students in Ghana. *Discover Education*, 2(1), 29.
- Baidoo-Anu, D., Gyamerah, K., **Mahama, I.**, & Ofori-Sasu, E. (2023). Towards classroom inclusivity: exploring K-12 teachers' sensitivity to cultural diversity (Hacia la inclusividad en el aula: explorando la sensibilidad a la diversidad cultural del profesorado de K-12). *Culture and Education*, 1-38.
- Mahama, I.**, Danquah, S. O., Ammah, C., Amos, P. M., & Eshun, P. (2023). An Examination of Mindfulness and Academic Resilience among Higher Education Students amidst COVID-19 Pandemic in Ghana. *Psychology*, 14(6), 974-999.
- Mahama, I.**, Dampson, D. G., & Eshun, P. (2023). Tutors' chronological age and characteristics as predictors of creative nurturing behaviour in the 21st Century classroom. In *Frontiers in Education* (Vol. 8, p. 215). Frontiers.
- Mahama, I.**, Dramanu, B. Y., & Asamoah-Gyimah, A. (2023). Predictive abilities of curiosity, creativity, and motivation on academic performance of high school students in Ghana. *Education Research International*, 10(1), 1-10. <https://doi.org/10.1155/2023/4626945>
- Bedu-Addo, P. K., **Mahama, I.**, Amoako, B. M., Amos, P. M., & Antwi, T. (2023). Neglectful parenting and personality traits as predictors of malevolent creativity among Ghanaian tertiary education students. *Creative Education*, 14(2), 232-244. DOI: 10.4236/ce.2023.142016
- Eshun, P., Dabone, K., Annan-Brew, R., **Mahama, I.**, & Danquah, O. S. (2023) Personality traits and levels of self-efficacy as predictors of academic dishonesty among higher education students in Ghana. *Psychology*, 14, 13-34. doi: 10.4236/psych.2023.141002.
- Ziggah, S. R., Eshun, P., & **Mahama, I.** (2022). Perceptions and experiences of adult learners of online learning in the era of COVID-19 in Ghana. *Journal of Psychological Research*, 4(2), 35-46. <https://doi.org/10.30564/jpr.v4i4.5268>
- Mahama, I.** (2022). Combined effect of curiosity, creativity, and motivation on academic performance of senior high school students. *Journal of Gifted Education and Creativity*, 9(3), 273-284.
- Amponsah, M. O., Mahama, I. & Takyi-wadieh, E. (2022). An examination of curiosity and academic self-concept among students of category "A" Senior High Schools in the Central Region of Ghana. *Participatory Educational Research*, 9(4), 367-378. DOI: 10.17275/per.22.95.9.4
- Mahama, I.**, Dramanu, B. Y., Eshun, P., Nandzo, A., Baidoo-Anu, D., & Amponsah, M. A. (2022). Personality traits as predictors of self-regulated learning and academic engagement among college students in Ghana: A dimensional multivariate approach. *Education Research International*, 2022.
- Mahama, I.** (2022). Creative teaching as a component of the new standard-based curriculum in Ghana: Curriculum rushed or curriculum planned?. *Mediterranean Journal of Social & Behavioral Research*, 6(1), 27-33. <https://doi.org/10.30935/mjosbr/11569>
- Dampson, D. G., **Mahama, I.**, Antwi-Danso, S., Eshun, P., & Addai-Mununkum, R. (2021). Online Instructional scaffolding and needs satisfaction in COVID-19 pandemic: Evidence from university students in Ghana. *Noble International Journal of Social Sciences Research*, 6(5), 71-85. <https://doi.org/10.51550/nijssr.65.71.85>
- Abaidoo, A., Amoako, I., **Mahama, I.**, & Edward, O. B. (2021). Resilience and academic self-concept as explanatory variables of achievement motivation among college students. *European Scientific Journal, ESJ*, 17(35), 246-262. <https://doi.org/10.19044/esj.2021.v17n35p246>

- Mahama et al.** (2021). Attached or not attached: Does different learning styles exist among students with or without sense of belonging amidst COVID-19? *Journal of Educational Technology and Online Learning*, 4(2), 175-192. <http://doi.org/10.31681/jetol.905277>
- Nii-Okai, D., Acheampong, E., **Mahama, I.**, Mensah, K. J., Imoro, O., Marfo, R., Kwaw, R., & Odame-Mensah, S. (2021). Sandwich model of educational upgrading in Ghana: A transitional challenge in disguise. *European Scientific Journal, ESJ*, 17(8), 136. <https://doi.org/10.19044/esj.2021.v17n8p136>
- Mahama, I.**, Adzovie, R. H., & Adzovie, D. E. (2020). Adolescents' perception of the impact of condom use on sexual behaviours: Evidence from Ghana, a developing country. *International Journal of Psychology and Counselling*, 12(3), 53-62. DOI: 10.5897/IJPC2020.061
- Mahama, I.**, Kwaw, R., Mensah, K. J., Acheampong, E., & Marfor, R. (2019). Relationship between creative thinking and students' academic performance in English language and Mathematics: The moderating role of gender. *Journal of Education, Society and Behavioural Science*, 31(4), 1-10. DOI: 10.9734/JESBS/2019/v31i430159
- Mahama, I.** Amponsah, A. M., Kwaw, R., & Gyapong, N. D. (2019). Adolescents' Knowledge Level in Sex Education: Does Gender and Age Difference Matter? *American Journal of Humanities and Social Sciences Research*, 3(8), 47-57.
- Amponsah, O. M., **Mahama, I.** & Kwaw, R. Amponsah, A. M. (2018). Perceived effects of sex education on adolescents' social lives in the Wa Municipality. *Journal of Innovation in Education of Africa (JIEA)*, 2(2), 82-102.
- Mahama, I.**, Amponsah, A. M., & Kwaw, R. (2018). Head teachers' perception of the influence of their role behaviours on students' academic performance in the Berekum Municipality. *British Journal of Education*, 6(7), 10-30. <http://hdl.handle.net/123456789/7962>

Research Papers Accepted for Publication

Research Papers Under Review

- Mahama et al.** (Under Review). Profiling teachers' knowledge and use of evidence-based practices (EBPs) in Ghanaian inclusive classrooms. *Disability, CBR & Inclusive Development*.
- Mahama et al.** (Under Review). Teachers' characteristics and self-efficacy as predictors of their turnover intentions. *Cogent Education*
- Mahama, I.** (Under Review). Academic mindfulness, self-regulated learning and school engagement as predictors of academic resilience among high school students in Ghana.
- Mahama, I.** (Under Review). Curriculum implementation with a plan: An exploratory analysis of pre-service teachers' application of Gagne's Nine Events of Instruction. *Discover Psychology*.
- Mahama, I.** (Under Review). Teachers' knowledge and years of teaching as determinants of the application of evidence -based practices (EBPs) in teaching learners with diverse needs. *Heliyon*.
- Mahama, I.** (Under Review). Effects of metacognition and academic resilience on self-regulated learning in university students: The moderating role of gender. *BMC Psychology*.

Published Book Chapters

- Miezah, D., **Mahama, I.**, Moustafa, A., Nkrumah, I. K., Oti-Boadi, M., & Asante, K. O. (2024). Impulsivity and its relationships with social media addiction, internet addiction, and smartphone addiction. In *The Psychology and Neuroscience of Impulsivity* (pp. 85-93). Academic Press.

Miezah, D., **Mahama, I.**, Amponsah, M. K. O., & Moustafa, A. (2024). Mental health states and impulsivity: role of stress, depression, and anxiety. In *The Psychology and Neuroscience of Impulsivity* (pp. 157-172). Academic Press.

Research Conference Presentations

- Mahama, I.** & Danso, A. E. (2023 July). Promoting university-industry linkage: The roles of entrepreneurial training, intention, and action. 2023 Conference of Rectors, Vice-Chancellors & Presidents of African Universities (COREVIP 2023) by the Association of African Universities, Namibia.
- Mahama, I.**, Acheampong, E., & Nketsiah, I. (2023, June). Psychological Precursors of Entrepreneurial Intentions Among Tertiary Students in Ghana. In *Bode, Umuerrri (Eds.): Universities, Entrepreneurship and Enterprise Development in Africa—Conference Proceedings 2022* (pp. 24-41).
- Baidoo-Anu, D., Gyamerah, K., Sasu, O. E., & **Mahama, I.** (April 2022). Towards cultural diversity, equity, and inclusivity in classrooms: Exploring K-12 teachers in Ghana sensitivity to cultural diversity. A paper presented at the 66th Annual Conference of the Comparative and International Education Society, Minneapolis, Minnesota.
- Mahama, I.** (July 2021). Creative teaching as a component of the new standard-based curriculum in Ghana: Curriculum rushed or curriculum planned?. A paper presented at the 5th International Multi-disciplinary Conference. University of Education, Winneba, Ghana.
- Mahama, I.**, Kwaw, R., & Amponsah, M. O. (April 2019). Relationship between creative thinking and students' academic performance in English language and Mathematics: The moderating role of gender. A paper presented at the 1st School of Educational Development and Outreach, University of Cape Coast, Ghana.
- Amponsah, O. M., **Mahama, I.** & Kwaw, R. Amponsah, A. M. (2018). Perceived effects of sex education on adolescents' social lives in the Wa Municipality. A paper presented at the 4th International Conference for Postgraduate Studies-School of Graduate Studies, University of Cape Coast, Ghana.

Research Seminars and Workshops Attended

- 2022** 3rd Early Career Seminar at the Jophus Anamuah-Mensah Auditorium, North campus, University of Education, Winneba, Ghana.
- 2021** Webinar on Indo-Nepal Education Exchange, Globalising Education, and Building World Class Institutions, Indian.
- 2021** World Sustainability Summit 2021 on Roadmap for Ecosystem Restoration through Industry and Innovation, India.
- 2021** World Education Conference (WEC 2021), India.
- 2020** Webinar on Qualitative Research Methods by the Institute for Educational Research and Innovation Studies (IERIS). University of Education, Winneba, Ghana.
- 2020** Workshop and Professional Development for Faculty Members by the Department of Counselling Psychology, Winneba, Ghana.
- 2020** The role of mentoring in career development of teaching and non-teaching staff by the University of Education, Winneba, Ghana.
- 2014** Ghana Psychological Association Seminar, University of Ghana, Ghana.
- 2013** Students' Representative Council Leadership Seminar, University of Cape Coast, Ghana.

Extension and Community Services

University of Education, Winneba

- ❖ **Facilitator**, examining the mental health implications of imposing a career path for your child. The good, the bad and the ugly. Mental Health Authority, Ghana 2022
- ❖ **Facilitator**, 6th International Multidisciplinary Conference for Postgraduate Students, University of Education, Winneba 2022
- ❖ **Representative**, Department of Counselling Psychology, UEW, COVID-19 Taskforce, Representative-2021-
- ❖ Examination Invigilation
- ❖ Attending Matriculation, Convocation and Graduation-2021-
- ❖ **Member**, The Development of the New Bed Psychology Programme-2021
- ❖ **Lead Model Author**, for College of Distance and e-Learning, University of Education, Winneba
- ❖ **Chairman**, Undergraduate Project Work Committee 2022
- ❖ Facilitator, Research Seminar organized by Students' Counsellors' Association of Ghana, University of Education, Winneba, Ghana 2022

University of Cape Coast

- ❖ Member, Finance Committee- GRASAG-UCC (2015/2016)
- ❖ Member, Project Hope Ghana (2016)
- ❖ Member, Ananse Foundation-Ghana (2015-2018)
- ❖ Member, Upper West Students Union-UCC (2010-date)
- ❖ Member, Psychological Students Association (2010-2017)
- ❖ Member, Graduate Students' Association of Ghana (GRASAG), U.C.C Chapter (2015)
- ❖ Member, Young and Wise Member (2014-2015)
- ❖ Member, Research Committee-Graduate Students' Association of Ghana (2017-2018)

Daffiama-Busie-Issa District

- ❖ Community Education Advocate, Tabiase, Upper West Region, Ghana, 2014-
- ❖ Organizer for Tabiase Area Development and Academic Association, Tabiase, Upper West Region, Ghana, 2021-
- ❖ Facilitator, Seminar for Teachers and Students in Daffiama-Busie-Issa District-2017-

Leadership Experience

Postgraduate Programmes Coordinator, Institute of Teacher Education and Continuing Professional Development, University of Education, Winneba, Ghana, **August 2023-July 2024**

- ❖ Ensure up-to-date online records on all graduate students in the institute
- ❖ Facilitate prompt and accurate registration of courses at the postgraduate level
- ❖ Facilitate timely examination of graduate students and input of examination results online
- ❖ Assist the Ag. Director in the implementation of Graduate and Academic Board Decisions and other policies on graduate students in the institute
- ❖ Perform any other duties assigned by the Ag. Director and the Ag. Dean of Graduate Studies

Examinations' Coordinator, Institute of Teacher Education and Continuing Professional Development, University of Education, Winneba, Ghana, **October 2021-July, 2022**

- ❖ Coordinate the construction of Examination Questions for 16 affiliated Colleges of Education
- ❖ Printing of Examination Questions for 16 affiliated Colleges of Education
- ❖ Coordinate the distribution of Examination Papers for 16 affiliated Colleges of Education
- ❖ Monitoring of Examinations for 16 affiliated Colleges of Education
- ❖ Coordinate the Conference Marking of Examination Papers for 16 affiliated Colleges of Education
- ❖ Ensure adherence to policies governing examinations and mark distribution

- ❖ Ensure security measures are in place

Financial Secretary, Psychology Students Association, University of Cape Coast (2013/2014)

- ❖ Maintains and reports the association's budget
- ❖ Coordinates requisitions/ordering for souvenir
- ❖ Maintains and reconciles association's accounts for activities and programmes
- ❖ Maintains and reconciles dues from for all association's events

Organizing Secretary, Network of Budding Psychologists (NetBuPs), University of Cape Coast (2013/2014)

- ❖ Manage events planning process
- ❖ Transporting and lodging of guests
- ❖ Determining the venue of the event
- ❖ Communicating and network development
- ❖ Supervise event setups
- ❖ Select events' facilitators

Co-Founder and Interim Financial Secretary, NetBuPs, University of Cape Coast (2012/2013)

- ❖ Identified and built a leadership team for the association

Professional Affiliations

2023- Canadian Society for the Study of Education (CSSE)

2023- Canadian Association for Educational Psychology (CAEP)

2020- University Teachers' Association of Ghana (UTAG)

2022- Comparative and International Education Society (CIES)

2016- Ghana Psychological Council (GPC)

2012- Ghana Psychological Association (GPA)

Referees

Academic

Prof. Bakari Yusuf Dramanu

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Professional

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Signature:

Date: 09/04/2024